

# North Yorkshire Standing Advisory Council on Religious Education

**Annual Report for the School Year 2015/16**



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## 1: Introduction and context from the Chair of SACRE

I am pleased to introduce this report of North Yorkshire SACRE's activities for the school year 2015/2016.

It has been a busy year for SACRE, with much achieved. The centrepiece of our year's work has been the preparation for Diversity Day, a one-day conference for KS2 pupils from schools within the Scarborough district, held on 20th October 2016 in Scarborough. Members were involved in the planning of the Diversity Day and acted as conduits with their faith communities for the provision of the Artefact boxes.

I welcome the co-opted membership of The Church of Jesus Christ of the Latter-day Saints. The membership status will be reviewed at a later stage.

Over the last academic year the SACRE has met three times, once each term. The members have received presentations about aspects of RE teaching in schools and other settings. They have also debated a range of issues raised by different stakeholders arising from religious education in North Yorkshire schools, and have developed new guidance to schools on collective worship and on organising visits to places of worship.

Thanks go to staff and pupils from Ermysted's Grammar School in Skipton and Leyburn Community Primary School for hosting the Autumn and Spring term meetings and giving us valuable insight into Religious Education in schools.

It has been a privilege to chair SACRE for the past few years. Everything we have achieved has been by team effort and I thank everyone who has contributed to the success of NY SACRE. My heartfelt thanks go to all members of SACRE who have made this possible.

I must also thank Rebecca Swift and Sally Mitchell as they have always been most helpful and efficient. Rebecca and Sally are a tower of strength and support.

I am very pleased to be able to commend this annual report to school governors, head teachers and their staff, and to Members and Officers of the County Council.

Nasr Moussa Emam, SACRE. Chair 2015/16

The SACRE welcomes any comments on, or enquiries relating to, this report, which should be addressed to Mrs. Rebecca Swift, Equalities Adviser, North Yorkshire County Council, Children & Young People's Service, County Hall, Northallerton, DL7 8AE. Email: Rebecca.swift@northyorks.gov.uk

## 2: Advice to Statutory Bodies

SACRE have issued the following resource to schools this year:

### Teaching resources to promote tolerance and understanding of different faiths and cultures

The resource list signposts teachers to a variety of resources and strategies that would enhance their provision around British Values, SMSC and the Prevent Duty. The resource has been shared as part of the Prevent training in schools.

## 3: Standards and Quality of Provision of Religious Education<sup>1</sup>

### Public examinations Key stage 4

*(2015 data in brackets)*

In 2016, 2789 (2665) students were entered for the GCSE full course in Religious Studies in North Yorkshire, which was 46% (41%) of the cohort and an increase of 124 entries from the previous year. 34 (32) centres out of 46 entered pupils for full course GCSE. Some schools entered the whole cohort, whilst for other schools, Religious Studies GCSE was offered as an option.

The national picture:

“The number of pupils in England and Wales taking the GCSE Religious Studies full course is at its highest since 2002. There were 284,057 entries, up 0.1% on figures for 2015. This increase is particularly impressive given an overall fall in full course GCSE entries across all subjects of 0.5%. This shows that the full course in Religious Studies is bucking the trend.

The increase in entries for Religious Studies has been achieved despite the subject having been excluded from the EBacc performance measure. This means that the increase in entries has been due to the popularity of the subject with pupils and the desirability of the qualification, rather than as the response to incentives created by government policy.

The increase in entries for the full course GCSE parallels the increase in A level entries, which are up by 6.8% this year compared with 2015.

However, there has been a drop in the number of entries for the short course GCSE in Religious Studies. There were 22.9% fewer entries in England for the short course GCSE in RS than there were in 2015. This represents a continuation of a steep decline in entries for the short course, down from 254,698 in 2010 to just 53,093 in 2016. This drop is due to Department for Education performance tables, which no longer taking account of results in short courses. The short course is delivered at GCSE standard but covers half the content of a full course and is therefore worth half a GCSE. Changes in entries for short courses have a disproportionately significant impact on RS than on other subjects: almost two thirds of all short course GCSEs taken in England and Wales are in RS.’

