

HSACRE



HILLINGDON STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: Thursday 30 November 2017

Time: 6.00 pm

Venue: Committee Room 4a - Civic Centre, High Street, Uxbridge UB8 1UW

Meeting: This meeting is not open to Members of the Public or Press

Members

Carole Jones (Chairman)
Yasmin Afnan
Gail Butler
Connie Dusek
Robert Harwood
Umesh Sharma
Ruth Freedman
Angela Lount
Amir Ahmed (Syed Amir Ahmed)
Naseem Bint Amir
Richard Cawley
Nicole Schnackenberg
Stephen Horsman
Heather Steady
Jasvir Singh Rayat
Father Desmond Banister
Joan Bevington
Mary Coulthurst
Melanie Dring
Angela Flux
Alison Rollin
Anil Bhatt
Debby Mitchell
Councillor Shehryar Ahmad-Wallana
Councillor John Hensley
Councillor June Nelson
Councillor Susan O'Brien
Councillor Jagjit Singh

Luke Taylor
Clerk to HSACRE
London Borough of Hillingdon,
Civic Centre
High Street, Uxbridge, UB8 1UW
Tel: 01895 250693 Email: democratic@hillingdon.gov.uk

Agenda

Chairman's Announcements

1	Minutes of Previous Meeting	1 - 8
2	Election of Chairman & Vice-Chairman	9 - 10
3	Membership Update	11 - 14
4	CPD Update	15 - 16
5	Budget Update	17 - 18
6	CORE Interim Report Consultation	19 - 34
7	Date of Next Meeting	35 - 36

Agenda Item 1

Minutes

HILLINGDON STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

21 February 2017

Meeting held at Committee Room 4 - Civic Centre,
High Street, Uxbridge UB8 1UW



	<p>Committee Members Present: Carole Jones (Chairman), Councillor June Nelson, Councillor Susan O'Brien, Gail Butler, Angela Lount, Amir Ahmed (Syed Amir Ahmed), Naseem Bint Amir, Jasvir Singh Rayat and Melanie Dring MA BA(Hons) PGCE</p> <p>Also Present: Duncan Struthers (Advisor to HSACRE) & Eleanor Paul</p> <p>LBH Officers Present: Venetia Rogers (Education Policy Manager) and Luke Taylor (Democratic Services Officer)</p>
42.	<p>MINUTES OF PREVIOUS MEETINGS (<i>Agenda Item 1</i>)</p> <p>That the minutes of the meetings held on 7 June 2016 and 10 November 2016 were agreed.</p>
43.	<p>CONSTITUTION (<i>Agenda Item 2</i>)</p> <p>The Advisor to HSACRE introduced the item confirming that at the previous NASACRE meeting changes were proposed to the constitution, however, the meeting was not quorate and it was decided to contact local authorities and SACRES to ask them to vote for or against the proposed changes.</p> <p>The Committee confirmed there were no objections to the new constitution, but commented that it would be useful for the constitution to feature a paragraph which set out NASACRE's ability to lobby the government on any issues that arose. This change would then ensure that a legal challenge could not prevent NASACRE from lobbying Parliament on relevant issues.</p> <p>Members also commented that paragraph 3.5 was not clear in its wording, which stated "a majority of half plus one of the Council shall be necessary for any amendment to the Constitution". The Committee did not believe that this clearly distinguished between "one half plus one of the entirety of the Council" or "one half plus one of those Council members present at a NASACRE meeting".</p> <p>It was confirmed that the clerk to HSACRE would respond electronically to NASACRE to inform them of HSACRE's decision to agree to the new NASACRE constitution, but would also include the comments made by the Committee with regards to paragraph 3.5 and lobbying.</p> <p>– RESOLVED: That the new NASACRE constitution was agreed, and that the</p>

