

# North Yorkshire Standing Advisory Council on Religious Education

**Annual Report for the School Year 2017/18**



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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.  
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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 2017/2018.**

What an exciting and somewhat challenging year it has been for North Yorkshire SACRE!

I and many of my colleagues hope that we will continue to exist and indeed to thrive through these challenging times as there is a need for stability for schools.

I am grateful to the support of Rebecca Swift and Sally Mitchell as they have always been most helpful and efficient.

Thanks go to Sharon Kettleborough (Deputy Head Teacher) and to the RE subject teacher, David Wilson from The Dales School, Morton-on-Swale who hosted a SACRE meeting in the Spring Term.

I welcome on Group A, Helen Sellers, as a Baptist representative and Robert Brownlow as a representative of The Church of Jesus Christ of Latter-day Saints.

I would like to take this opportunity to thank Mark Cosens, Martin Dickinson, Matt Grassam and Caroline Pratt for their valued contribution to the work of SACRE whilst they were members.

Over the last academic year 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 nationally and in North Yorkshire schools.

It has been a busy year for SACRE, with much achieved. The centrepiece of our year's work has been the delivery of a Diversity Day on 2nd November 2017 in Settle, to approximately 100 young people; comprising pupils from 8 primary schools within the Settle area and also some Year 7 pupils from Settle College. Pupils were involved in four workshops on Christianity, Buddhism, Islam and Sikhism.

SACRE member, Christina Taylor led the Buddhism Workshop and I led the Islam workshop. The feedback received from participants on the day was very positive and pupils enjoyed the 'active' workshops. I wish to acknowledge the outstanding contribution made by Christina, Howard and Tricia Quinn and the Muslim Women Group's members, Sidrah and Diane, to the Diversity Day.

I think any effort to bring people together is valuable in itself, and even with limited capacity, the commitment of just a few can go a very long way to help build a better understanding of diversity and ensure everyone is treated with mutual respect.

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 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 2017/18

## 2: Advice to Statutory Bodies

Over the last few years, SACRE has produced the following resources and guidance documents for schools:

- North Yorkshire SACRE RE Agreed Syllabus
- Supporting guidance document and teaching units to support the Agreed Syllabus
- Guidance on Collective Worship
- Organising visits to places of worship
- Case studies of good practice around Collective Worship.

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

### Public examinations

#### Key stage 4

*(2017 data in brackets)*

In 2018, 1866 (2666) students were entered for the GCSE full course in Religious Studies in North Yorkshire, which was 31% (45%) of the cohort and a decrease of 800 entries from the previous year. 25 (34) 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 GCSE Religious Studies full course has fallen for the second year in a row, down 10.4% against 2017 to 241,749.

In addition, the number of pupils in England and Wales taking the short course GCSE in Religious Studies has fallen even more sharply, down 35.8% from last year to 34,087.

The decline is greater in England than in Wales. In England the number of entries for GCSE Religious Studies full course has fallen by 10.7% to 229,189. In Wales the equivalent figures are down by 4.2% to 12,560, although these come after last year’s record high.

All schools, including Academies, have a legal requirement to offer Religious Education at all key stages, but today’s figures suggest that this is not sufficient to ensure that all pupils in England study the subject at Key Stage 4. In too many cases, there are no consequences for those schools that decide to flout their legal obligation, with Religious Education not featuring in measures such as the EBacc that are used to hold them to account.

At a time when greater religious literacy is even more necessary than ever before, the decline across England and Wales in pupils taking GCSE Religious Studies is troubling.

The fall in entries comes despite pupils emphasising how much they value and enjoy studying Religious Education (underlined by the overall rise in entries at A-Level and GCSE over the past decade) and despite the fact that the Government is rightly emphasising the importance for young people to have knowledge and understanding of religions and non-religious beliefs.

This year’s drop in entries should not detract from a decade of strong growth for Religious Studies GCSE. In 2008 there were 166,628 entries for Religious Studies in England and Wales. The number of entries increased every year until reaching a peak in 2016. While there has been a decline this year, the number of pupils receiving a full course GCSE in Religious Studies is still 45.1% greater than in 2008.