NATRE, August 2016

<sup>1</sup> Public examinations leading to approved qualifications are entitled Religious Studies.

Full GCSE Grades A* - C			
2016 National	2016 North Yorkshire	2015	2014
71.6%	70%	72.6%	70.8%
GCSE Grades A* - A			
2016 National	2016 North Yorkshire	2015	2014
29.2%	29%	29.8%	30.2%

In the absence of nationally validated data at the time of writing, it is estimated on the basis of interim data that North Yorkshire's GCSE results for the full course at grades A\*-C are slightly below national performance.

### Post-16

In 2016 203 students were entered for GCE 'A2' level Religious Studies, (out of 3258 students), 35 more than the previous year. 99% (98.2%) of candidates entered achieved a grade A\*-E (97.3% national figure), 20.2% a grade A\*/A (17.9% national figure) and 52% (43.6%) a grade A\*-B. A2 Religious Studies was studied in 16 North Yorkshire schools. Results show an improvement in pupils achieving the higher grades.

At GCE 'AS' level, (decoupled, meaning not continued to A Level), there were 115 candidates, compared to 70 in the previous year. 76% (80%) achieved an A-E grade (92.9% national figure).

In the absence of nationally validated data at the time of writing, it is estimated on the basis of interim data that North Yorkshire's GCE A level results are above the national average.

## Quality of provision of Religious Education

### Time allocated to RE

142 primary, secondary and special schools completed the 'RE schools annual return'. This was 39% of all maintained and academies in North Yorkshire. The data indicated the following:

(2015 figures in brackets)

Average time allocated to RE each week in North Yorkshire schools participating in the RE annual return	KS1 % of schools	KS2 % of schools	KS3 % of schools	KS4 % of schools	KS5 % of schools
None	0 (0)	0 (0)	0 (0)	5 (12.5)	46 (23)
5-30 mins	14 (6.8)	8 (0.8)	8 (8)	36 (8.3)	8 (23)
31-60 mins	70 (84.5)	71 (80.4)	57 (64)	14 (54)	15 (23)
61-90 mins	10 (6.8)	15 (14.3)	30 (16)	32 (12.5)	8 (0)
91+ mins	6 (1.9)	7 (0.4)	4 (12)	14 (12.5)	23 (31)
Total number of participating schools	119 (103)	119 (112)	23 (25)	22 (24)	13 (13)

The majority of schools are meeting SACRE's suggestion of 5% of curriculum time being devoted to RE, with some schools exceeding this, particularly faith schools. Whilst there is a slight improvement in the provision of some RE for all students at KS4, there continues to be a concern at Key Stage 5, with nearly half of all students not receiving any RE education.

### Foundation stage and key stages 1 and 2

Over 93% (85% in 2015) of primary schools follow the North Yorkshire RE Agreed Syllabus, at least in part. Several Church schools follow their diocesan syllabus instead of North Yorkshire's Agreed Syllabus, whilst many church schools use both syllabuses. Through the RE Annual Return, 97% (94% in 2015) of primary schools stated they were satisfied with the quality of provision for RE in their school.

An increasing number of schools teach RE in an enquiry based way. Some schools have opted for regular RE themed days, whilst others are adopting a cross-curricular approach.

Overleaf are two reports from North Yorkshire primary schools.

### Ripley Endowed Primary School

Number on role: 85

#### Religious Art Day July 2016

At the end of the summer term we collapsed the timetable for a day to take part in a whole school art day with a religious theme. Each classroom had a carousel of art activities linked to a world religion and the children moved through the classrooms in mixed age house groups. The aim of the day was to increase the children's awareness of the main world religions, largely through art and to encourage questioning using religious objects as a stimulus. It was also to make links to the themes already covered in the RE/art curriculum that year. The activities included making Islamic prayer flags by using paint on cloth; designing and making Hindu clay pots for Diya lamps; making Jewish Torah pointers using sticks and card decorated with paint and pens; writing Buddhist prayer scrolls then illustrating them with traditional Buddhist symbols and tying them with ribbon.

