



**Standing Advisory Council
for Religious Education**

SACRE Annual Report 2010 - 2011



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Glossary of terms

| | |
|-----------------|--|
| AST | Advanced Skills Teacher |
| CPD | Continuing Professional Development |
| HSIP | Harrow School Improvement Partnership |
| HLTA | Higher Level Teaching Assistant |
| KS 1 etc | Key Stage 1 (Year Groups 1 -2), Key Stage 2 (Year Groups 3 – 6), Key Stage 3 (Year Groups 7 – 9), Key Stage 4 (Year Groups 10 – 11) |
| LA | Local Authority |
| NATRE | National Association of Teachers of Religious Education |
| NASACRE | National Association of SACREs |
| RE SEF | Religious Education Self-Evaluation Form |
| SEN | Special Educational Needs |
| TA | Teaching Assistant |

Executive Summary

Many of Harrow's faith communities make a dynamic contribution to the development of inter-faith understanding and relations, both locally and nationally. The community of the Zoroastrian Centre chose to mark 'Celebrating RE 2011' by inviting representatives of London's faith communities and RE professionals to witness the Aatash Nyaaish (sacred fire litany). Pupils from four of Harrow's schools gave presentations at this event. Harrow SACRE decided to mark Celebrating RE throughout 2011 by focusing on how RE and collective worship can be enriched by partnership with local faith communities. We developed new guidance on the use of visits and visitors for RE and collective worship and plan to follow this up in 2012 with guidance specific to some of Harrow's places of worship.

Presentations to SACRE by Harrow schools continue to be a popular and important element of every term's meeting. In 2010 – 2011 we have heard from children in KS 1, KS 2 and KS 3 and from RE subject leaders in both the primary and secondary phases.

The 2010 White Paper 'The importance of teaching,' signalled a number of radical changes to the schools system, which were discussed at our meetings throughout the year. SACRE members expressed concerns about how the increase in academies and free schools might diminish the role of SACRE in monitoring standards and provision in RE in local schools and the powers of the Local Authority to intervene where pupils' are not receiving their curriculum entitlement. In addition, members lamented the implications, for RE and for RE departments in secondary schools, of the introduction of an English Baccalaureate which did not include GCSE RE. On behalf of SACRE, the Chair wrote to the Secretary of State, Michael Gove, urging him to strengthen the role of SACRE and to reconsider his stance on the English Baccalaureate.

Despite the cuts to LA budgets and the re-structuring which these necessitated, Harrow Council demonstrated its recognition of the importance of religious education and of partnership between schools, faith communities and Harrow Council, by increasing the SACRE budget from April 2011. Furthermore, Harrow School Improvement Service (HSIP), a new school improvement team 'led by schools for schools', has been commissioned to provide senior professional advice to SACRE for the next three years. The HSIP Board has made a commitment that there will continue to be provision for RE professional development and training in its CPD programme.

SACRE Monitoring and Evaluation of

- **Attainment and progress in RE**
- **Quality of teaching and the extent to which the curriculum delivers the Harrow Agreed Syllabus and meets the needs of pupils**
- **Leadership and management of RE**

There were five school presentations to SACRE in 2010 – 2011. Four of these were related to the theme of Celebrating RE, which was marked nationally and locally in March 2011. In addition, an RE subject leader reported key evaluations from her RE SEF and accompanied these with examples of pupils' work.

Newton Farm Nursery, Infant and Junior School - RE in Key Stage 2

Two Y3 children gave a very well researched and immaculately prepared PowerPoint presentation on Zoroastrian beliefs and practices, following their class visit to the Zoroastrian Centre. They used a wide, technically accurate vocabulary to describe some key features of Zoroastrian worship and to explain the symbolism of the sacred fire litany. The children were aware that during the fire ceremony the priest says 'We praise you through your fire. We praise you by offering good thoughts. We praise you by offering good words. We praise you by offering good deeds'. Inspired by the Louis Armstrong song 'What a wonderful world,' they had composed a song about those things which they thought were 'good' about the world and which they were thankful for.