	<p>response be sent to NASACRE alongside comments made by HSACRE on the inclusion of lobbying and the wording paragraph 3.5 in the new constitution.</p>
44.	<p>RAMADAN GUIDANCE (<i>Agenda Item 3</i>)</p> <p>The Muslim representatives to HSACRE confirmed that local Muslim groups have not yet met to see what changes to the Ramadan Guidance from last year are necessary, but they will be meeting soon to discuss this. It was confirmed that Ramadan will take begin around 25 May 2017 and will run until roughly 23 June 2017, subject to the siting of the moon.</p> <p>The Committee were informed that Muslim groups hope to finalise the Ramadan Guidance well before Ramadan begins so that schools have plenty of time to inform parents of the guidance and allow parents to have input.</p> <p>The Muslim representatives confirmed that the guidance will confirm that there is no excuse for a fasting child to forgo a fast, and parents should inform schools beforehand as to their wish for children to fast and attend Eid. It was suggested by the Muslim representatives that children could pray in the morning of Eid, before attending school in their Eid dress, and this may invoke debate and help understanding of the importance of the day.</p> <p>Members were informed by the Muslim representatives that the Muslim community greatly appreciate schools and communities for helping them come together for Ramadan, and welcome further engagement or any questions that may arise from other faith groups and communities.</p> <p>It was confirmed that Amir Ahmed, the Chairman and the advisor to HSACRE would further discuss the Ramadan Guidance in early March, before taking the guidance forward, and the Committee confirmed they were happy for this to take place.</p> <ul style="list-style-type: none"> - RESOLVED: That it was agreed to delegate authority to the Chairman, the advisor to HSACRE, and the Muslim representatives to discuss the Ramadan Guidance and send the information out to schools once it was confirmed.
45.	<p>BUDGET UPDATE (<i>Agenda Item 4</i>)</p> <p>The Chairman confirmed that budget funds have now been transferred from Holy Trinity School to Yeading School as required.</p> <p>It was proposed that the budget be used for CPD, with a total cost of around £4,200, and HSACRE would be looking to find a small amount of additional funding which would cover the cost of CPD comfortably.</p> <p>The Committee confirmed that, if successful, it would continue to run the CPD in future years with the hope that it was self-funded. However, the first year should remain free as schools shouldn't be expected to cover the cost.</p> <p>Members also confirmed that HSACRE would be looking for a cost-effective way to print the Agreed Syllabus.</p>

	<p>The Committee confirmed that they would like the Council to help as much as possible with any additional costs required, as very little of the budget had been spent in previous years.</p> <p>– RESOLVED: That the budget update be noted.</p>
46.	<p>CPD UPDATE (<i>Agenda Item 5</i>)</p> <p>The Chairman welcomed Ms Eleanor Paul, who was to help deliver the contents of the Hillingdon Agreed Syllabus within the Borough, to the meeting.</p> <p>Ms Paul proposed to promote and support SACRE in regards to implementing the agreed syllabus, and informed the Committee that the aim was to create a Primary Co-Ordinators Cluster for the leaders of Religious Education within a number of schools. The Group would meet to network, share best practice and learn new teaching styles and methods to ensure teachers of RE are confident when teaching the subject.</p> <p>The aim is for the Co-Ordinators cluster to meet six times throughout the year, with the first meeting scheduled in June 2017.</p> <p>The advisor to HSACRE confirmed that he approached NATRE to look for support for Ms Paul in delivering the project. The Committee were informed that Stephen Pett will be helping in this regard, and he has excellent experience to do so as a former Chairman of SACRE who now delivers services for teachers.</p> <p>Members confirmed their support for the initiative and offered places of worship as potential locations for the meetings. It was confirmed that HSACRE would be very happy to use places of worship for this purpose, and the first meeting would start at the beginning of the next school term, with the second meeting taking place following the summer holiday in the Autumn Term.</p> <p>– RESOLVED: That the CPD Update be noted.</p>
47.	<p>THE CASEY REVIEW (<i>Agenda Item 6</i>)</p> <p>The advisor to HSACRE introduced the report, confirming that the Casey Review was a very large document, and as such NASACRE had reduced the size of the report into a briefing which was sent out to members. The advisor to HSACRE confirmed that the portrayal of religion within the Casey Review was not similar to what he had experienced in the London Borough of Hillingdon.</p> <p>Members expressed their concern that RE was mentioned just once in the review, and commented that it was important to ensure RE remained part of the syllabus and an important part of children's understanding.</p> <p>The HSACRE Advisor confirmed that the Government response to the review was due in spring 2017, and then it may be possible to formulate a reply from HSACRE. It was suggested that Hillingdon Strong and Active may also be in a position to reply and shape the "British Values" that were referred to in the Casey Review. Members were concerned that the review would allow schools to address secular education with a religious or spiritual angle, and involve these topics in PSHE lessons instead of having separate RE lessons. It was agreed that RE remains a very important part of communities, and the Chairman agreed that this message would be taken to Hillingdon</p>

	<p>Strong and Active.</p> <p>The Committee also commented that in some cases, schools want to be more engaged in RE matters, but responses required on relevant issues often are required too quickly to allow a reply; it was confirmed that, if possible, larger response times were allowed for schools to ensure higher rates of reply.</p> <p>– RESOLVED: That the Casey Review was noted.</p>
	<p>The meeting, which commenced at 6.04 pm, closed at 7.39 pm.</p>

These are the minutes of the above meeting. For more information on any of the resolutions please contact Luke Taylor on 01895 250693. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

