

Central Bedfordshire  
Council  
Priory House  
Monks Walk  
Chicksands,  
Shefford SG17 5TQ

**This meeting will  
be filmed.\***



**Central  
Bedfordshire**

**please ask for** Sandra Hobbs  
**direct line** 0300 300 5257  
**date** 22 June 2017

## **NOTICE OF MEETING**

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

Date & Time

**Tuesday, 4 July 2017 at 2.30 p.m.**

Venue

**Council Chamber, Priory House, Monks Walk, Shefford,  
SG17 5TQ**

Richard Carr  
**Chief Executive**

To: The Chairman and Members of the SACRE (STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION):

<b>Group A</b>	Roman Catholic Church (2)	Sister Aidan Richards
		Mary O'Sullivan
	Free Church (3)	Marion Roberts
	Baptist	Jo Ann Gaunt
	Muslim (1)	
	Hindu (1)	Tulsi Seva Dasi
	Sikh (1)	Tirath Bhavra
	Jewish (1)	Nina Leigh
	Buddhist (1)	
<b>Group B</b>	Church of England (3)	Jane Chipperton
		Rev. Anne Crawford
		Carly Woodall

<b>Group C</b>	Lower School Rep	Lucy Chapman, Sutton Lower School
	Secondary RE Specialist	Kathleen Eldridge, Redborne Upper School
	Middle School Rep	Jacquie Binks, Etonbury Middle School
	Special School Rep	Janet Day, Weatherfield Special School
	Lower School Representative	Anita Whitehurst, St Swithuns School, Sandy
<b>Group D</b>	Cllrs Mrs A Barker, F Firth, C C Gomm, Mrs D B Gurney and A Ryan	

[Named Substitutes:

Cllrs: T Swain, M A G Versallion and N Warren]

Officers:	Paul Harpin	- School Improvement Consultant, CBC
	Sandra Hobbs	- Senior Committee Services Officer, CBC

**\*Please note that phones and other equipment may be used to film, audio record, tweet or blog from this meeting. No part of the meeting room is exempt from public filming.**

**The use of arising images or recordings is not under the Council's control.**

## AGENDA

1. **Election of Chairman 2017/18**

To elect the Chairman for the Municipal Year 2017/18.

2. **Election of Vice-Chairman 2017/18**

To elect the Vice-Chairman for the Municipal Year 2017/18.

3. **Apologies**

To receive apologies for absence and notification of substitutes.

4. **Minutes of the Last Meeting**

To approve as a correct record the minutes of the last meeting held on 21 February 2017.

### Reports

<b>Item</b>	<b>Subject</b>	<b>Page Nos.</b>
5.	<b>Review of the Agreed Syllabus</b> To review the update from Lat Blaylock.	11 - 12
6.	<b>Agreed Syllabus Questionnaire</b> To receive the Agreed Syllabus questionnaire.	13 - 26
7.	<b>Christianity and the Potential Links with the Agreed Syllabus</b> Understanding Christianity and potential links with the current Agreed Syllabus.	To follow
8.	<b>New Draft Development Plan</b> To consider the new draft Development Plan.	27 - 30
9.	<b>Spiritual, Moral, Social and Cultural Comments</b> To consider the spiritual, moral, social and cultural comments from Ofsted reports January to March 2017.	31 - 34

10. **Feedback from NASACRE AGM**

35 - 36

To receive the feedback from NASACRE AGM.

11. **Date of Next Meeting**

To note that the next meeting of the SACRE will be held on Tuesday 7 November, 2017 at 2.00 p.m., Priory House, Shefford.

**CENTRAL BEDFORDSHIRE COUNCIL**

At a meeting of the **SACRE (STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION)** held in the Room 14 - Priory House, Monks Walk, Shefford, SG17 5TQ on Tuesday, 21 February 2017.

