



DARLINGTON

Borough Council

Standing Advisory Council on Religious Education (SACRE) Agenda

4.00 pm

Monday, 22 November 2021

Council Chamber, Town Hall, Darlington. DL1 5QT

Members of the Public are welcome to attend this Meeting.

1. Attendance at Meeting
2. Declarations of Interest
3. To approve the Minutes of the Meeting of SACRE held on 8 February 2021 (Pages 3 - 4)
4. SACRE Annual Report for the Academic Year 2019/20 –
Report of the Group Director of People
(Pages 5 - 18)
5. 2020 DfE School Workforce Census –
Data from the National Association of Teachers of Religious Education
(Pages 19 - 22)
6. Schools Questionnaire on the Locally Agreed Syllabus - Primary and Secondary –
Updated SurveyMonkey analysis
(Pages 23 - 46)
7. Date and Time of Next Meeting. –
Monday 21 March 2022 commencing at 4.00 p.m

8. Supplementary Items(s) (if any) which in the opinion of the Chair of this Committee are of an urgent nature and can be discussed at this meeting
9. Questions



Luke Swinhoe
Assistant Director Law and Governance

Friday, 12 November 2021
Town Hall, Darlington.

Membership

Jenny Uzzell, Group A Paganism
Martin Stand, Group B Church of England
Kelsang Dragden, Group A Buddhism
Dr MA Quader, Group A The Islamic Society of Darlington
Helen Ellis, Group A The Roman Catholic Church
M Calderon, Group A The Religious Society of Friends
Morvyn Sanderson, Group A The Methodist Church
Rev Thompson, Group A Darlington Baptist Church
B Singh, Group A Sikhism
Bess Robertson, Group A Darlington Hebrew Congregation (Judaism)
Meg Thomson, Group A Darlington United Reformed Church
Dr Kumari, Group A Hinduism
Rev Paul Baker, Group B Church of England
Beth Miller, Group B Church of England
Councillor C L B Hughes
Councillor Clarke
Councillor Crudass
Councillor Curry
Fiona Rankin, Group C The National Association of School Teacher/Union of Women Teachers (NASUWT)
Stuart Rawle, Group C National Association of Head Teachers (NAHT)

Co-opted Members:

M Fryer, Co-opted Member of SACRE
Jan Mole, Co-opted Member of SACRE

If you need this information in a different language or format or you have any other queries on this agenda please contact Allison Hill, Democratic Officer, Operations Group, during normal office hours 8.30 a.m. to 4.45 p.m. Mondays to Thursdays and 8.30 a.m. to 4.15 p.m. Fridays
email: Allison.hill@darlington.gov.uk or Tel 01325 405997

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)
VIA MICROSOFT TEAMS
MONDAY, 8 FEBRUARY 2021**

PRESENT –

Jenny Uzzell (Group A Paganism), Martin Stand (Group B Church of England), Kelsang Dragden (Group A Buddhism), Helen Ellis (Group A The Roman Catholic Church), Morvyn Sanderson (Group A The Methodist Church), Rev Thompson (Group A Darlington Baptist Church), Meg Thomson (Group A Darlington United Reformed Church), Rev Paul Baker (Group B Church of England), Beth Miller (Group B Church of England), Councillor C L B Hughes, Councillor Clarke, Councillor Curry, Councillor Heslop and Fiona Rankin (Group C The National Association of School Teacher/Union of Women Teachers (NASUWT))

Co-opted Members – Jan Mole (Co-opted Member of SACRE)

Officers – Anne Davison (SEND Inclusion Advisor) and Hannah Miller (Democratic Officer)

APOLOGIES – Bess Robertson (Group A Darlington Hebrew Congregation (Judaism)) and M Fryer (Co-opted Member of SACRE)

106 DECLARATIONS OF INTEREST

There were no declarations of interest reported at the meeting.

107 TO APPROVE THE MINUTES OF THE MEETING OF SACRE HELD ON 9 NOVEMBER 2020

Submitted – The Minutes (previously circulated) of the meeting of this SACRE held on 9 November 2020.

IT WAS AGREED – That the Minutes be approved as a correct record.

108 REVIEW OF LOCALLY AGREED SYLLABUS - CONSULTATION WITH SCHOOLS

The Director of Children and Adults Services submitted a report (previously circulated) to give consideration to a school consultation exercise to form part of the agreed review of the Locally Agreed Syllabus for Religious Education in Darlington (Minute 102/Nov/20 refers).