Minutes

HILLINGDON STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

19 July 2017

Meeting held at Committee Room 4 - Civic Centre,
High Street, Uxbridge UB8 1UW



HILLINGDON
LONDON

	<p>Committee Members Present: Alison Rollin, Melanie Dring MA BA(Hons) PGCE, Councillor Susan O'Brien, Councillor Jagjit Singh, Yasmin Afnan, Gail Butler, Amir Ahmed (Syed Amir Ahmed) and Naseem Bint Amir</p> <p>Also Present: Duncan Struthers (Advisor to HSACRE) and Elenor Paul</p> <p>LBH Officers Present: Venetia Rogers and Luke Taylor (Democratic Services Officer)</p>
	<p>PLEASE NOTE THAT THIS MEETING WAS NOT QUORATE AND THEREFORE NO FORMAL DECISIONS WERE MADE</p>
	<p>MEMBERSHIP OF COMMITTEE</p> <p>It was confirmed to the HSACRE that the meeting did not have the attendance to make quorum, and therefore no formal decision could be made. It was agreed that the meeting continue and updates be provided on each item, where possible.</p>
50.	<p>MINUTES OF PREVIOUS MEETING (<i>Agenda Item 1</i>)</p> <p>The minutes of the meeting will be taken to the next meeting.</p>
51.	<p>CPD UPDATE (<i>Agenda Item 2</i>)</p> <p>Ms Elenor Paul, who was delivering the contents of the Hillingdon Agreed Syllabus within the Borough, was in attendance at the meeting to discuss its current progress.</p> <p>Ms Paul confirmed that the first CPD training session took place on 12 June 2017, and teachers from 21 schools throughout Hillingdon attended, and the meeting focused on the history of RE and the legality of teaching the subject.</p> <p>The feedback from the session was positive, with the attendees appreciative of the support, as many felt sidelined when teaching RE. Concerns among teachers included:</p> <ul style="list-style-type: none">• Poor initial teacher training in terms of teaching the subject;• No teachers had a qualification in religious education or related subjects;• It was hard to get a focus on one subject when primary teachers teach nine or ten.• Not knowing where to get information on the subject from, with some using the

internet for information. Others noted that they used plans or previous teachers' experience; and

- RE was only taught by Planning, Preparation and Assessment (PPA) cover.

It was noted that while those in attendance stated that no teachers had withdrawn themselves from the subject, this could be countered by the fact in some schools the subject was only taught by PPA cover. Furthermore, there were a couple of cases where pupils had been withdrawn from the lessons. However, on the whole it was accepted that there were not many prominent issues. The main concern of those in attendance was that RE can be difficult to teach as it is not valued or held in the same regard as other subjects, and thus is seen as less important.

With regards to the work of SACRE, when questioned on the organisation, the answers ranged from "knowing nothing at all" about SACRE's work to being grateful for its "support and guidance". 90% of teachers were not aware of the revised syllabus, although the other 10% stated that they were consulted over the addition of humanism to the syllabus. The attendees noted that it would be helpful to have the new syllabus agreed sooner rather than later.

Ms Paul confirmed that there will be five more CPD training sessions, with the next meeting taking place on 26 September. The following session is on 13 November and will consider interfaith relations.

Committee members asked whether it would benefit to have HSACRE members in attendance, and it was agreed that this may be helpful and they were welcome to attend.

The next steps were considered, and how to make the work of HSACRE more public. The advisor to HSACRE confirmed that there has been more involvement with schools in the last year than before, with a number of emails contacting them, particularly with regards to the new syllabus.

HSACRE congratulated Ms Paul on her work and achieving a good turnout for the meeting.

52. **CONSULTATION ON RE** (*Agenda Item 3*)

The advisor to HSACRE confirmed that the Commission on Religious Education was to identify what changes are needed to promote high quality RE and what changes were needed to ensure this high quality remains.

The advisor to HSACRE noted that there may be a push for more of a nationally agreed syllabus, and that a local syllabus seemed to be more beneficial to the Borough, which had more diversity and different faiths than many other places in the country.

The Committee then considered a number of questions provided by the Commission of Religious Education, and suggested their responses:

What should be included in the scope and content of RE?

The content could be focused on the common themes and spiritual values that connect religions, such as worship, respect, charity and purpose, instead of looking at the

differences between them. It was also noted that stories used to put across these values would be a good way to teach children about a religion.

What changes (if any) should there be to the current legal framework for RE?

RE should be made part of the curriculum, as this is currently not the case, but should retain the use of local SACREs within that. The removal of the right to withdraw for pupils and teachers alike would also be beneficial, and instead of PSHE encompassing RE, it should be the other way round.

Should there be a common baseline entitlement for RE which applies to all types of school?