The day fulfilled its aims and the children had lots of questions and also enjoyed it. A Year 4 child said: "I loved making my Torah pointer, especially the little hand on the end. I can use it to point at the words in my books at home too."

The challenge of teaching multi-faith RE in the more mono-cultural, rural parts of the county continues to be a challenge. SACRE continues to build our database of recommended places to visit and visitors to the school and this is now being linked up with the county's Educational Visits website.

### Riccall Community Primary School

Number on role: 194

#### Visits to Leeds Grand Mosque

In May 2016, we took the whole school (over the course of 2 visits) to see the Leeds Grand Mosque as part of their annual school exhibition. The members of the mosque were incredibly welcoming and engaged the children straight away. They got to learn about the Imam's call, the way in which they pray, the similarities between Christianity and Islam and to try on some of the traditional Muslim clothing from around the world. The experience gave the children a real insight into the beliefs and culture that are fundamental to Islam, which was hugely important when there are so many negative perceptions in the press and amongst the local community. This visit was part of our 4 yearly cycle of visiting different places of worship.



"I found it really interesting to see that they believe in angels like we do." – Year 1 child.

"I thought this was a really interesting way to find out about another religion. I didn't really understand much about Islam until I'd seen all this with my own eyes." – Year 6 child

#### Key stages 3, 4 and post-16

At key stage 3, some schools have developed an inspiring and stimulating RE curriculum, often incorporating some of the 5 units of learning developed to support the new agreed syllabus. For some schools however, curriculum time for RE has been reduced or RE has been incorporated into an integrated, skills based course, combining with other humanities subjects, or with Personal, Social, Health and Citizenship Education. This can work successfully, but is a challenge to teachers and to school leaders to ensure that sufficient time is given to deliver a quality RE curriculum that allows students to make good progress.

At key stage 4 and post-16 there is more variation in the quality of teaching and learning in RE. The data from the RE survey would suggest that whilst more pupils have some RE provision at KS4, this is increasingly part of a non-examination course, with limited curriculum time. The quality can be less secure in non-examination situations where statutory RE is provided through integrated courses or during tutor group or form time, but there are some good examples emerging of relevant, exciting courses that students enjoy and value. In the public examination courses offered either for all students or as an option, the quality of teaching is largely good, as evidenced by the GCSE results.

Subject leaders in many secondary schools continue to face an increasing challenge in securing the place of RE within the curriculum. The English Baccalaureate put pressure on optional subjects with the inclusion of Modern Foreign Languages and History/Geography, but not RE. However, the 'Progress 8' measure, which calculates a pupil's progress over eight subjects, one of which can be a full GCSE in Religious Studies, provides an opportunity for schools to include Religious Studies as a core GCSE for all students. The increased uptake of full course GCSE RS reflects this.

### Special schools

Separate regulations covering maintained special schools require them to ensure that as far as practicable a pupil receives opportunities to explore RE. Most Special Schools use the North Yorkshire RE Agreed Syllabus, at least partially, and adapt to meet the needs of the pupils. Some Special Schools use the 'Equals' curriculum package which is designed specifically for RE in special schools. There are examples of outstanding practice in RE teaching and learning experiences in special schools.

#### Springhead School, Scarborough

Number on role:71

Report by Heather Woolley, Class 3 teacher

Class 3 was a mixed class of KS3 pupils with a range of severe, profound and complex learning difficulties. During the Autumn term of 2015-16 we studied a unit from the North Yorkshire Agreed Syllabus, *Holy Places: What we can learn from visiting a religious Building?*

This is a KS2 unit, which introduces pupils to sacred places as a space to worship God. In our setting, we adapted the unit to fit with our theme for the term of exploring our local community and included secular spaces used by the pupils on a regular basis, which also gave pupils a chance to meet familiar people in different contexts.



During the course of the term, we visited local places of worship, including the Anglican Church we use for our annual carol service, the local Methodist church and the Quaker Meeting House. Both the churches have cafes associated with them, and we also visited these, taking the opportunity to meet members of the church communities. At the Quaker Meeting House our visit took place after the regular midweek worship, when we joined local Friends for their refreshments and conversation, before holding a short period of (almost) silent worship in the meeting room.