**PRESENT**

Jane Chipperton (Chairman)  
Cllr Doreen Gurney (Vice-Chairman)

**Group A:** Sister Aiden Richards Roman Catholic Church Representative  
Tulsi Seva Dasi Hindu Representative  
Tirath Singh Sikh Representative

**Group C:** Lucy Chapman Lower School Representative, Sutton Lower School  
Carly Woodall St Leonard's VA Lower School  
Kathleen Eldridge Secondary RE Specialist, Redborne Upper School

**Group D:** Cllrs: F Firth, C G Gomm, Mrs D B Gurney and A Ryan

Apologies for Cllrs: Mrs A Barker  
Absence: Jo Ann Gaunt Baptist Representative  
Anita Whitehurst St Swithuns School

Substitutes: Cllrs M A G Versallion (In place of Mrs A Barker)

Officers in Attendance Mr P Harpin School Improvement Consultant  
Ms S Griffin Committee Services Officer  
Miss M Brooks Committee Services Officer

**SACRE/16/1. Minutes of the Last Meeting and Matters Arising.**

**RESOLVED**

**that the minutes of the meeting held on 8 November 2016 be approved as a correct record subsequent to the following minor amendments:**

Minute 16/2 Review of the Agreed Syllabus  
Sentence to be amended to 'If the cost of the **current** review was over 2 years'

Minute 16/3 Understanding Christianity  
Point 3 to be amended to 'The resource included core concepts and key questions and covered examples from other **denominations** such as Catholicism, Baptists and Methodism'

Minute 16/5 Draft GCSE and A Level results – 2016  
As there was often disparity between provisional and final data, an update would be given to SACRE when the final data had been received and validated.

Minute 16/6 Spiritual, Moral, Social and Cultural Comments

Point 1 to be amended to 'There had been 23 school inspections in Central Bedfordshire **during the previous academic year**'

Point 2 to be amended to 'All of the schools **reviewed at this meeting** had an overall grade of 'good' but there was still scope for improvement.'

### SACRE/16/2. **Chairman's Update**

Members were advised of the following:

The Chairman of SACRE attended the Holocaust Memorial Day Event at Redborne Upper School which was a valuable and moving experience.

There was a vacancy for a Church of England representative as Reverend Anne Crawford had resigned from SACRE.

### SACRE/16/3. **Review of the Agreed Syllabus**

The Chairman provided an update on the current status of the Review of the Agreed Syllabus.

Points and comments included:

1. A number of options were considered including keeping the old syllabus, commissioning an expert to review the Agreed Syllabus, working with other Local Authorities to produce a joint syllabus and purchasing an off the shelf version of the syllabus.
2. Consideration was given to replicating the approach taken by Hertfordshire County Council whose Syllabus consists of a separate legal document to the scheme of work. This was deemed not an appropriate approach to be adopted by Central Bedfordshire Council.
3. The diocese of St Albans has granted £10,000 to be used by Luton Borough, Bedford Borough and Central Bedfordshire to fund the review of the Agreed Syllabus. This means that each of the three parties will need to provide a smaller amount to secure enough funds for this review to take place.
4. RE Today could potentially be one of the providers.
5. A survey would be sent to all schools and Head teachers represented on the three SACREs to obtain feedback on the current Agreed Syllabus and identify areas for improvement.
6. The total funding required for the review is £18,000, with £10,000 being funded by the Diocese of St Albans.
7. The agreement with the provider will include the ability for SACRE to sell copies of the Agreed Syllabus plus extra units of work and to charge schools for attendance. Any revenue obtained to be divided amongst the three local authorities.
8. The previous Agreed Syllabus had a national status plus a local dimension element.
9. The Chairman confirmed that the Assistant Director for School Improvement has agreed to provide £3000 towards to the review of the Agreed Syllabus.

10. The Review process was currently at the procurement stage, with the outcome of the bids expected by the end of week commencing 27 February 2017.

**RESOLVED**

**that an update on the Review of the Agreed Syllabus would be given when the procurement process had been concluded.**

**SACRE/16/4. GCSE and A Level results for 2016**

The SACRE received an update on the finalised GCSE and A Level results for 2016 with information provided by the Data Team.

Key issues noted were:

1. The number of students taking GCSE RE had significantly decreased, with Cedars showing the most dramatic decrease. There is a possibility that this is due to course options but this would need to be investigated further.
2. Overall results 73% achieving A\*-C in comparison to 76% in the previous year.
3. The number of students taking A Level RE is similar in comparison to last year but the overall results of students achieving A\*- C has improved.
4. Number of students from Harlington completing GCSE RE is significantly higher than Redborne, however this could be due to the options available for students to take at each school.