There should be a baseline entitlement that all schools should follow. Geographically schools in Hillingdon would have contrasts with other areas in the country, so there should be a baseline of expectations for teaching, as it cannot be completely different for each area.

How should the development of RE standards, curricula, or syllabuses be best organised?

Encouraging teachers to attend a CPD session to find out what SACRE is about, and a link to teaching and SACREs would be helpful. It was suggested that a list of local worship places, including contact details, could be added as an appendix to the syllabus to ensure people can be put in touch with the correct people should they wish. Faith representatives could also attend schools and be available for teachers if they would like guidance, and RE teachers could be encouraged to attend SACRE meetings too.

Are there changes to primary and secondary teacher education that could improve the delivery of high quality RE?

More training for both sets of teachers would be beneficial, along with a list of contact information for those who wished to find out more, such as community leaders and places of worship. Basic documentation provided by each religion would also be helpful. Teachers should also be advised to use the internet with caution, and they should be directed to trustworthy sites with the correct information. Books donated from places of worship may also be beneficial.

What factors lead to high quality learning and teaching in RE, and what are the main obstacles to this?

Increased subject knowledge is a necessity, but time is an obstacle to this. Training opportunities are also vital, but funding is an issue.

Members noted that interfaith activities and involvement helps, and raising awareness of SACREs was vital. E-Learning is a vital tool for teachers, and RE must tap into this format to get their messages out to a wider audience.

53. **HAYES FESTIVAL** (*Agenda Item 4*)

The Committee was informed that, unlike previous years where there was only a Hillingdon Interfaith Network stall, this was the first occasion where the Hayes Islamic

	<p>Centre also set out a stall. It was noted that there was a good turnout at the carnival. There were also two interfaith trees with messages from local schoolchildren in years 3-6 about what interfaith meant to them. It was suggested that if this happens in the future, it would be good to have blank leaves to be filled in at the carnival.</p> <p>Members commented that the Interfaith Stall could still do with more staff in the future, as the stall is open from 11am to 5pm, and short stints of roughly two hours on the stands would be very helpful. The possibility of using a panel in the future to answer questions, alongside an exhibition and the stall, was also discussed for future events.</p> <p>Following a question from members, the advisor to HSACRE advised that there was not a large turnout from residents north of the A40, and the vast majority of attendees where from the surrounding area.</p>
54.	<p>DATE OF NEXT MEETING (<i>Agenda Item 5</i>)</p> <p>The clerk confirmed that the next meeting is currently scheduled to take place on 1 November. However, this date is likely to change once discussions with the Chairman have taken place, so HSACRE members should be aware that they will receive further contact confirming the date of the meeting.</p> <p>This will be confirmed in due course, along with new prospective dates for the meeting.</p> <p>Following this, the next meeting is due to take place on 29 March 2018.</p> <p>Both these meetings will begin at 18:00.</p>
	<p>The meeting, which commenced at 6.15 pm, closed at 7.10 pm.</p>

These are the minutes of the above meeting. For more information on any of the resolutions please contact Luke Taylor on 01895 250693. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

ELECTION OF CHAIRMAN AND VICE-CHAIRMAN

Contact: Luke Taylor
Clerk to SACRE

REASON FOR REPORT

To elect the Chairman and Vice-Chairman for HSACRE.

RECOMMENDATION

To formally confirm the appointments of both the Chairman and Vice Chairman of HSACRE for the 2017-18 municipal calendar year.

BACKGROUND

1. The HSACRE constitution states in paragraph 4 that:
 - xi) The Chairman shall be elected on an annual basis
 - xii) The Vice-Chairman shall also be elected on an annual basis and will chair meetings in the absence of the Chairman.

This page is intentionally left blank

MEMBERSHIP UPDATE

Contact: Luke Taylor
Clerk to HSACRE

REASON FOR REPORT

To discuss the membership of HSACRE and the potential for future improvements to the attendance at HSACRE meetings.

RECOMMENDATION

That the clerk to HSACRE contacts membership groups regarding their HSACRE representative, asking that the name of each representative be confirmed.

BACKGROUND

1. At previous meetings of HSACRE, there have been attendance concerns which have led to meetings being inquorate.
2. It is proposed that the Clerk for HSACRE contact each group that has a current member on HSACRE requesting that they confirm the name of their HSACRE representative.
3. Membership guidelines are outlined in the constitution, and the relevant points are attached to this report as Appendix A.
4. The letter / email to each group will be tailored to each individual group, and will request:
 - a. Confirmation of the name of a HSACRE representative from a group that has currently has a named representative who has attended at least one of the past three meetings;
 - b. Confirmation of the name of a HSACRE representative from a group that currently has a named representative, who has not attended over the past three meetings, nor sent apologies; and
 - c. Confirmation of the name of a HSACRE representative from a group that currently has a vacancy.