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

The key outcomes for Religious Education in England and Wales at KS4 in 2018 are as follows:

- There were 241,749 entries for the full course in GCSE RS, a fall of 10.4% from 2017 (269,839)
- There were 34,087 entries for the short course in GCSE RS, a decline of 35.8% from 2017 (53,071)
- There were 275,836 entries for GCSE RS (combined short and full courses), a decline of 14.6% from 2017 (322,910). Entries for GCSE RS (combined short and full courses) peaked in 2011 at 461,795. There has been a decline in entries of 40.3% in seven years with 186,000 fewer pupils achieving a qualification in RS at the end of KS4.
- 29.7% of entries for the full course in GCSE RS were awarded at least an A or 7
- 22.7% of entries for the short course in GCSE RS were awarded an A or an A\*\*

NATRE, August 2018

Full GCSE Grades A* - C/Grade 4+			
2018 National	2018 North Yorkshire	2017 North Yorkshire	2016 North Yorkshire
71.8%	77.0%	72.0%	70.1%
GCSE Grades A* - A/Grade 7+			
2018 National	2018 North Yorkshire	2017	2016
29.5%	31.0%	30.0%	29.0%

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 Level 4+ are significantly above the national average. The average point score for North Yorkshire pupils was 5.3 points. This is also above the national average of 5.0 points.

## Post-16

	2018 North Yorkshire	2017 North Yorkshire	2018 National
Number of entries	180	234	18,422
A*/A	28%	27%	20%
A*-C	82%	83%	76%
A*-E	98%	100%	98%

A2 Religious Studies was studied in 17 North Yorkshire schools and colleges. 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 outcomes are above the national average and the average point score of 36, is considered significantly above the national average of 34 points.

## The National Picture

"The key outcomes of the 2018 A level results in England and Wales for Religious Education are as follows:

- 18,422 RS A level entries were recorded, a decrease of 22.8% on 2017.
- The decrease in RS A level entries is an extreme example of a broader pattern of decreasing entries for humanities and social science subjects (English language down 14.8% across the UK, Geography down 11.3%, History down 2.7%) while entries for Science, Technology, Engineering, and Mathematics (STEM) subjects have increased (Chemistry up 3.4% across the UK, Physics up 3.4%, Biology up 3.1%, and Mathematics up 2.5%).
- Overall the number of A-level entries across England and Wales has dropped by 1.8% on 2017. This is related to the smaller cohort of students taking A levels this year with a decrease in the number of 18-year-olds in England, Wales, and Northern Ireland of 3.5% on 2017, and also due to fewer pupils taking four A-levels.
- There were 6,024 entries for RS at AS level, a decrease of 63% on 2017; this reflects the decline across all subjects where the number of AS entries fell by 55% across England and Wales (as AS level grades no longer count towards A levels under the linear scheme)."

Report from RE Today, August 2018

## Quality of provision of Religious Education

### Time allocated to RE

In Autumn 2017, 167 (142) primary, secondary and special schools completed the 'RE schools' annual return'. This was 45% (39%) of all maintained and academies in North Yorkshire. The data indicated the following: (2016 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)	0 (5)	33% (46)
5-30 mins	9% (14)	4% (8)	9% (8)	9% (36)	0 (8)
31-60 mins	84% (70)	81% (71)	55% (57)	27% (14)	17% (15)
61-90 mins	12 % (10)	12% (15)	18% (30)	18% (32)	0 (8)
91+ mins	2% (6)	3% (7)	18% (4)	45% (14)	50% (23)
Total number of participating schools	140 (119)	151 (119)	11(23)	11(22)	6 (13)

According to the survey, 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 a third of all students not receiving any RE education.

### Foundation stage and key stages 1 and 2

Over 81% (93% in 2016) of primary schools completing the survey follow the North Yorkshire RE Agreed Syllabus, at least in part. Voluntary Aided church schools follow their diocesan syllabus instead of North Yorkshire's Agreed Syllabus, whilst other church schools use both syllabuses. Through the RE Annual Return, 88% (97% in 2016) 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.