Points and comments included:

- The general view was that the decline in student numbers completing a RE GCSE is due to the EBacc school performance measure where RE is not considered a humanity option.
- Concern was expressed about the relevance of what the current data is measuring, and whether a focus on measuring the number of time tabled hours spent teaching RE would be more appropriate.

**RESOLVED**

**that the AS results will be obtained and provided to SACRE for accurate information.**

**SACRE/16/5. Development Plan**

The SACRE considered a Development Plan setting out areas for development between April 2016-March 2017 and noted the following:

1. Positive feedback has been received from RE Subject Leaders on the Professional Studies group.
2. There is a need to review the sharing of information on different faiths and incorporate this into future meetings.
3. The Sikh representative provided positive feedback on the two schools which were visited recently and the RE lessons observed.

4. There were currently 10 schools with the RE Quality Mark, SACRE provide funding for schools to complete this application process.

Points and comments included:

- There was the need to develop a plan for the future, ensuring that there is funding available to review the Agreed Syllabus in 5 years time. This will be addressed in the coming months.
- The importance of the continuation of SACRE needed to be highlighted to the local authority.

## **RESOLVED**

- 1. that members of SACRE would provide information to the Chairman of SACRE on items they wish to be included in the Annual SACRE report.**
- 2. that the Chairman of SACRE write to the Chairman of Children's Services Overview and Scrutiny, CBC raising concerns about the continuation of SACRE due to budget constraints.**
- 3. that a questionnaire is sent out to CBC Upper Schools relating to their provision for RE to further inform the SACRE evaluation process.**

## **SACRE/16/6. RE Commission Survey**

The Chairman provided an update on the RE Commission's call for evidence during which the following was noted:

1. The RE Commission website provides information on the commissioners.
2. Details of how evidence can be submitted and the deadline for submission can be found on the RE Commission website:

<http://religiouseducationcouncil.org.uk/commission-on-re/news/2017-02-06/commission-on-re-evidence-gathering-session>

The Chairman asked members to consider a number of questions from a 'Call for Evidence' from the RE Commission.

Feedback from The SACRE included:

- The scope and content of RE should provide students with historical facts and practice, allowing for a balance between time to discuss historical aspects and the time for students to reflect and consider further their views.
- A number of recent Ofsted reports have indicated that children do not have a strong understanding of the theoretical perspective of RE and how this impacts on the various religions.
- The current legal framework for RE should be overturned.
- Is the purpose of RE for enrichment or as a valued academic subject? If the later the common baseline for RE should be the same as the

standard for Geography and History for example the same number of teaching hours.

## **RESOLVED**

- 1. that members of SACRE would provide feedback on the Call for Evidence questions to the Chairman by 3 March 2017 for submission to the RE Commission for Central Bedfordshire SACRE.**
- 2. that a Commissioner from the RE Commission would be invited to a future meeting of SACRE to provide an update on the work currently being undertaken.**

### **SACRE/16/7. NASACRE Update Survey**

The Chairman asked members to consider the questions posed in the NASACRE survey.

Feedback from The SACRE included:

- If there was a nationally Agreed Syllabus further clarification would be needed on what this would involve, and potential cost implications.
- The potential future role of SACRE would be a resource for schools supporting them with what a good RE provision should look like.
- The development of a local syllabus would be needed in addition to a national syllabus.
- Agreement was needed from the 3 SACREs regarding the provision of support for Collective Worship in schools.

## **RESOLVED**

- 1. that members of SACRE would provide feedback on the NASACRE survey questions to the Chairman for collation and submission to NASACRE.**
- 2. that the future Development plan could include a focus on Collective Worship.**
- 3. that the next SACRE meeting would include an Agreed Syllabus conference.**

### **SACRE/16/8. Spiritual, Moral, Social and Cultural Comments.**

The SACRE considered the Ofsted Spiritual, Moral and Cultural (SMSC) comments for September to December 2016 and noted the following:

1. There is an emerging issue that if a school receives a Short inspection from Ofsted, the feedback will take the form of a letter rather than a report.
2. There have been 10 inspections of schools during this period.
3. 6 of the 10 schools received an overall rating of good.