This page is intentionally left blank

Membership

In accordance with the provision of the Education Act 1996 (Section 390(4)), the Hillingdon Standing Advisory Council for Religious Education Membership shall be as follows:-

Group A Christian and other denominations (faiths) which will appropriately reflect the faith traditions of Hillingdon (one representative each – HSACRE wishes to be inclusive of all active faiths in the Borough). Current faiths include:

Baptist
Bahai
Buddhist
Humanist
Hindu
Jewish
Methodist
Muslim
Quaker
Roman Catholic
Salvation Army
Sikh
United Reform Church
Other Christian groups not included in Group B.

HSACRE will review this group annually to reflect the faiths in Hillingdon.

Group B Church of England (six representatives)

Group C Teachers' Associations (one representative each)
ASCL (Association of School and College Leaders) (new addition)
ATL (Association of Teachers and Lecturers) (New)
National Union of Teachers
AMMA
NUT (National Association of Head Teachers) (New)
NAS/UWT
VOICE (Voice the Union)

Group D Local Authority

5 Elected Members of the Council

The Standing Advisory Council may co-opt additional representatives as appropriate.

The Local Authority has to take all reasonable steps to assure itself that the persons appointed are representatives of the faith/denominations or associations/associations in question. It must also attempt to ensure that the number of representative members appointed to any representative group, required to be represented shall, so far as consistent with the efficient discharge of the group's functions, reflect broadly the proportionate strength of that denomination or religion in the Hillingdon.

Procedure

- (ii) HSACRE has the power to regulate its own proceedings subject to:
 - a) Each representative group having only one vote.
 - b) Groups A, B and C have the power between them to require a review of the Agreed Syllabus.
- (iv) Each Representative group shall determine its own procedure for holding separate meetings and forming a collective worship view on issues.
- (v) Any meeting of a representative group shall be minuted and reported to HSACRE. One member for that representative group shall be nominated as minute secretary for this purpose.
- (vi) HSACRE shall be quorate if there is at least one member of each of the **four** representative groups.
- (vii) Members shall serve for at least two years and for not more than three years if another representative is nominated by their faith or organisation.
- (viii) Should any member retire or resign, he or she will be replaced by the Local Authority requesting the faith/denomination or organisation for a replacement. The Local Authority will select the representative if more than one is proposed.
- (ix) If a member fails to attend three consecutive meetings of HSACRE without providing a named substitute or submitting accepted apologies, they shall cease to be a HSACRE member.
- (x) HSACRE may co-opt further persons to serve at meetings in order to provide expertise in particular fields not adequately covered by the existing membership.
- (xi) The Chairman shall be elected on an annual basis.
- (xii) The Vice-Chairman shall also be elected on an annual basis and will chair meetings in the absence of the Chairman.
- (xiv) Each member may send a deputy in his/her place.

CPD UPDATE

Contact: Elenor Paul
CPD Training Coordinator

REASON FOR REPORT

The Committee has requested an update on the CPD Training which is currently taking place.

RECOMMENDATION

To note the CPD Update report.

BACKGROUND

1. Throughout 2017-18 a number of CPD Training Sessions are taking place for HSACRE Members and teachers.
2. This will be a verbal update from Ms Elenor Paul, focussing primarily on the most recent training sessions which took place on 26 September 2017 and 13 November 2017.

This page is intentionally left blank

BUDGET UPDATE

Contact: Carole Jones
HSACRE Chairman

REASON FOR REPORT

An update on the HSACRE Budget is scheduled to take place on a yearly basis.

RECOMMENDATION

To note the budget update.

BACKGROUND

1. The Budget Update will be a verbal update to members on the current budget situation from the HSACRE Chairman.

This page is intentionally left blank

CORE INTERIM REPORT CONSULTATION

Contact: Duncan Struthers - Advisor to SACRE
Luke Taylor - Clerk to SACRE

REASON FOR REPORT

The Advisor to HSACRE has requested that HSACRE consider the report and respond to the consultation.

RECOMMENDATION

To agree a combined HSACRE response to the Consultation.