The children described some of the similarities they had noticed between worship at the Zoroastrian Centre and in Hindu homes and mandirs, for example some of the artefacts used in worship and the symbolism of the fire. The sweet-smelling incense and sandalwood had been particularly evocative.

They made links between Zoroastrianism and the Christian tradition that the magi, or wise men, came from Persia bringing gifts after the birth of Jesus.

Pupils at Newton Farm are regarded as leaders of learning at all levels and have an important role in planning their curriculum. SACRE members heard about the arrangements pupil representatives had made for Celebrating RE 2011, with an 'RE day.' The School Council had proposed a budget for this event, including the purchase of resources to enrich the curriculum. They had written to representatives of Harrow's faith communities (some of whom were SACRE members) inviting them to lead presentations and were preparing a resource pack to share with KS 2 pupils in order to promote further research and independent learning. The school website continues to display photographs and video clips of the RE Day.

The children gave confident and thoughtful answers to questions from SACRE members about the role of RE in the 21st century curriculum. They felt that learning about the beliefs and values of the world's religions helped people to be respectful of difference and diversity. They referred to the school's newly gained Rights Respecting Schools award and the rights of children to practise their religion.

Stag Lane Junior School - RE in Key Stage 2

A group of Y6 pupils began their presentation with a description of the Jashan ceremony, which they had witnessed on their class visit to the Zoroastrian Centre. They explained that the seven elements of the world which Ahura Mazda created – sky, water, earth, plants, animals, humans, and fire – are symbolised by the seven artefacts or offerings used in this ceremony. There is a metal urn to hold the fire. The priests use metal tongs to place sandalwood twigs on the fire every now and then, to keep it alight. They also feed the fire with incense, using a metal spoon. Around the fire holder are several trays with flowers, fruit and nuts, a small bowl of water, a beaker of milk, an oil light, and some cakes and sweets. Zoroastrians believe that this ceremony helps to bring blessings, peace and wellbeing to humans and to the world.

The pupils identified key Zoroastrian beliefs about the creation of the world and could suggest how these might impact upon the lives of believers. They were aware that Zoroastrians are taught that because Ahura Mazda created the world and all that is good, humans have a responsibility for caring for and protecting that world, for keeping it a good place.

Demonstrating Attainment Target 2, they reflected on these Zoroastrian principles and on their own beliefs about human responsibility for the environment and their concerns about the damage humans have caused through pollution and exploitation of the earth's resources. They affirmed their own conviction that humans should take better care of the world.

In their RE lessons they had been inspired by a Michael Jackson song to reflect upon the concept that humans are all part of one, global family. They remarked upon similarities between Zoroastrian beliefs about God as Creator, and the role of humans in caring for the world and for each other, and the teachings of other religions.

Asked about the place of RE in the curriculum, these pupils commented on the significance of Celebrating RE month and thought RE should be valued all year long. They recognised the importance of learning about religious beliefs and values and felt that such an education enabled young people to live harmoniously in and make a contribution to today's multi-faith society.

Canons High School – RE at Key Stage 3

At the spring term 2011 meeting of SACRE, a group of Y7 students gave a reprise of the presentation they had prepared for the Celebrating RE event at the Zoroastrian Centre. Their unit of work on Zoroastrianism had begun with some key scriptures. They had learned that the Gathas teach Zoroastrians that :

- Everyone has the freedom to choose between good and bad.
- To make the world a better place, humans should strive to be righteous, gain knowledge and protect the environment.

When a member of the local Zoroastrian Centre jointly delivered an RE lesson with their teacher, they learned that Zoroastrians meditate upon a list of 101 'names' of God in order to strengthen themselves in their constant spiritual struggle to overcome evil and choose goodness.

The pupils gave examples of some of these 101 names: eg one whose help reaches all, the forgiving, the merciful, the dispenser of justice, the reliever of all troubles. They then reflected on how these names might motivate and inspire Zoroastrians to develop these qualities in their own lives. The pupils had researched some 20th century role models who exemplify some of these qualities. They suggested that Mahatma Gandhi and Nelson Mandela, had exemplified the quality of 'sacrifice of freedom for the sake of progress.' They explained that this research had encouraged them to reflect on the qualities they themselves might need to develop in order to live good lives and upon how their own religious or other beliefs might help them in this.