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 data-base of recommended places to visit and visitors to the school and this is now linked with the county's Educational Visits website.

### 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.

### 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.

To support schools with enabling their pupils to develop a better understanding of different faiths, SACRE applied for a NASACRE/Westhill grant to run a Diversity Day in Settle. Below is a report of the day.

#### RE Diversity Day, November 2017

##### Exploring Religious Diversity: What does it mean to follow a faith in Britain today? Developing Y5, 6 and 7 pupils' understanding of religious diversity in the UK.

##### Summary:

This project brought Y7 pupils from Settle College together with Y5 and 6 pupils from 8 feeder primary schools in the Settle area to experience and explore diversity through workshops, led by people from a range of different faiths. As part of the day, pupils were trained as 'Diversity Champions', empowered to organise and run diversity themed events in their own schools.



##### Workshops:

The day included workshops and activities on the following faiths, led by an educator from the faith:

- Islam
- Buddhism
- Christianity
- Sikhism

The workshops aimed to:

- Enhance pupils' understanding of the faith
- Meet people who practise that faith and to find out how their faith influences their daily lives
- Challenge stereotypes and prejudice of different faiths
- Be a lively, fun, interactive and challenging experience

Two of the workshops were led by SACRE members.

### Diversity Champions:

SACRE hoped that pupils who attended the day will have the opportunity to share their experiences and what they have learnt back in school. Pupils received Diversity Champions badges and certificates for attending. Schools were asked to consider how they could build on the concept of Diversity Champions in their own school.



SACRE hoped that this project would:

- Improve the understanding of different faiths of the KS2/3 pupils involved in the event and help challenge any prejudices the pupils may have regarding people from different religious backgrounds
- Enable the pupils involved to be more comfortable with difference
- Provide an opportunity for pupils and staff from different schools to work together on a joint project
- Provide further learning in each of the schools involved, with the pupils attending the day disseminating their learning and experiences back in their school as 'Diversity Champions'

### Feedback from pupils attending the day:

- "I liked doing all the different activities and learning about different religions".
- "Everyone was kind and understanding".
- "Made new friends".
- "I got to learn about some of the religions and know that we are all equal".



### Feedback from teachers attending the day:

- "It was good to have real-life visitors of different faiths. A few misconceptions were addressed, especially around Islam".
- "Enthusiastic, knowledgeable speakers. Light hearted. Challenging stereotypes."
- "A valuable experience for our children, coming from a small and not so religiously diverse community".

Report by Rebecca Swift, Adviser to SACRE

### Summary

88% (96% in 2016) of the 45% 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 12% of schools that were not satisfied were:

- lack of curriculum time
- lack of specialist teachers
- staff are not confident in teaching the subject
- lack of consistency across classes
- priority is given to other subject areas
- curriculum needs reviewing in light of the changing diversity of the school's population
- greater integration with other subjects is needed.

SACRE has received no formal 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 currently being revised for September 2019.

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;
- Beginner's 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 2017 online survey indicated that 87% (85% in 2016) of schools use the North Yorkshire RE Units of learning. 14% (6% in 2016) of all schools just use these, whilst 73% (80% in 2016) 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 schools 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 2017/18 in respect of collective worship..

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

The 2017 RE Annual Survey revealed that 91% (66% in 2016) of schools that completed the survey were aware of the revised SACRE Guidance on Collective Worship. Of these, all but one school had found the guidance helpful.

75% (78% in 2016) of schools who completed the survey say they have a daily act of Collective Worship for all pupils. 4% (6% in 2016) of schools say they have no Collective Worship, but some have assemblies. These schools were either Secondary or Special schools.

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

- It brings the school community together. It is an opportunity to discuss our values, celebrate and focus on our vision.
- Every child feels welcome. Children take an active role in leading. We theme our collective worship around the Christian values.
- We promote diversity and multi-culturalism as well as celebrating success and endeavour in our school community.
- A positive feel. Moments of quiet reflection. Interaction and a chance to air thoughts, feelings, viewpoints.
- The ethos of moments of awe and wonder, celebrating together and community cohesion are at the core of our whole school approach.
- We focus upon Growth Mindset development, British Values and SMSC, developing vital skills and encouraging positive beliefs in pupils.