BACKGROUND

1. The Commission on Religious Education (CORE) has launched a consultation on its interim report, "*Religious Education for All*", which will be open until 9.00am on Monday 4 December 2017.
2. The report can be found at the following link:
<http://www.commissiononre.org.uk/wp-content/uploads/2017/09/Commission-on-Religious-Education-Interim-Report-2017.pdf>
3. The Commission hopes to hear from as wide a range of people and organisations as possible, and people are encouraged to consider responding either in a personal capacity or on behalf of an organisation, or both.
4. A link to the report has been sent to all HSACRE Members independently of this agenda, and Members have been encouraged to read the report before the meeting and make any personal representations regarding the report using the following link:
<https://www.surveymonkey.co.uk/r/CoREConsult1>
5. To allow those wanting to respond to the call for evidence to think about their responses before filling in the form if they wish, the full set of questions in the call for evidence can be found at the following link:
<http://www.commissiononre.org.uk/wp-content/uploads/2017/10/Interim-report-consultation-survey-final.pdf>
6. Members of HSACRE will discuss the report at the meeting, and then a full response to the consultation will be sent to CORE once agreed by the Committee.
7. The questions that require a combined response are attached to this report as Appendix A.

This page is intentionally left blank

The National Entitlement for RE

24. How far do you agree with each of the following recommendations?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No opinion
a. There should be a national entitlement statement (see below) for RE which sets out clearly the aims and purpose of RE and what pupils should experience in the course of their study of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. This entitlement should become normative through non-statutory guidance as early as possible, and should ultimately become statutory, either to supplement or to replace current legislation on agreed syllabuses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The national entitlement should apply to all state-funded schools including academies, free schools and schools of a religious character.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Independent schools should consider adopting the entitlement as an undertaking of good practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Please comment on any of your answers above, in particular your reasons for agreeing or disagreeing with the recommendations.

Here is the proposed national entitlement for RE:

RE in schools should enable students to engage in an intelligent and informed way with the ideas, practices and contemporary manifestations of a diversity of religious and non-religious worldviews. It should enable them to understand how worldviews are inextricably woven into, influence and are influenced by, all dimensions of human experience. It should prepare pupils for life in modern Britain by enabling them to engage respectfully with people with worldviews different from their own. RE should equip pupils to develop their own beliefs, practices, values and identity in the light of their reflections on the worldviews they have studied.

Through their study of worldviews, pupils should develop a lifelong motivation to enquire into questions of meaning and purpose, and investigate others' worldviews and what they mean for individuals, communities and society. All of this will enable them to become responsible citizens and members of diverse and changing local, national and global communities.

Throughout their period of compulsory schooling, pupils should learn about, understand and engage with:

- a. the diversity of religious and non-religious worldviews and ways of life that exist locally, nationally and globally.
- b. the ways in which communities and individuals holding different worldviews interact, change and maintain continuity in different times and contexts and as the surrounding culture changes.
- c. the different ways that people interpret and respond to texts and other sources of authority.
- d. the ways that people communicate their beliefs, experiences, values and identities through verbal and non-verbal means (eg prose, story, poetry, art, music, dance, ritual, architecture).
- e. How people seek moral guidance from religious and non-religious worldviews and how they interpret this guidance in their lives.
- f. the importance of experience, including extra-ordinary experiences, in shaping people's worldviews and how worldviews are used to interpret experience.
- g. the role of religious and non-religious rituals and practices in both creating and expressing experience, beliefs, values and commitments.
- h. the relationship between people's worldview and their thinking and actions concerning political, public, social and cultural life.
- i. both the positive and negative exercise of power and influence resulting from people's worldviews.
- j. the important role that worldviews play in providing people with a way of making sense of their lives and in forming their identity.

As part of a balanced programme aimed at meeting this provision, it is expected that pupils will:

1. experience meeting and visiting people from their local community from a range of worldviews including those different from their own and that of the school.
2. develop core skills for researching the beliefs, values and practices of individuals and groups in society.
3. experience a range of approaches to the study of religions (e.g. phenomenology, philosophy, sociology, textual studies, theology).
4. engage with questions of meaning and purpose and of the nature of reality raised by the worldviews that they study.
5. think through and develop a reflective approach to their own personal responses and developing identity and learn to articulate these clearly and coherently while respecting the right of others to differ.
6. Develop the core skills and dispositions of careful listening, critical thinking, self-reflection, empathy and openmindedness required for making wise judgments.
7. learn to discuss controversial issues and work with others (including those that they disagree with) with the intention of securing a healthy and peaceful society in the context of significant diversity.

26. Is the above national entitlement at the right level of specificity?

- Too specific and detailed
- About right
- Not specific and detailed enough
- No opinion

Please comment on your response, in particular to explain what should be added or removed.

27. Should the entitlement be accompanied by expected standards of attainment at each Key Stage?

- Yes
- No
- No opinion
- Don't know

Please comment on your response and the reasons that you have chosen it.

28. Please comment further on the national entitlement in the box below.

29. Should the requirement for local authorities to produce locally agreed syllabuses be removed?

- Yes
- No
- Not sure
- No opinion

Please comment on your answer below

30. If the requirement to produce locally agreed syllabuses were removed, what do you think would happen to SACREs and why?