They finished their presentation with the Zoroastrian prayer "happiness comes to him who is righteous for the sake of righteousness." This is the prayer that Zoroastrians learn as children and continue to say all their lives.

These Y7 pupils were keen to talk about the benefits of an RE programme which included visits and visitors, because these were opportunities to hear from believers about the influence of their beliefs upon their lives and upon the choices they made. They expressed the view that in learning about religions other than their own, they became more aware of shared beliefs and values.

Whitmore High School – RE at Key Stage 4

A group of Y11 pupils heard a story traditional to the Zoroastrian community in Britain. In the story, a wise Parsi priest demonstrates that even when a bowl of milk is full, a spoonful of sugar does not cause the milk to overflow but sweetens and perfumes it. The priest promised that if his people were allowed to settle in western India, having fled from persecution in Persia, they would blend in without overwhelming the indigenous people and would make that community sweeter. So, it is said, Parsis adapted the Gujarati culture and language while still retaining their own beliefs, traditions of worship and individuality.

The class of RE GCSE students considered three key questions relevant to religious and cultural diversity:

How do you think this story helps to understand reactions to new communities when they arrive in Britain?

In what ways do you think newly arrived communities have helped to sweeten or enrich their local and wider community?

Do you think there is a tension between blending with a local community and keeping distinctive beliefs, culture, values?

The students then learned that Zoroastrians believe God (whom Zoroastrians name Ahura Mazda) gives humans not only the freedom to choose between good and evil, but also the responsibility to actively promote good and vanquish evil.

They researched the lives of some famous Parsis who had made a significant contribution both to their faith community and to the wider community. The students considered whether these people exemplified these teachings.

In an impressively ICT-rich presentation, pupils showed clips of DVD in which they asked questions about

- *how Zoroastrian religious beliefs and values are being passed on to the next generation within their community; and*
- *to what extent Zoroastrian beliefs about righteous living, charity, and caring for the oppressed, are shared by other faith traditions represented in the UK?*

These four examples of RE teaching and learning and their impact upon pupils' knowledge and understanding were all focused upon Zoroastrianism because these schools were invited to perform at the Celebrating RE event at the Zoroastrian Centre. The LA officer to SACRE drafted the planning and the RE AST liaised with Malcom Deboo, the President of the Zoroastrian Trust Funds of Europe, and supported schools in preparing for their visits and for the end of unit presentations.

The planning for these sequences of work was designed to develop continuity and progression from one key stage to the next. The level descriptors of the Harrow Agreed Syllabus were used as a tool to ensure that intended outcomes and learning activities were suitably challenging. There was a balance between Attainment Target 1, learning about religion and Attainment Target 2, learning from religion. The focus was on the development of themes and concepts central to the Zoroastrian faith and its community and on developing awareness of the extent to which these are shared amongst other faiths and belief traditions.

As a result, the pupils displayed standards in RE which, were at least in line with and often above age-related expectations. They spoke with eagerness about their experiences of learning from first-hand encounters and direct access to religious texts and other sources.

SACRE cannot assume that all RE in Harrow schools has similarly high expectations of pupils and results in similarly above average outcomes. However SACRE intends to share these and other examples of big-question RE, through SACRE meetings, publications and SACRE-commissioned CPD.

Marlborough School RE subject leader presentation

A primary school subject leader outlined the activities planned for a Celebrating RE activity day and the intended outcomes:

- In collaboration with the Deputy headteacher, she had planned RE-led activities for every year group
- In order to signal a high profile for RE, themed assemblies would be led by guest speakers from Harrow's faith communities
- Activities were intended to be creative and, where relevant, to build children's enterprise skills. For example, KS 2 children were given the context of a TV production company developing an educational programme for children on prayer in different faith traditions.
- Guest speakers would all be briefed by the RE subject leader in advance and their theme would be 'stories from the faith traditions'
- The event was high profile with parents and this had been generated through promoting it in the school newsletter and at parents' evenings. Celebrating RE posters and bookmarks were to be disseminated.