Overleaf is a case study from one school:

<sup>1</sup> In respect of requests for exemptions from the legal requirement for broadly Christian collective worship.

## Hovingham CE VC Primary School, St Hilda's, Ampleforth CE VC Primary and St Benedict's Catholic Primary

### Pupil-led Collective Worship

At both Hovingham CE VC Primary School and St Hilda's, Ampleforth CE VC Primary School all Key Stage 2 pupils have planned and led Harvest Services attended by parents, friends and the wider community. At Hovingham, members of the church worship group worked alongside pupils and the class teacher for two afternoons prior to the service which was held in church. Pupils chose hymns, wrote prayers and developed a presentation. At St Hilda's pupils and the class teacher worked in a similar way with the Vicar prior to the service, on this occasion held in school. Feedback in both schools from pupils, parents and facilitators has been really positive and it is planned that this becomes a half-termly event, focusing on different aspects of the Church Year.

### Joint Remembrance Service

In line with long-established tradition, pupils from St Hilda's CE VC, Ampleforth and St Benedict's Catholic Primary joined together on November 9th for a Remembrance Service. The service began at Our Lady and St Benedict's with a silent procession to St Hilda's Church. Father Bede and Rev Reid jointly led the services with contributions from staff and pupils from both schools.

Report by James Pynn, Headteacher

## 6: Management of SACRE

### SACRE meetings

The SACRE maintained its normal annual pattern of three meetings during the school year 2017/18.

The Spring Term meeting was held at The Dales School, Morton-on-Swale, where SACRE members heard from the RE subject teacher on the methods of learning and teaching of RE at the School and had a tour of the School. Thanks go to the RE subject teacher, Mr David Wilson, for his presentation and to the School for facilitating and hosting the meeting.

The Summer Term 'twilight' meeting was held at the invitation of The Church of Jesus Christ of Latter-day Saints in Harrogate.

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 2017-18

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 and The Church of Jesus Christ of Latter-day Saints (a single representative of each)

**Group B:** Two representatives nominated from the Anglican Diocese of Leeds and two representatives nominated from the Anglican Diocese of York

**Group C:** Five Teachers for Religious Education

**Group D:** Five elected members of the County Council

**Co-opted:** Humanist

	23rd November 2017	19th April 2018	21st June 2018	Possible Maximum Attendances at each meeting
<b>Group A</b>	4	4	5	<b>(8)</b> 3x vacancies = 11
<b>Group B</b>	3	0	3	<b>(3)</b> 1x vacancy = 4
<b>Group C</b>	2	1	1	<b>(5)</b>
<b>Group D</b>	3	2	1	<b>(5)</b>
<b>Co-opted</b>	1	1	1	<b>(1)</b>
<b>Local Authority Adviser</b>	1	1	1	<b>(1)</b>
<b>Total</b>	14 (12)*	9 (9)*	12 (12)*	22 (26 Total SACRE Membership)

\* 2016-17 Attendance

## Membership and training

Mr Nasr Moussa Emam was elected Chairman of SACRE and Olivia Seymour was elected as Vice-Chairman, for the school year 2017/18.

Two Teacher representatives, Matt Grassam and Caroline Pratt had tendered their resignations from SACRE, citing time pressures of school related commitments.

Mark Cosens representing The Church of Jesus Christ of Latter-day Saints tendered his resignation from SACRE, as he was leaving the country, but was being replaced by Robert Brownlow.

Martin Dickinson's term of office on SACRE representing the Society of Friends had come to an end, but the Yorkshire General meeting was seeking another representative to sit on SACRE.

SACRE was delighted, however, to welcome Helen Sellers, as a new member to fill the vacancy on Group A for a Baptist representative.

There were currently two vacancies for Teacher representatives and from the Church of England, Society of Friends, Hindu faith and Salvationists. SACRE welcomes applications for membership from anyone who has an interest in supporting Religious Education in North Yorkshire.