31. How should the entitlement statement be translated into detailed programmes of study?

- There should be one single national set of programmes of study to apply to all schools.
- Local authorities should continue to be required to produce locally agreed syllabuses as they currently do.
- The market should be left open for schools, groups of schools, dioceses and other relevant providers to produce their own programmes of study.
- There should be a non-statutory national model set of programmes of study and the market should also be left open for other providers to produce their own programmes of study.
- Other (please specify)

32. Please comment further on who should develop programmes of study and how this can best be organised to meet the needs of all schools. Please explain your response to the question above on how the national entitlement should be translated into detailed programmes of study.

33. How should the national entitlement interact with the current statement in legislation that agreed syllabuses must 'reflect the fact that religious traditions in Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (UK Parliament, Education Act 1996, Section 375.2).

- This statement should remain on the statute books and the national entitlement should have the status of non-statutory guidance
- This statement should remain on the statute books and the national entitlement should also become statutory
- This statement should be removed from the statute books and the national entitlement should replace it
- Other - please specify in the comment box
- No opinion
- Don't know

Please comment on the reasons for your choice. If you have been asked to specify your answer, please do so in this box.

34. Should the entitlement specify a number and range of worldviews?

- No, we should avoid limiting RE to a specific number or range of worldviews
- Yes, it should specify a minimum number of worldviews but nothing further
- Yes, it should specify a minimum number of worldviews and that there should be one Abrahamic worldview, one Dharmic worldview and one non-religious worldview.
- Yes, it should specify a number of worldviews and name particular worldviews that should be studied (please specify).
- Don't know
- Other, please specify in the comment box below.

Please comment on your response in the box below. If you were asked to specify your answer, please do so here.

35. Should the entitlement specify a minimum amount of time to be spent on any one worldview?

- No, a minimum time should not be specified
- Yes, there should be a minimum time specified for one worldview
- Yes, there should be a minimum time specified for more than one worldview
- Yes, and there should also be a maximum time specified
- Don't know

Please comment on your answer below. If you have suggested that there should be a minimum or maximum time, please specify these below.

36. Should the name of the subject be changed? If so, which option would best fit the entitlement statement?

- Don't change it, stick with Religious Education
- Religion and Ethics
- Religions and Ethics
- Religions and Worldviews
- Religion, Philosophy and Ethics
- Philosophy, Religion and Ethics
- Other (please specify)

37. Please explain your reasons for your choice of name.

38. If you have any other comments about the National Entitlement for RE, please enter them in the box below.

Holding schools to account for the provision and quality of RE

39. How far do you agree with each of the following recommendations?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No opinion
a. Schools should be required to publish on their website details of how they meet the national entitlement for RE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Inspection frameworks should be revised to ensure that inspectors monitor whether or not schools meet the national entitlement for RE, in the light of schools' duty to provide a broad and balanced curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The DfE should either monitor, or give SACREs or other approved bodies the power and resources to monitor, the provision and quality of RE in all schools, including free schools, academies and schools of a religious character.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The government should consider the impact of school performance measures, including the exclusion of RS GCSE from the EBacc, on GCSE entries and on the provision and quality of RE, and consider reviewing performance measures in the light of the evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Please comment on any of your answers above, in particular your reasons for agreeing or disagreeing with the recommendations.

41. What are the most effective ways to hold schools to account for the provision and quality of RE, at both primary and secondary levels?

42. Should a revised Key Stage 4 qualification for those not taking GCSE RS be developed? This would need to meet the requirements of the entitlement and have currency in school performance measures.

- Yes
- No
- Not sure
- No opinion

Please comment on your answer and the reason for your choice.

43. Please add any further comments about holding schools to account for the provision and quality of RE in the box below.

--

A renewed and expanded role for SACREs

44. How far do you agree with each of the following recommendations?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No opinion
a. The Government should publicly highlight and reaffirm the important role of SACREs in supporting and resourcing RE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The Government should consider whether the role of SACREs should be expanded to include a duty to advise on all matters relating to religion and belief in schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The Government should consider ways of securing funding to resource SACREs adequately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. i. The Government should consider the composition of SACREs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ii. The law should be changed to include representatives of non-religious worldviews as full members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The Government should publish all SACRE annual reports publicly on a dedicated website.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. Please comment on any of your answers above, in particular your reasons for agreeing or disagreeing with the recommendations.

46. Should the role of SACREs be expanded to include promoting good community relations beyond matters of religion and belief in schools?

- Yes
- No
- Not sure
- No opinion

Please comment on your answer. If you answered yes, what should this role involve?

47. SACREs currently have a committee structure. Should the committee structure be abolished?

- Yes
- No
- Don't know
- No opinion

Please comment on your answer below.