SACRE members noted examples of big-question RE in the 'Marlborough RE activity day' booklet. They commended, for its high expectations, the Y5 planning in which children would be learning about the religious principle of ahimsa and how this was the motivation for Gandhi's policy of passive resistance. Children were then to be prompted to reflect on the motivation which underpins current principles relating to FairTrade and ecological pressure groups.

SACRE members requested a follow-up report in the summer term. The school has decided to introduce RE-day as an annual event because feedback from pupils and parents was so positive.

RE subject leader presentation

(SACRE has previously agreed that schools presenting their RE SEFs to SACRE, whilst named at the meeting and in the minutes, should remain anonymous in this published report. SEFs would not normally be circulated beyond the school staff, governors and LA advisers/ Ofsted. SACRE recognises that subject leaders are unlikely to be frank in their evaluations of strengths and weaknesses if these are widely published.)

A primary school subject leader presented sections from her RE SEF and outlined some of the strengths of RE in her school, her priorities since recently taking on the leadership role and some of the issues in the school's provision for RE.

She reported that teachers' assessments indicated that:

a) the majority of pupils would attain a Level 4 in RE at the end of Y6. These assessments involved the levelling of a piece of work as well as commentary upon pupils' contributions to class discussions.

b) as a new subject leader, she had not yet had the opportunity to moderate her colleagues' assessments but intended to introduce regular scrutiny of pupils' work and of teachers' planning.

c) a small sample of RE lessons had been observed by the senior leadership team and teaching was judged overall to be good. The use of talk for learning in RE – particularly group and class discussions – was seen to be a strength of the subject, promoting children's engagement and contributing to their awareness of shared religious beliefs and values.

d) RE in Key Stage 2 is taught by an HLTA, whilst the RE subject leader delivered RE across the Early Years Foundation Stage. At this school, this arrangement appeared to secure continuity and consistency; pupils enjoyed RE and benefitted from teaching that was enthusiastic.

e) SEN pupils are often withdrawn from RE in order to 'catch up' on mathematics and literacy.

SACRE discussion included the following:

- Whilst recognising the value of RE being regularly delivered by someone committed and enthusiastic, members recommended that senior leaders should ensure that if RE was delivered by a non-teaching member of staff, planning should have been prepared by a teacher, the HLTA should participate in regular, RE-specific training and there should be monitoring and evaluation of the impact of this provision on the status of RE with pupils, parents and amongst teaching staff
- School-based induction for new subject leaders should include paired monitoring activities with senior leaders, in order to build capacity and validate judgements

Public examination entries in RE (non-denominational schools only)

A total of 1759 pupils was entered for a RS GCSE examination in 2010 – 2011.

1646 pupils were entered for the RS GCSE short course, which was 86% of the cohort. This is a 10% increase on short course entries in 2009 – 2010. 113 pupils were entered for the GCSE RS full course.

For the first time, in 20-10 – 2011, all of the eight schools required to deliver the Harrow Agreed Syllabus entered the large majority of their Y11 cohort for GCSE accreditation and therefore met KS 4 Agreed Syllabus requirements. Seven of these schools also offered the full course as an option subject.

SACRE have discussed the proposed English Baccalaureate, which would reflect accreditation at C-grade or better across a range of subjects but which would not include RE. We are aware of the national debate and concerns expressed by leaders within the RE world. Although SACRE does not usually agree to burden teachers with requests to complete surveys and questionnaires, we felt this was such an important issue that we encouraged RE subject leaders in Harrow High schools to complete the online NATRE questionnaire.

Public examination results in Religious Studies

Religious Studies Short Course

61% of pupils attained A* - C in the RS GCSE short course in 2010 – 2011. As in previous years, this is above the national average of 52.4%. SACRE congratulates schools on their high performances.

Percentages of A* - C grades were at least in line with the national average in six of the eight schools. Nower Hill, Park High, Rooks Heath and Whitmore schools all achieved percentages of A*, A and A* - C that were significantly above the national average.

Religious Studies Full Course

87.6% of the 113 pupils entered for the GCSE RS full course attained an A* - C, compared with a national average of 73%. This is consistent with 2010 outcomes and SACRE again congratulates schools.