Visitors were always welcomed to meetings of SACRE and Howard and Tricia Quinn had attended meetings during the year as observers, on behalf of the Buddhist faith.

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

The Chairman reported that DVDs are in the process of being produced of the Diversity Day which had been held in Scarborough 2016 and in Settle 2017; these will be available to schools in North Yorkshire.

The Chair of SACRE, Mr Nasr Moussa Emam attended the NASACRE AGM and Conference on 24th May 2018 to mark **25th Jubilee Conference and AGM 'Stronger Together - Celebrating the power of Community'**

The Chairman was a member of the Executive's Team to welcome the guests and he was the official photographer for the event. It was held at the stunning Merchant Taylors' Hall in the City of London. There was a great turnout from SACREs all over the country, and it was also an opportunity to meet up with many of NASACRE's previous Chairs at this Silver Jubilee occasion.

There were thought-provoking keynote speeches from Dr Vanessa Ogden of the Mulberry Schools Trust and David Hampshire of the Inter Faith Network. A panel discussion covered topics such as whether there should be a national entitlement for RE, the recruitment of RE teachers and funding of SACREs.

The Chairman provided new members with an information sheet relating to NASACRE, which included details of its website address.

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

## Inter Faith Network (IFN)

The Chairman attended the IFN Annual Conference/AGM 2018 National Meeting which took place on 4th July at Derby County Football Club. The Chairman attended as a NASACRE Representative. This year theme was 'Young People and Inter Faith Engagement: Making a Difference Together'.

The meeting focused on young people's engagement in activities which promote inter faith cooperation and understanding. The Chairman recommended the recently published Youth guide, called 'Connect', a helpful tool with ideas and examples, aimed specifically at young people and how to engage them.

To download Connect: <https://www.interfaith.org.uk/uploads/Connect2018.pdf>

To find out more about IFN: <https://www.interfaith.org.uk>

The Chairman met with the Rt Hon Charles Clarke (Patron of NASACRE) and Dr Joyce Miller, REC Commissioner, to provide a response to RE Interim Report.

## All Party Parliamentary Group (APPG) on Religious Education

The Chair of NY SACRE, Nasr Moussa Emam and Professor John Adams, Humanist Representative, are involved with the APPG/RE.

## 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 the School Improvement Service.

## 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 responding to the Commission for RE Interim Report
- Contributing to the establishment of the 'Learn, Teach, Lead RE Programme' in Yorkshire
- Running a KS2 Diversity Day in Settle, funded from a NASACRE/Westhill Grant
- Teaching about and supporting LGBT students

### 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.

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

In addition, PSHE, Equalities and well-being network days were provided at no additional cost to all schools within the Service Level Agreement. These covered a range of topics such as SMSC, British Values, the Prevent Duty and Equalities Duties.

## 8: Executive Summary

- There were no complaints registered with the local authority and SACRE in 2017/18 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 fell significantly, with 31% of the cohort sitting the examination. Results improved and are significantly above national outcomes.
- At GCE A level the number of entries decreased by 23%, in line with the national picture. Outcomes were above the national average with 28% achieving grades A\*/A (20% national), and 82% at A\*-C (76% national).
- Annual subject leader network meetings took place for primary and secondary schools.

<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 2017-2018

Baptist	Mrs H Sellers (from Sept 2018)
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
The Church of Jesus Christ of Latter-day Saints	Mr M Cosens (until July 2018)
Church of England	(Anglican Diocese of York) Mrs M Gibson Mrs O Seymour (Vice-Chairman) (Anglican Diocese of Leeds) Rev'd S Bennett Vacancy
Teachers	Mr M Grassam (until Jan 2018) Mrs S Beveridge Mrs C Pratt (until Jan 2018) Mrs K Hill Mrs R Oates
Local Authority	County Councillor Jim Clark County Councillor Robert Heseltine County Councillor Andrew Lee County Councillor Patrick Mulligan County Councillor Annabel Wilkinson
Co-opted Member	Professor J Adams (Humanist)
Local Authority Adviser	Mrs R Swift
Clerk to SACRE	Mrs S Mitchell





## Contact us

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