Everyone enjoyed the sunshine in the Community Garden at St James' church. One pupil was especially interested in the fish symbol, and another found a matching one on the leaflet.

This pupil sat in quiet communion with a Quaker in her mid -90s for some time: no words were spoken but the two of them were entirely aware of one another and sharing something spiritual between them.

In this photograph the pupil is giving something he feels to be special – bubbles – to two elderly Friends who are, in turn, taking pleasure in the gift.



Throughout the course of the term we got to know our community better and experienced some intensely spiritual moments, when pupils were clearly encountering feelings and situations outside of their day to day experience, whether this was the huge space of the Methodist church, the sun-dappled quiet of the Anglican Church, or the intense silence of the Quaker Meeting.

### Summary

96% (90% in 2015) of the 39% of schools involved in the annual return reported they were happy with the current provision for RE in their school. However, reasons given from the 4% of schools that were not satisfied were:

- lack of curriculum time
- lack of specialist teachers
- lack of SEND resources available
- lack of consistency across classes
- class teachers not fully understanding age related expectations and not building in progression
- priorities given to other subject areas.

SACRE have received no complaints regarding RE provision or quality this year.

## 4: Effectiveness of the North Yorkshire agreed syllabus

The current North Yorkshire Agreed Syllabus was launched in February 2013 and teaching of it began in September 2013. It is due to be revised in 2018.

The Agreed Syllabus is supported by a range of guidance documents and units of learning. They include:

Six guidance documents:

- Good learning in RE: guidance for teachers;
- Beginners guides to the religions and beliefs recommended for learning;
- Glossary of terms;
- A SACRE tool for using the 8 level scale of expectation in RE;
- RE and assessment: six sample tasks
- SEND and RE resource pack

19 units of learning from KS1-3

A poster illustrating the 8 level progress scale.

The resources are available free to schools in the Service Level Agreement (SLA) via 'Fronter', North Yorkshire's virtual learning platform, or are available to purchase by other schools.

According to the RE annual return, 75% (78.4% in 2015) of North Yorkshire schools fully follow the North Yorkshire SACRE RE Agreed syllabus. 18% (16.4% in 2015) of schools partially follow it, and 7% (5.2% in 2015) of schools follow an alternative syllabus. Alternative syllabi include 'The Way, The Truth and The Life' from the Catholic Diocese of Leeds, and 'Equals', a syllabus designed for Special Schools.

85% (90% in 2015) of schools use the North Yorkshire RE Units of learning. 6% (12% in 2015) of all schools just use these, whilst 80% (78% in 2015) of schools supplement the North Yorkshire units of learning with other resources and their own planning. The vast majority of schools evaluated the North Yorkshire units to be good or excellent, many stating that they liked the enquiry approach and how the units build knowledge and skills. Some schools found resourcing them quite challenging and some special school have found some units hard to adapt to meet the needs of their pupils.

## 5: Collective worship

There were no complaints registered with the local authority or SACRE in 2015/16 in respect of collective worship and no North Yorkshire school has been found to be failing in its statutory duties in respect of collective worship.

As in previous years, no determinations were requested by schools<sup>1</sup>.

Following SACRE's publication of Revised Collective Worship Guidance in 2015, SACRE members requested to see examples of collective worship in action. Members have now visited 3 schools, and have seen how schools meet the 6 key principles behind collective worship.

Collective worship should:

1. promote a sense of community;
2. be educational;
3. promote spiritual, moral, social and cultural (SMSC) development;
4. be a special time;
5. enable participants to be actively involved;
6. be of high quality.



Some of the best practice seen included:

- A pupil Collective Worship Committee helping to plan, organise, present and evaluate the sessions
- Pupil feedback on collective worship in the form of a feedback wall (see photograph to the right) or in a comments book, kept on the collective worship table (see above)
- A prayer book compiled of prayers written by all the pupils in the school
- A clear sense of every member of the school community being involved in the sessions
- Engaging, topical themes, supported by lively, relevant music and key messages for pupils to take away
- Themes linked to the school ethos and values
- Reflection time built into the session.