GCE AS level

Of the 18 entries at AS Level in 2010 – 2011, 77% attained A – B grades.

The implications of the Education Bill 2010 for the monitoring duty of SACRE

Harrow SACRE takes seriously its responsibility for advising the Local Authority on standards in and teaching of RE. We have developed new methods of monitoring the effectiveness of RE in our schools, most recently through scheduling termly school reports to SACRE. However, almost all Harrow's non-denominational High schools will gain academy status in 2011 – 2012, and we wonder to what extent they will share with SACRE their public examination data for RS and share with us other evidence of the effectiveness of their provision for RE. It is a requirement of the Harrow Agreed Syllabus that pupils follow a GCSE accredited RS course in each of Y10 and Y11. Our capacity for monitoring RE, and for advising the Local Authority on RE in Harrow secondary schools, may in future be circumscribed.

SACRE meetings

In the academic year 2010 – 2011, SACRE met three times: 23rd November 2010, 2nd March and 14th June 2011. Meetings are usually held at Harrow's Civic Centre but the headteacher and RE department of Canons High School offered to host the summer term meeting. The Chairs' Group discussed possible objections to holding the meeting anywhere other than the Civic Centre and agreed the following principles:

- SACRE meetings should not be held in places of worship because this could exclude some members of religious traditions from attending and could exclude some religious communities from hosting meetings
- Visits to places of worship for training and development are a valuable addition to the programme of SACRE meetings, particularly when SACRE members join with teachers on these visits
- Holding SACRE meetings in Harrow schools would continue to reflect SACRE's emphasis upon inclusion, as long as the venue was accessible to those with disabilities

Alison Stowe was re-elected as Chair for 2010 – 2011 and SACRE members thanked her for her continuing commitment and hard work. SACRE is clerked by Vivian Wright who has improved the administration of SACRE, ensuring that minutes are circulated soon after the meeting.

Membership and training

The membership of Harrow SACRE represents the Baha'i, Buddhism, traditions of Christianity, Hinduism, Jainism, Judaism, Islam, the Rastafarians, Sikhism and the Zoroastrians. Group A includes a Humanist representative.

A new representative joined Group B, The Church of England, at the June 2011 meeting.

There are vacancies for a Hindu representative and for two teachers' associations representatives.

At the autumn term 2010 meeting it was agreed: that a member of SACRE who missed three consecutive meetings without sending apologies should automatically be disqualified from the committee. A member of the committee who missed three consecutive meetings with apologies should be approached by the Chair with a view to re-establishing regular attendance, or finding a replacement. It is the role of the LA Senior Officer to seek appropriate representation, from faith groups and teachers' associations, to fill gaps on SACRE.

SACRE development

The Chairs' Group have continued to meet in 2010 – 2011 and this enables a core group of members to progress SACRE business between termly meetings. They agreed the first draft of the new SACRE Guidance on Visits and Visitors and suggested the theme for SACRE-commissioned CPD in 2011 – 2012.

Financial support

SACRE has a budget of £7500. This covers the clerking of SACRE and the costs of venues and refreshments. Through its Development Plan, SACRE have commissioned the development of a logo and a website and these costs will be covered by the SACRE budget in the autumn term 2012.

SACRE has not previously been given costings for the Senior School Improvement Officer's time but there will need to be greater clarity in 2011 – 2012, when the LA will be commissioning this support from HSIP.

Information and advice

During the year, Rachel Bowerman and the SACRE Chair were asked for advice on the following matters:

- **School hot meals and the provision of halal meals**

During the summer term 2010, it was discovered that some third-party caterers supplying hot meals in some Harrow schools were using only halal meat. Complaints were received by schools from parents and faith community representatives. The resultant press-coverage caused some distress and Harrow Inter-Faith Council and the SACRE Chair worked closely with Harrow Council and the Director of Children's Services to find a solution.

It became clear that this issue is not entirely straightforward, because much of the meat exported from New Zealand is halal, but not clearly labelled. However, the catering companies agreed to provide all options (halal, non-halal and vegetarian) on all days.