**RESOLVED**

**that future Ofsted reports should be reviewed to highlight any mention of RE in addition to SMSC comments.**

**SACRE/16/9. Date of the next meeting.**

The next meeting would be held on Tuesday 4 July, 2:30pm, Priory House, Chicksands.

**SACRE/16/10. Date for Subsequent Meeting.**

Future meeting will be held on Tuesday 7 November 2017.  
(Note: The meeting commenced at 2:00pm and concluded at 3:55pm)

Chairman .....

Dated .....

## Progress report for SACRE, May 2017, Lat Blaylock, Consultant, RE Today

### Collaboration for a new RE Agreed Syllabus

#### Bedford Borough / Central Bedfordshire / Luton

Since the SACRE meetings in the Spring Term, I am very pleased to be able to say we have made progress in developing and auctioning our plans for the new RE syllabus, which I summarise here. I am particularly grateful to Jane Chipperton for her thoughtful brokerage of the way forward.

We have:

1. Agreed with all three SACREs the budget and outline plan for a new syllabus.
2. Agreed the budget, and reserved the funds needed for the syllabus with contributions from all three Local Authorities and the Diocese of Saint Albans currently held at the Diocese by mutual agreement.
3. Developed, trialled and launched an online 'Survey Monkey' questionnaire to gather the ideas and opinions of all stakeholders in our work about the directions and needs we must meet if the new syllabus is to be successful (copies available). The web address to fill this in is: <https://www.surveymonkey.co.uk/r/Bedssyllabusrev2017>
4. We propose that this remain open to respondents until 30<sup>th</sup> June.
5. We have agreed to set up a meeting for teachers of RE on SACRE and other interested stakeholders (not all SACRE members –they will monitor the process by our regular meetings) on July Tuesday July 11<sup>th</sup> from 1.30 to 4.15pm. This meeting will be at: Woodland Middle School, Malham Close, Flitwick, Beds, MK45 1NP. I'm grateful to them for hosting.
6. I have done preliminary work on the key issues of: EYFS RE for 4-5s, RE and British Values, Outcomes-led RE for compatibility with the National Curriculum, 'life after levels' assessment and the new GCSE RS curriculum.
7. I have done preliminary work on the integration of our current units of study with the 'Understanding Christianity' resource, which so many of our schools (all Anglican schools and others) are implementing. It is agreed in all three authorities that making it possible for schools to integrate Agreed Syllabus RE with this project is desirable. I will present this in a separate paper – very much a draft.

Lat Blaylock, May 15<sup>th</sup> 2017

This page is intentionally left blank

## Bedford Borough, Central Bedfordshire and Luton Agreed Syllabus Questionnaire

### Introduction from SACRE

The three SACREs are working together on a new RE syllabus for 2018. All schools and stakeholders in the three local authority areas are invited to respond to this key consultation opportunity about RE in our schools, SACRE's work and about the future review of the RE Agreed Syllabus. We would like to thank colleagues for their contributions.

## Bedford Borough, Central Bedfordshire and Luton Agreed Syllabus Questionnaire

### Your Background

\* 1. Name of person completing questionnaire:

Title

First name

Last name

\* 2. Name, address and contact number for your school:

School name

Address line 1

Address line 2

County

Post code

School contact number

Email address

\* 3. Please select the local authority area of your school

\* 4. Your position with regard to teaching RE (select one)

- Class Teacher (Primary)
- RE Co-ordinator (Primary)
- RE Teacher (Secondary)
- Head of RE (Secondary)
- Head teacher
- HLTA
- Governor
- Other

\* 5. Has RE in your school the benefit of subject specialist training and experience? Are you, or do you have at school:

- An RE subject specialist
- An experienced teacher of RE with several years of practice
- Training in RE as a second subject
- A teacher with another specialism, doing RE
- Other (e.g. Governor)

## Bedford Borough, Central Bedfordshire and Luton Agreed Syllabus Questionnaire

### The Syllabus

\* 6. The current agreed syllabus for RE is the legal basis for RE in all local authority schools (last reviewed in 2011).

#### Is the syllabus:

- Very useful and practical
- Sufficiently useful and practical
- Quite useful and practical
- Not at all useful or practical
- Don't know

7. Please provide any comments you have on the current RE syllabus - strengths / weaknesses / areas where improvement is needed.