SACRE would like to thank the schools that invited SACRE members to visit and observe sessions.

### Killinghall CE Primary School

Collective Worship takes place daily, usually for the whole school together (110 pupils). A rota for Collective Worship for the year, prepared by the Headteacher, outlines the weekly themes, and indicates who will be leading the worship. All members of staff are involved in leading and planning worship during the year and all are expected to attend. Pupils are always involved in some aspect of the sessions, sometimes leading the sessions themselves.

A range of visitors are invited to lead some sessions, such as the local vicar, the local Methodist Minister, a representative from the Muslim faith, 'Open the book', NSPCC, 'Link Ethiopia', to name but a few. Each half term the school has a Collective Worship session in the Parish Church.

The school has adopted a number of ways to record and evaluate Collective Worship..

A file on the Collective Worship table has all the plans, produced by the member of staff leading the session. A member of staff observing the Collective Worship will write a summary of the session whilst it is taking place, recording how responsive pupils are and whether they are understanding the topic. If it is felt that pupils were unclear about the content of the Collective Worship, it would be revisited at another time.

Pupils are asked to reflect on the session and if they choose, to write their thoughts on a post it and add it to the Collective Worship notice board. This interactive board is revised weekly and the post its' are stored in a file on the Collective Worship table, giving a summary of the sessions and reflections from pupils and staff.

What did the pupils say?

Pupils spoke enthusiastically about their experiences of Collective Worship. The aspects they particularly like are:

- Pupils are always involved
- Collective Worship is a calm opportunity for reflection
- They always learn something: "it's like another lesson"
- The themes carry on into lessons
- It brings the whole school together.



### Hampsthwaite CE Primary School

Pupils are very involved in the planning, delivery and evaluation of Collective Worship. The Collective Worship Committee is made up of 2 children from each class from Year 1 upwards. The group meet once a half term and share ideas on the proposed themes for Collective Worship, choice of music, etc. The group are responsible for setting up the Collective worship table at the front of the hall, organising the music and technology and for clearing away afterwards. Sometimes they are involved in presenting parts of the session and once a month they are responsible for planning a delivering a session. Pupils also fill in evaluation forms on some of the Collective Worship sessions, to feedback their thoughts on the effectiveness of the sessions.



The pupils said they most enjoyed Collective Worship sessions where they were involved in leading part of the session. They enjoyed the use of modern music, video clips and when the theme is linked to modern day stories. They also enjoyed input from outside groups, such as 'Open the Book'.

The pupils valued the coming together as a school and the calm, reflective element of the sessions.



The RE Annual Survey revealed that only 66% of schools were aware of the revised SACRE Guidance on Collective Worship. Of these, all but one school had found the guidance helpful. Comments included:

- “Collective Worship is regularly reviewed and the guidelines have been most helpful
- Clarification on the principles of collective workshop were useful in designing our assembly schedule
- Reassures us that we are doing the right thing
- It has helped clarify and provide a benchmark to test against our current provision”

78% of schools say they have a daily act of Collective Worship for all pupils. 6% of schools say they have no Collective Worship, but some have assemblies. All these schools were secondary schools.

Some of the positive aspects of Collective Worship that were reported through the survey included:

- “Whole school coming together and promoting our school ethos
- Have a children’s CW committee that plan some of our sessions and evaluate other sessions
- It’s inclusive of all our pupils
- Time to reflect, time all together, focus on what makes our school unique and special (to us)
- Inclusive, interesting, meaningful
- A sense of shared ethos
- Pupil lead worship has a prominent role
- Open discussion is fostered and a questioning attitude is evident amongst the children”

Constraints on effective Collective Worship for all pupils included the size of the school hall, pressures on curriculum time, the inappropriateness of large formal gatherings for early years children and some SEND pupils and the withdrawal of some pupils from Collective Worship.

## 6: Management of SACRE

### SACRE meetings

The SACRE maintained its normal annual pattern of three meetings during the school year 2015/16.