SACRE's guidance 'Faith Matters in Harrow' was revised, with contributions from the local Sikh community, and re-issued.

- **Resources for teaching about Islam**

In a local primary school, a teacher had prepared a worksheet which included a line drawing apparently representing the prophet Mohammed. Muslim pupils had explained to the teacher that Muslims would find it offensive to see images portraying the prophets. The lead officer to SACRE confirmed this and advised that it is not therefore respectful or educationally appropriate to use any materials in the teaching of Islam which attempt to portray the prophets visually. Pictures of Jesus, originating from the Christian tradition, may of course be used for teaching about Christian beliefs about Jesus but should be carefully put into context for Muslim pupils.

Partnerships with other key stakeholders

Harrow SACRE has close and constructive links with Harrow Interfaith Council. Through joint membership, we ensure sharing of activities and priorities.

NASACRE

Harrow SACRE continues to subscribe to the National Association of SACREs and was represented at their AGM by Rachel Bowerman.

Celebrating RE Month 2011 in Harrow

March 2011 was 'Celebrating Religious Education (RE) Month' in England and Wales. A number of events and activities took place across both countries to give children and young people the opportunity to learn about and from religions away from the usual classroom setting.

Nationally there was an official launch at the Houses of Parliament and a range of competitions were organised that children and young people could join in with to help expand their knowledge. A number of schools signed up and there were displays in libraries to showcase the learning that had taken place.

The Harrow SACRE was keen not to miss this wonderful opportunity and liaised with Malcom Deboo, President of the Zoroastrian Trust Funds of Europe, to arrange an event on 24th March 2011 at the Zoroastrian Centre in Rayners Lane. In an action packed evening, delegates were able to witness the Zoroastrian priests, *Magi*, performing their sacred fire litany, the *Aatash Nyaaish*, to worship their Creator *Ahura Mazda*. The priests cover their mouths with a white cloth so as to keep the litany, *Aatash*, pure while they chant stanzas, *gathas*, from their holy book *Avesta*. Fire is considered to be a sacred force that sustains life and is taken as a symbol of truth and righteousness (right living).

Four schools from Harrow were invited to take part and presented what they had learned about Zoroastrianism in their RE lessons. The schools participating were: Newton Farm Primary School, Stag Lane Junior School, Canons High School and Whitmore High School. The presentations were very impressive and included music, dancing, art work as well as the children and young people speaking about what they had learned.

As well as presentations from local schools there were a number of key note speakers including:

Bill Gent – *Editor, Resource, Journal of the National Association of Teachers of RE*

Malcolm M Deboo - *President, The Zoroastrian Trust Funds of Europe*

Councillor Asad Omar – *Mayor of Harrow*

Alison Stowe – *Chair, Harrow SACRE*

Clare Short - *Former Member of Parliament and Secretary of State for International Development (1997-2003)*

Professor Brian Gates – *Chair, Religious Education Council of England and Wales*

The important role the teaching of Religious Education has in schools was acknowledged as it enables children and young people to embrace diversity as well as engendering a spirit of tolerance, respect and understanding between different faith groups.

The evening was a huge success attended by 100 people of different ages, backgrounds and religions. The feedback from the children and young people was excellent as the event enabled them to:

- Enrich their study of religious education outside the classroom.
- To visit a new place of worship and witness a religious ceremony
- Share how these new experiences contributed to their learning.
- To consider what religious education is like today and why it is important to study different

I hope this will become an annual event.

The Revd Matthew Stone
Group B (Church of England)



Managing the SACRE and partnership with the Local Authority and other key stakeholders

The effectiveness of the local Agreed Syllabus

The Agreed Syllabus requires pupils at Key Stage 4 to follow an RE GCSE course. In this context, SACRE considered the following issues:

Implications of free schools and academies for agreed syllabus RE and the delivery of pupils entitlement

Almost all of Harrow's non-denominational High Schools gained Academy status in 2011. SACRE has a tradition of constructive relationships with Harrow schools and anticipates that the new academies may choose to continue to provide RE in accordance with the local Agreed Syllabus. However, SACRE is concerned about the implications of free schools and academies for agreed syllabus RE and the delivery of pupils' curriculum entitlement.