Please be specific about your key stages and your school type (e.g. is the EYFS work detailed enough? Does the primary curriculum allow for creative planning? Is the balance of religions to be studied appropriate for your setting? Do the two attainment targets work well? Should we give more guidance on planning and enquiry?)

\* 8. A review of the RE agreed syllabus provides the opportunity for new thinking and guidance and support. Which of the following areas do you need more help with in your school's RE work (tick as many as you wish)?

- Long term planning of RE
- Developing parity for RE with the new National Curriculum subject orders
- Investigative and enquiry based methods in RE
- Spiritual, Moral, Social and Cultural development and RE
- Making time for RE in a crowded curriculum
- Linking RE with other subjects of the curriculum
- Teachers' knowledge and understanding of particular religions and world views
- Leading a team of non-specialist teachers in RE effectively
- Supporting a contribution from RE to British Values
- Making RE local
- Relating to local places of worship and communities of faith and belief
- Progression in pupils' learning
- Developing RE for attitudes of cohesion and respect, exploring British values and RE
- Learning outside the classroom and RE
- Pupils' achievement in RE
- Assessing pupils progress in the 'life after levels'
- Outcomes and success criteria for RE

9. Please add your comments about the top priorities

10. The Church of England Schools in our local authorities (and some other schools) have begun to use the new project materials called 'Understanding Christianity'. These materials provide a focused programme of learning for pupils 4-14 based on key concepts in Christianity. The three SACREs are considering making the new syllabus compatible with this Programme, and using a conceptual approach in relation to other religions and beliefs as well. Please comment on this: would a thorough conceptual approach to planning in relation to both Christianity and other religions and beliefs be welcome?

11. Please make clear the age groups / Key Stage(s) to which your comments refer

\* 12. Attainment and Assessment: A good syllabus will give clear guidance on progression, achievement and assessment. What would be most useful to you?

- A model assessment policy for primary RE
- A model assessment policy for secondary RE
- Updating of guidance on using outcomes at 7, 11 and 14 in RE
- Increased provision and use of 'I can...' statements for pupils
- Guidance on assessing the skills of reasoning and enquiry
- Assessing Pupils Progress applied to RE
- Linking assessment outcomes with the planned units of the syllabus for each age group
- Training opportunities for teachers on RE, achievement and assessment
- Other (please specify)

13. Additional comments on the priorities for a 2017-18 review of our syllabus

**Bedford Borough, Central Bedfordshire and Luton Agreed Syllabus  
Questionnaire**

The future

**14. Scheme of work materials.**

The Local Authority has a legal responsibility to provide a syllabus. SACRE would also like to know if schools would value exemplary curriculum plans for RE. Please tell us how you plan RE presently and what would be most helpful in the future.

- Our school has purchased curriculum planning support from a commercial source
- Our school has planned its own RE scheme of work
- Other (please specify)

**15. Would your school welcome exemplary plans for teaching RE from SACRE?**

- If they were free of charge
- If they were provided at a shared cost
- We do not need SACRE to provide detailed scheme of work plans

**16. Would you welcome it if SACRE specified which units should be planned for each year group, and described outcomes year by year? (The current syllabus gives units of work for Year 1-2, Year 3-4, Year 5-6 and Year 7-9). Please provide your comments.**

17. SACRE would like to consider gathering examples of work by pupils at different levels from across the local authority for web based publication. What is your response?

- We would value children's work that exemplifies RE outcomes, but cannot contribute to it
- We would value children's work that exemplifies RE outcomes in pupils work and our school would be willing to contribute examples for a project
- We do not need a project that gives examples of pupils work

Please provide any comments you have:

## Bedford Borough, Central Bedfordshire and Luton Agreed Syllabus Questionnaire

### Your school & RE

This will be treated anonymously and confidentially to inform the work of the SACRE

18. Who teaches RE? (This information will be very helpful as SACRE plans support for teachers)

How is RE mostly taught in your school?:

- Specialist qualified teachers of RE
- Teachers with other specialisms, supported by a specialist subject leader
- Teachers with other specialisms, but without the support of an RE specialist
- Others (including HLTAs)