The Autumn Term meeting (26th November 2015) was held at Ermysted’s Grammar School, Skipton, where SACRE had the opportunity to hear from the students about the Muslim Voices Project the school had undertaken and the positive impact it had on the students involved. SACRE would like to thank Amanda Price and the pupils for organising the presentation and to Ermysted’s Grammar School for hosting the SACRE meeting.

The Spring Term meeting (3rd March 2016) was held at Leyburn Community Primary School where SACRE members were shown round the school and heard from a group of pupils about RE and Collective Worship in the school. Thanks go to the headteacher Sarah Beveridge for facilitating the visit and hosting the meeting.

Our new Summer Term “twilight” meeting was held at Jesmond House, Harrogate (7th July 2016), where Bill Kimberling and Mark Cosens from The Church of Jesus Christ of the Latter Day Saints gave a presentation on the work of the church.

SACRE is professionally clerked by a member of the local authority’s Legal & Democratic Services team, for which members and advisers are grateful.

### Attendance at SACRE meetings 2014-15

Membership of each of the four groups which constitute the North Yorkshire SACRE:

Group A: Baptist, Buddhist, Hindu, Jewish, Methodist, Muslim, Roman Catholic, Salvationist, Sikh, Society of Friends (single representative of each)

Group B: Two representatives nominated by each of the Diocese of York, and the Diocese of West Yorkshire and the Dales

Group C: Four teachers for Religious Education

Group D: Five elected members of the County Council

Co-opted: Humanist



	26th November 2015	3rd March 2016	7th July 2016	Possible Maximum Attendances at each meeting
Group A	2	5	5	(7) 3x vacancies = 10
Group B	0	2	2	(2) 2x vacancies = 4
Group C	1	1	1	(4)
Group D	2	2	1	(5)
Co-opted	1	1	0	(1)
Local Authority Adviser	1	1	1	(1)
Total	7(15)*	12(14)*	10(16)*	(20) (25 Total SACRE Membership)

\*2014-15 Attendance

## Membership and training

Mr Nasr Moussa Emam was elected chair of SACRE for the school year 2015/16.

SACRE were delighted to welcome new members to SACRE: Mark Cosens, co-opted member, representing The Church of Jesus Christ of the Latter Day Saints. There are currently vacancies for representatives from the Church of England, Hindu faith, Salvationists and Baptist. SACRE welcome applications for membership from anyone who has an interest in supporting Religious Education in North Yorkshire.

Reverend Robin Davill had resigned as a Church of England representative and Mollie Haigh was no longer able to attend. Mrs Margaret Gibson had been appointed as RE Adviser for the Joint Education Council for North Yorkshire and Durham and as such could no longer be a Teacher representative on the SACRE. Mrs Gibson has been nominated as a Diocesan representative however, so will remain on SACRE in this capacity.

SACRE members were informed of developments in RE from the National Associations of SACRE's (NASACRE) and the Religious Education Council (REC).

Rebecca Swift, the RE Adviser to SACRE and the Chair of NY SACRE, attended The All Party Parliamentary Group on Religious Education (APPG/RE), under its new Chair Fiona Bruce MP, to set up a consultation process, with evidence being heard from a number of invited individuals and organisations.

The Chair of SACRE, Mr Nasr Moussa Emam attended the National Association of SACREs (NASACRE) Conference on 17th May 2016. Rt Hon Baroness Elizabeth Butler-Sloss GBE spoke on the impact of CORAB (Commission on Religion and Belief). She shared highlights from the report, which indicates some current shortcomings in RE, particularly related to community, diversity and the common good. She then answered a wide range of members' questions.

Mr David Hampshire, NASACRE's Chair introduced his report (previously posted on the NASACRE website), making reference to the busy nature of the Chair's role, as local authorities feel increasingly under threat from budgetary cuts, ensuring that together we have a powerful 'voice' for SACREs. NASACRE needs to have a yet stronger and more consistent voice in both local and national debates, where we are often left out. The DfE requests all SACREs should remember to complete their annual report in the format shown on the NASACRE website.