Analysis of the 2011 entry patterns for GCSE RS courses, by the Religious Education Council of England and Wales, signals that nationally there were 18% fewer whole cohort entries for RS short course GCSE from academies than other schools and 25% of academies entered no pupils for any GCSE RS course.

The English Baccalaureate

The English Baccalaureate was introduced as a performance measure in 2010. A NATRE survey in June 2011 suggests that this has already begun to have an impact upon entries for GCSE RS, provision of RE at Key Stage 3 and staffing of RE departments.

Young people in Harrow schools, who have given presentations to SACRE over the last two years, affirm the significance of RE in our multi-faith society. They agree that the subject is highly relevant to their needs and backgrounds because it equips them to reflect upon personal responses to moral and ethical issues in the light of religious teachings.

Short course accreditation for RE at Key Stage 4 has raised the profile of the subject and dramatically improved provision for RE.

Harrow SACRE have referred to Michael Gove, the Secretary of State for Education, their concerns about what mechanisms will exist to monitor the provision of RE in academies and to hold them to account for compliance with the letter and spirit of the law.

Collective Worship

There were no applications for a determination in 2010 – 2011.

Collective Worship has been the focus of extended SACRE discussion or activity this academic year. It is however a priority of the SACRE Development Plan for 2012 – 2013. The new Ofsted Evaluation Schedule (January 2012), is expected to include reference to the school's contribution to pupils' spiritual, moral, social and cultural development in the judgement on overall effectiveness. SACRE anticipates that some renewed SACRE guidance on collective worship might support schools in their preparations for inspection under the new schedule.

Contribution of the SACRE to the community cohesion agenda

SACRE Guidance: Visits and Visitors for RE and Collective Worship

The SACRE agreed that it should launch new guidance for schools and faith communities which promoted good, inclusive practice in the use of visits and visitors for RE lessons and assemblies. This is the Harrow SACRE contribution to and impetus for Celebrating RE.

Our starting point was the NATRE Code of Conduct and we acknowledge our thanks to NATRE for its guidance materials. Harrow SACRE has developed the guidance further, with cameos of good practice observed in schools and examples of mistakes to be avoided.

Our intention is that this generic guidance can be used by schools to prepare teachers, to brief faith community representatives and to inform parents about the educational purpose and nature of visits to places of worship. Following the launch of this guidance, we will develop specific guidance for some of the places of worship and faith communities in Harrow.

Every agenda includes an opportunity for SACRE's partners to provide updates on events and initiatives relevant to the membership and to schools.

Appendix A: Religious Studies Public Examination Data 2010 - 2011 (unvalidated, non-denominational schools, LA level data)

GCSE RS Short Course

Local Authority level data (non-denominational schools only)

| Year | No. entries | % cohort | A* | A | B | C | A* - C | A* - G |
|------|-------------|----------|-------|-------|-------|-------|--------|--------|
| 2011 | 1646 | 86% | 10.2% | 14.9% | 19.3% | 17.3% | 61.7% | 95.7% |
| 2010 | 1434 | 87% | 7.3% | 16.6% | 23.9% | 20.8% | 68.6% | 98% |
| 2009 | 1398 | 74% | 12.2% | 18.7% | 20.9% | 18.0% | 69.8% | 98.9% |
| 2008 | 1294 | 65% | 7.7% | 14.8% | 21.5% | 22.2% | 66.1% | 97.7% |

National data (provisional)

| Year | No. entries | % cohort | A* | A | B | C | A* - C | A* - G |
|------|-------------|----------|------|-------|-------|-------|--------|--------|
| 2011 | 257793 | 60.6% | 6.3% | 11.0% | 16.8% | 18.3% | 52.4% | 95.2% |
| 2010 | 2779954 | 57.3% | 5.9% | 12.2% | 17.5% | 19.0% | 54.6% | 96.1% |