19. Comments (including how HLTAs are involved in RE provision, and use of PPA cover for RE):

20. Additional comments on other aspects of improving RE and writing a revised syllabus.

21. How much curriculum time is allocated to teaching RE per week, on average, in your school?

- Less than 30 minutes
- 30–60 minutes
- 60–90 minutes
- Over 90 minutes

22. How many pupils do you have on roll?

23. How much expenditure for resources for the RE curriculum is allocated this year?

- Under £100
- £101–£400
- £401–£700
- £701–£1000
- £1001–£1300
- £1301–1600
- Over £1600

24. How is RE taught in your school? What is the balance of weekly lessons, themed RE topics, termly or half termly RE Days and other provision? Is the subject linked to topics or themes, or integrated learning, or taught as a discrete subject?

25. If you could recommend up to five resources (including venues for faith community visits or visitors) for RE to other colleagues which would be your top five?

1.
2.
3.
4.
5.

26. What, in your school, are the key issues facing RE? SACRE seeks to support RE in all schools, so your perspective will be very useful.

Current issue (1)

Current issue (1) - what would help you improve your RE?

Current issue (2)

Current issue (2) - what would help you improve your RE?

Current issue (3)

Current issue (3) - what would help you improve your RE?

Current issue (4)

Current issue (4) - what would help you improve your RE?

27. What other points should SACRE consider in planning its work and in a possible Syllabus Review?

## Bedford Borough, Central Bedfordshire and Luton Agreed Syllabus Questionnaire

Thank you!

Thank you!

SACRE would like to thank all teachers and others for their time in responding to this consultation. Your views are valued, and will assist us in making an excellent new RE syllabus.

This page is intentionally left blank

**Central Bedfordshire**  
**DRAFT SACRE Development Plan**  
**April 2017 – March 2018**



**Aims:-** To ensure that high quality RE and Collective Worship opportunities are delivered in Central Bedfordshire schools  
 To use the expertise of SACRE Members to support the Agreed Syllabus  
 To signpost school RE Subject Leaders to publications and personnel to enhance the RE curriculum within schools

**Areas for development**

Focus	Frequency/ Time Scale	Key Impact Measure(s)/Outcomes	Update
To plan for the statutory review of the Agreed Syllabus	At each termly meeting	<ul style="list-style-type: none"> <li>To plan for the review of the Agreed Syllabus to ensure that it is fit for purpose and meets the needs of LA schools</li> </ul>	Autumn Term 2017/ Spring Tem 2018
To monitor comments re. Spiritual, Moral, Social and Cultural Development (SMSC) in Central Bedfordshire schools through information gleaned from Ofsted reports and RE subject inspections	At each termly SACRE Meeting	<ul style="list-style-type: none"> <li>SACRE members will have a more informed understanding of the quality of provision currently in place within the inspected schools</li> </ul>	Specific school information shared at each termly meeting.
To review final GCSE and A level results in Religious Education from the summer of 2017	Annually	<ul style="list-style-type: none"> <li>To review results, celebrate achievements and consider any implications for the future.</li> </ul>	Spring Term 2018
To support the Professional Studies Group in RE, especially concentrating on primary planning.	Termly	<ul style="list-style-type: none"> <li>RE Subject Leaders will benefit from networking opportunities to share ideas and practice</li> <li>Subject specialists involvement will raise awareness of what good practice in RE teaching looks like</li> </ul>	Autumn Term 2017 and at subsequent meetings
To provide opportunities for SACRE Council Members to gain knowledge and experience of different faiths through presentations at meetings. Presentations will reflect different age groups and types of schools.	At two meetings a year.	<ul style="list-style-type: none"> <li>SACRE Council members will be better informed about a wide spectrum of faiths</li> </ul>	Autumn Term 2017 and at subsequent meetings

**Central Bedfordshire**  
**DRAFT SACRE Development Plan**  
**April 2017 – March 2018**



To provide opportunities for SACRE Council Members to visit schools in Central Bedfordshire to observe RE lessons.	Ongoing	<ul style="list-style-type: none"> <li>SACRE Council members will be better informed as to how RE is being taught in Central Bedfordshire schools</li> </ul>	Autumn Term 2017+
To investigate and review the use of artefacts within schools and ensure that schools are aware of what is available	Autumn Term 2016	<ul style="list-style-type: none"> <li>All schools have access to appropriate artefacts for the teaching of RE</li> </ul>	Feedback from Chair
To further promote the RE Quality Mark and support schools to take part in the trial period	Ongoing	<ul style="list-style-type: none"> <li>To facilitate support for schools wishing to gain the RE Quality Mark during the year</li> </ul>	Summer Term 2017 onwards