48. Which groups and organisations should be represented on SACREs? Tick as many as apply.

- The Church of England
- Representatives of other Christian denominations
- Representatives of the other five major religious worldviews commonly studied: Buddhism, Hinduism, Islam, Judaism and Sikhism
- Representatives of smaller religious worldviews
- Representatives of non religious worldviews
- Teacher associations - please specify
- Teachers
- Parents
- School governors
- School leaders
- MAT trustees
- Universities
- NATRE
- AREIAC
- Local heritage sites eg museums
- Other (please specify. Add as many groups/organisations as you wish)

49. If you have any other comments on the role and function of SACREs, please enter them in the box below.

The right of withdrawal

Parents and carers currently have the right to withdraw their child from all or part of RE. While the majority of those we consulted would like to see an end to the right of withdrawal, the legal implications of this are complex and difficult. Please see the interim report for more information on this.

50. Please comment on the most effective ways to manage the right of withdrawal in practice, given the legal issues discussed in the report.

51. Should the Commission be seeking an approach to RE that is 'objective, critical and pluralistic' enough to be compulsory, without the right of withdrawal?

- Yes
- No
- Not sure
- No opinion

Please comment on the reasons for your answer choice.

52. If you have any other comments on the right of withdrawal, or any further information about the right of withdrawal as currently practised, please enter them in the box below.

A National Plan for improving teaching and learning in RE

53. How far do you agree with each of the following recommendations?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	No opinion
a. A minimum of 12 hours should be devoted to RE in all primary initial teacher education (ITE) courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Leading primary schools for RE should be identified and all primary trainees should be given the opportunity to observe RE teaching in such a school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. include under the Teachers' Standards, part 1, section 3 (Demonstrate good subject and curriculum knowledge), the requirement that teachers 'demonstrate a good understanding of and take responsibility for the sensitive handling of controversial issues, including thoughtful discussion of religious and non-religious worldviews where necessary.'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Restore funded Subject Knowledge Enhancement (SKE) courses for those applying to teach RE and for serving teachers of RE without a relevant post A-level qualification in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Restore parity of bursaries for RE with those for other shortage subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The government and relevant funding bodies should consider how funding of RE networks can be made more sustainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. SACREs and local authorities should review existing good practice in developing and sustaining these RE networks and start their own if such a network does not exist in their local area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. University performance measures should be updated to credit universities for their engagement with schools, including the provision of continuing professional development (CPD) and resource materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. University staff conducting research in areas related to RE should be encouraged to contribute to RE networks, lead teacher development days, develop resource materials or become SACRE members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. Please comment on any of your answers above, in particular your reasons for agreeing or disagreeing with the recommendations.

55. What else, if anything, should be included in a National Plan to improve teaching and learning in RE?

56. How should the National Plan for RE be implemented in order to be most effective?

57. If you have any other comments on how to improve teaching and learning in RE, please enter them in the box below.

--

Next steps

58. If you would like to comment on any other aspect of the interim report, or anything else that you think the Commission should be aware of, please enter your comments in the box below.

59. If you would like to be kept in touch with the progress of the Commission and sent a link to the final report when it is published, please include your name and email address below.

Name

Email Address

Alongside this consultation, the Commission is also looking for case studies from schools, advisers and organisations. They are keen to receive case studies of approaches and curriculum that exemplify the delivery of the national entitlement, or those that show the ways in which current practice would need to change to meet the entitlement. They are also seeking case studies of good practice that does not fit the entitlement. If you would like to contribute a case study, you can do so here: <https://www.surveymonkey.co.uk/r/CoRECaseStudies>.

This page is intentionally left blank

DATE OF NEXT MEETING

Contact: Luke Taylor
Clerk to HSACRE

REASON FOR REPORT

To confirm the date of the next meeting of Hillingdon SACRE.

OPTIONS OPEN TO HSACRE

1. **To confirm the date for the next meeting of HSACRE as Thursday 29 March 2018; or,**
2. **To agree for HSACRE to find a new date for the meeting, in consultation with the Chairman of HSACRE.**

BACKGROUND

1. Due to recent concerns regarding attendance, it was proposed that the date of the next HSACRE meeting was added to the agenda to either agreed or change, subject to further discussion.
2. The next meeting of HSACRE is currently scheduled to take place at 6pm on Thursday 29 March 2018.
3. The meeting's proximity to Easter means that it falls on Maundy Thursday, the Christian holy day falling on the Thursday before Easter.
4. Should Members of HSACRE wish for the date of the meeting to change, potential dates will be discussed with the Chairman of HSACRE and, once agreed, this date will be communicated with HSACRE Members via email.

This page is intentionally left blank