GCSE RS Full Course

Local Authority level data (non-denominational schools only)

| Year | No. entries | % cohort | A* | A | B | C | A* - C | A* - G |
|------|-------------|----------|-------|-------|-------|-------|--------|--------|
| 2011 | 113 | 7% | 25.7% | 28.3% | 17.7% | 15.9% | 87.6% | 99.1% |
| 2010 | 211 | 11% | 13.7% | 25.1% | 27.2% | 17.3% | 83.5% | 99.5% |
| 2009 | 196 | 10% | 30.1% | 29.1% | 16.8% | 10.7% | 86.7% | 100% |
| 2008 | 215 | 13% | 15.3% | 26.5% | 23.3% | 20.5% | 85.6% | 97.7% |

National data (provisional)

| Year | No. entries | % cohort | A* | A | B | C | A* - C | A* - G |
|------|-------------|----------|-------|-------|-------|-------|--------|--------|
| 2011 | 221974 | 4.3% | 11.7% | 20.2% | 22.7% | 18.7% | 73.3% | 97.8% |
| 2010 | 188704 | 3.5% | 12.0% | 20.1% | 22.6% | 18.4% | 73.1% | 98.6% |

AS Level

Local Authority level data (non-denominational schools only)

| Year | No. entries | A | C | E | A - B | A - E |
|----------------|-------------|-------|-------|-------|-------|-------|
| 2011 | 18 | 61.1% | 16.7% | | 77.8% | 100% |
| 2010 (KS 5) | 9 | 55.6% | 11.1% | 11.1% | 55.6% | 77.8% |
| 2009 | 5 | 20% | 60% | 20% | 20% | 100% |

A Level

Local Authority level data (non-denominational schools only)

| Year | No. entries | A* | A | B | C | A* - B | A* - E |
|------|-------------|-------|-------|-------|-------|--------|--------|
| 2011 | 20 | 15.0% | 15.0% | 71.4% | 14.3% | 70% | 100% |
| Year | No. entries | A | B | E | A - C | A - E | |
| 2010 | 13 | 7.7% | 30.8% | 15.4% | 53.8% | 100% | |
| 2009 | 10 | 20% | 70% | 10% | 20% | 100% | |

Appendix B: Harrow SACRE membership 2010-11

| | |
|---------------------------------------|--|
| Chair | Alison Stowe |
| Vice Chair | Cllr Camilla Bath (from Autumn 2010) |
| Group A: | Religious traditions and Christian Churches |
| Mrs Martha Besser | Baha'i |
| Ven Sumana Sramaner | Buddhism |
| Mr Mike Bishop | Christian (Free Church Federal Council representative) |
| Mr Neville Ransley | Christian (Catholic representative) |
| Mrs Niru Desai | Hinduism |
| Mr Vijay Hirani | Hinduism |
| Vacancy | Hinduism |
| Dr Julie Crow | Humanism (Harrow Humanists representative) |
| Mr Zia Baig | Islam |
| Councillor Asad Omar | Islam |
| Miss Fatema Rahemani | Islam |
| Dr Vinod Kapashi | Jainism |
| Mrs Gill Ross | Judaism |
| Mrs Doreen Samuels | Judaism |
| Ms Beverley Wilson | Rastafarianism |
| Mr Paramjit Singh-Kohli | Sikhism |
| Mrs Phiroza Gan-Kotwal | Zoroastrian |
| Group B: | Church of England |
| Mrs Mary Abbott | |
| Revd Matthew Stone | |
| Revd Giles Pinnock (until March 2011) | |
| Revd Philip Barnes (from March 2011) | |
| Group C: | Teachers' Associations |
| Ms Bhavita Pandya | |
| Ms Nancy Parsons | |
| Mrs Manju Radia | |
| Mrs Alison Stowe (Chair) | |
| Group D: | Local Authority |
| Councillors: | |
| Nana Asante (Sasi Suresh reserving) | |
| Bill Philips | |
| Camilla Bath (Vice Chair) | |
| Nizam Ismail | |
| Officers | |
| Ms Rachel Bowerman | Lead Officer representing the LA |

Members have served throughout the academic year 2010/11 unless otherwise indicated.

For more information about Harrow SACRE please contact:
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Harrow School Improvement Partnership
rachel.bowerman@harrow.gov.uk



Harrow
SACRE

Standing Advisory Council for Religious Education