Areas of ongoing activity

Focus	Frequency/ Time Scale	Key Impact Measure(s)/Outcomes	Update
To ensure that SACRE meetings are organised efficiently on a termly basis	April 2017 – March 2018	<ul style="list-style-type: none"> <li>Best value for money will be secured through careful budgeting and administrative support</li> <li>SACRE will be effective in fulfilling its statutory duties</li> </ul>	Dates circulated for 2017 / 18 to fit members' requests.
To arrange for an Annual SACRE report to be sent out to interested parties, including all Central Bedfordshire schools	Spring Term 2018	<ul style="list-style-type: none"> <li>SACRE will have fulfilled its statutory duty to publish an account of its work</li> <li>Schools in Central Bedfordshire will be well informed about the work of SACRE</li> </ul>	Spring Term 2018
To ensure a representative attends the NASACRE AGM	Summer Term 2017	<ul style="list-style-type: none"> <li>Through good quality feedback from representatives SACRE members will understand key points on the national agenda and be made aware of good practice emerging from other SACREs across the country</li> </ul>	Feedback from Chair / representative of SACRE June 2017

**Central Bedfordshire**  
**DRAFT SACRE Development Plan**  
**April 2017 – March 2018**



To support the 2018 Holocaust Memorial Day (HMD) Event	Spring Term 2018	<ul style="list-style-type: none"><li>• The lessons of holocaust experiences will be a valuable one for both students and other adults</li></ul>	Spring Term 2018
--	------------------	--	------------------

In the 2018 Summer Term Meetings there will be time to evaluate the impact of the latest development plan and use this information to inform subsequent developments.

This page is intentionally left blank

## Ofsted -Spiritual, Moral, Social and Cultural (SMSC) comments January- March 2017



(Grade 1= Outstanding    Grade 2 = Good    Grade 3 = Requires Improvement    4= Serious Weaknesses / Special Measures)

### Lower Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
John Donne, Blunham	17/1/17	<b>2</b>	No comments (Short inspection)
St Swithuns, Sandy	20/01/17	<b>2</b>	<p><b>This is a good school</b> Pupils’ spiritual, moral, social and cultural development is strong. School leaders prepare pupils well for life in modern Britain and their focus on teaching values to pupils provides a moral framework that is shared by all.</p> <p><b>Effectiveness of leadership and management</b> Pupils’ spiritual, moral, social and cultural development is a strength of the school. The leadership team and other adults skilfully promote qualities such as friendship and tolerance through the whole-school half-termly values.</p>
Ridgmont	21/02/17	<b>2</b>	Pupil understand the importance of showing respect and kindness to others in their small school. Pupils appreciate the work of the adults in school.

### Primary Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Eaton Bray	01/12/16	<b>3</b>	<p><b>The school has the following strengths</b> The many extra-curricular opportunities contribute to pupils’ good physical, social, moral, spiritual and cultural development.</p> <p><b>Effectiveness of leadership and management</b> The school provides a wide range of opportunities for pupils to learn about other cultures and fundamental British values. Staff ensure that pupils understand the rule of law and consequences when rules are broken. They discuss what it means to live in a peaceful, fair and democratic society. These opportunities, supplemented by high-quality assemblies such as the well-led Year 4 assembly observed during this inspection, contribute well to pupils’ social, moral, spiritual and cultural development.</p> <p><b>Personal development and welfare</b> Displays around the school show pupils’ good spiritual, moral, social and cultural development, for example, in learning about different faiths, taking part in international links with Africa and</p>