Mr Michael Metcalf, the Treasure of NASACRE, expressed the NASACRE's appreciation to Westhill for continuing to fund the Westhill Award. There are four winners of the Award 2016/17. NY SACRE was successful in securing funding for the Diversity Day.

NASACRE congratulates these SACREs on gaining an Award, and looks forward to acknowledging and celebrating their projects as they successfully progress and flourish.

SACRE is an active partner with NASACRE and attend the National Interfaith Network (IFN) and the York Interfaith Forum.

## Complaints

No complaints have been received by SACRE about Collective Worship or RE.

## Information and advice

The SACRE continues to employ the wide range of knowledge, skills and experience represented in its membership to provide information, advice, support and wise counsel to the local authority and its schools on matters relating to RE, Collective Worship and the wider agenda of inclusion, diversity and community cohesion, for which the local authority is grateful.

In turn, professional advice has been provided to the SACRE by the Equalities Adviser in Education and Skills.

# 7: Contribution of SACRE to the wider Local Authority Agenda

## Improvement and development planning

During the course of the year the SACRE has considered a number of issues, including:

- National changes and developments in RE including discussion of the publication of 'A new settlement for Religion and belief in schools'
- Good practice visits to schools to observe Collective Worship and the production of case studies to share good practice
- Establishing a regional RE hub: InspiRE
- RE's contribution to SMSC, British Values and the Prevent Duty
- Muslim Voices project
- Applying for a NASACRE/Westhill grant and planning a KS2 Diversity Day

## Training for schools

The local authority continues to support the leadership and management of RE, and thus teaching and learning in all schools, through facilitating a secondary subject leader network day for RE subject leaders. This is now a traded offer to schools.

For teachers new to leading RE in primary schools, there is an annual training day on 'Developing Primary RE', which is a traded course.

In addition, 2 primary and 2 secondary Equalities network days were provided free to all schools within the Service Level Agreement. These covered a range of topics such as SMSC, British Values, the Prevent Duty, Equalities Duties and included Religious Education and Collective Worship.

# 8: Executive Summary

- There were no complaints registered with the local authority and SACRE in 2015/16 in respect of religious education or collective worship.
- No determinations<sup>2</sup> were requested by schools.
- The number of pupils entered for GCSE full course Religious Studies increased this year with 46% of the cohort sitting the examination. Results dipped slightly, but are broadly in line with national outcomes.
- At GCE A level the number of entries increased lightly and 99 % of candidates entered for A2 level achieved a grade A\*-E, 20.2% at grades A\*/A, which was just above the national average performance. At GCE AS level there was an increase in the number of entries. 76% of candidates achieved a grade A-E, which was below the national figure.
- Subject leader network meetings became annual rather than termly for secondary subject leaders, in line with the annually training day for primary subject leaders.

<sup>2</sup> In respect of requests for exemptions from the legal requirement for broadly Christian collective worship.

# 9: Membership of The North Yorkshire Standing Advisory Council for Religious Education 2015-2016

Baptist	Vacancy
Buddhist	Mrs C Taylor
Hindu	Vacancy
Jewish	Dr N Packter
Methodist	Mrs B Belsham
Muslim	Mr N M Emam (Chairman)
Roman Catholic	Mr C Devanny
Salvationist	Vacancy
Sikh	Mr M Singh Chana
Society of Friends	Mr M Dickinson
Church of England (The Diocese of West Yorkshire and the Dales and the York Diocese)	Vacancy Vacancy Mrs O Seymour Mrs S Bennett
Teachers	Mrs M Gibson (Vice-Chairman) Mrs S Beveridge Mrs A Head Mrs R Oates
Local Authority	County Councillor B Barker County Councillor J Clark County Councillor M De Courcey-Bayley County Councillor R Heseltine County Councillor J Savage
Co-opted Member	Professor J Adams (Humanist) Mr M Cosens (The Church of Jesus Christ of the Latter Day Saints) <i>from July 2016</i>
Local Authority Adviser	Mrs R Swift
Clerk to SACRE	Mrs S Mitchell



## Contact us

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