			involving themselves in charity work.
Houghton Regis	26/01/17	<b>3</b>	<p><b>The school has the following strengths</b> Pupils are proud of their school. They care about and respect others. Their spiritual, moral, social and cultural development is good.</p> <p><b>Effectiveness of leadership and management</b> Pupils' spiritual, moral, social and cultural development is promoted effectively. Opportunities to promote fundamental British values and prepare pupils for life in modern Britain are highlighted throughout the curriculum. The teaching of British values, such as tolerance and respect, is reinforced through the school's own set of values, which pupils understand. Pupils are taught about right and wrong, listening to different viewpoints and about the value of caring for others, such as through their support for charities and 'Grandparents' Day', where they learn about the local community.</p>
Hawthorn Park, Houghton Regis	18/01/17	<b>4</b>	<p><b>Effectiveness of leadership and management</b> The school's provision for spiritual, moral, social and cultural development requires improvement. Older pupils show a good understanding of how democracy works and the importance of the rule of law. Pupils on the school council understand the basic features of democracy, and enjoy representing the views of classmates in the regular meetings that take place. Although this helps pupils to develop an understanding of British values, they do not learn enough about different cultures, religions or beliefs. This limits pupils' understanding of tolerance, how society works and the wide range of cultural influences that have shaped their own heritage.</p>

#### Middle Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Fulbrook, Woburn Sands	07/12/16	<b>2</b>	<p><b>Effectiveness of leadership and management</b> Pupils' social, moral, spiritual and cultural development is promoted effectively, preparing them well for life in modern Britain.</p>
Potton	26/01/17	<b>2</b>	<p>Pupils benefit because they study a wide range of subjects, many of which are taught by subject specialists. They are able, for example, to produce expressive art work that is visually powerful and to learn about key world faiths. Pupils made clear, during this inspection, that they find the work that they complete very interesting, and that the expert subject knowledge of specialist teachers helps them to learn.</p>

(Grade 1= Outstanding    Grade 2 = Good    Grade 3 = Requires Improvement    4= Serious Weaknesses / Special Measures)

### Upper/Secondary Schools by date order

(Grade 1= Outstanding    Grade 2 = Good    Grade 3 = Requires Improvement    4= Serious Weaknesses / Special Measures)

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
All Saints, Dunstable	11/01/17	3	<p><b>Effectiveness of leadership and management</b></p> <p>The majority of leaders model positive attitudes and values. They consistently promote fundamental British values and there are many opportunities to extend pupils' spiritual, moral, social and cultural development, both within the curriculum and via after-school enrichment activities.</p>

### Nursery Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Willow, Dunstable	26/01/17	1	No comments. (Short inspection)

This page is intentionally left blank

NASACRE AGM and conference 18<sup>th</sup>, May 2017

This was the first time I had attended the NASACRE AGM and conference which this year was held in York. I attended along with representatives from SACREs across the country.

The keynote speaker was Professor Joyce Miller, Commissioner of the RE Council and one of the people recently appointed to review the legal, education and policy frameworks for RE. The Commission is in place for 2 years and is made up of 14 people. The question was asked about how independent the Commission can be and Joyce Miller felt it included a fair representation of people from across the “RE World”. The Commission has been set up to discuss the big questions of RE. These include, in part, the quality of teaching, the legal context for RE, the role of the syllabus and the question of a National Syllabus. Teacher training and the need for CPD were also highlighted as core issues and were later discussed in regional table groups. An interim report from the Commission will be developed for the autumn with the final report published in 2018.

Professor Miller traced developments from the time of the 1988 Education Act where, enshrined in law, based on good practice, was the introduction of LA Agreed Syllabuses. This was followed by ‘the Model Syllabus for RE’, 1994, reflecting ‘Faith Communities’, what should be taught and raised the big question of who owns RE?

Her presentation was interesting and provocative and moved on to consider the way in which RE exists within a world where technology is developing at a rapid rate.

SACRE members might also be interested to consider the points Joyce Miller provided for discussion: These are just a few of the points she shared.

- How can SACRE challenge stereotypes and RE become more inclusive in schools?
- How autonomous is RE and what are the links we should explore with other subjects?
- Who “owns” RE in the modern world?
- How do we generate the local energy necessary to pursue excellence in RE?
- What is the future for RE teacher training? (Currently 3 hours across the whole course?)
- What scope is there for collaborative working across SACREs?
- Can RE play a greater part in developing community cohesion?
- How does each SACRE cope with the autonomy of academies?
- Is each SACRE representative of its community e.g. academies, parents?

Paul Harpin  
June 2017

This page is intentionally left blank