It was reported that as part of the review process it was advisable to include Primary and Secondary Schools, including special Schools in Darlington in a consultation exercise; and Anne Davison, SEND and Inclusion Advisor, who was to assist the Members with the consultation exercise, provided for consideration a list of suggested questions to include in the questionnaire to schools.

Discussion ensued on the suggested questions additional questions were proposed by Members.

IT WAS AGREED – That the consultation exercise with schools be commenced.

109 MEMBERSHIP OF SACRE

The Managing Director submitted a report (previously circulated) to confirm the re-appointment of two Members of the Standing Advisory Council on Religious Education in Group A (representatives of Other Religious Faiths).

IT WAS AGREED – That the membership of Morvyn Sanderson, representing the Methodist Church and Kelsang Dragden, representing Buddhism be for a further period of four years from 13 March 2021.

110 DATE AND TIME OF FUTURE MEETINGS:

IT WAS AGREED – That future meetings of this SACRE be held on Mondays 5 July and 15 November 2021 commencing at 4.00 pm

**STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION
22 NOVEMBER 2021**

SACRE ANNUAL REPORT ACADEMIC YEAR 2019-20

Matter for Consideration

1. To allow Members to consider the proposed Annual Report for the academic year 2019-2020 and make any agreed amendments prior to its submission to the National Association of Standing Advisory Councils on Religious Education (NASACRE) and the Department for Education.

Information

2. The proposed Annual Report if attached as an **Appendix** to this report.

Recommendation

3. That Members of this SACRE consider the attached report and approve the attached report, with any amendments, prior to submission to NASACRE and the Department for Education.

**James Stroyan
Group Director of People**

Background Papers

No Background papers were used in the compilation of this report.

Allison Hill : Extension 5997

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**DARLINGTON BOROUGH COUNCIL
ANNUAL SACRE REPORT – ACADEMIC YEAR 2019/20**

Standing Advisory Council for Religious Education (SACRE)

Introduction

1. It has been a very challenging year, due to the effects of Covid-19, and I would like to extend my personal thanks to the members of the SACRE who have continued to attend virtual meetings and to offer their expertise and support throughout this period. I am delighted that we have been able to continue meeting online and that we have been able to fulfil our statutory duties.
2. I am particularly pleased that prior to the end of face to face meetings, we were able to hear Joyce Miller's report on the Commission on RE report. This is, perhaps, the most significant document relating to the teaching of Religion in schools since the Education Act of 1988, and the SACRE would like to express its wholehearted support of its recommendations and its hope that it will be adopted in full by the Government.
3. Face to face meetings have now resumed and we look forward to a productive year going forward.
4. In presenting this report Darlington Borough Council, local School Teachers and Members of Faith Groups be warmly thanked for their collective and individual contributions.

Overview

5. SACRE Members have met during the Academic Year 2019/20 on 12 November 2019, 10 March 2020 and 13 July 2020 (cancelled due to Covid-19 restrictions).
6. The SACRE was advised by Anne Davison, SEND Inclusion Advisor from Children and Adult Services and supported by Allison Hill, Democratic Officer.
7. At the meeting held on 13 March 2017, Jenny Uzzell, National Association of School Teacher/Union of Women Teachers was appointed as Chair and Martin Stand, Church of England was appointed Vice-Chair for a period of three years from the date of appointment.

Commission on RE (CORE) Report 2018 'Religion and World Views: The Way Forward'

8. At the meeting held on 12 November 2019, Members received a presentation from Joyce Miller on the Commission on Religious Education (CoRe) 2018 Report 'Religion and World Views: The Way Forward'.

9. Joyce gave some background to the role of the Commission on Religious Education and their vision to change the way in which religious education is perceived and enacted and referred in particular to the two year project which was carried out during 2016 and 2018 which worked towards that goal of transforming religious education in England.
10. The presentation outlined the policy and the underlying principles of the project to teach about religion and worldviews and included the current educational and national challenges; highlighted the four key policy recommendations which related to a subject name change to 'Religion and Worldviews', National Entitlement for all, changes to the law in relation to SACRE'S and removal of the requirement in Law for a Locally Agreed Syllabus and a legal clarification to be sought on selective withdrawal from collective worship, provision of alternative curriculum and access to other curriculum areas.
11. The presentation also outlined three key practice recommendations which included a National body of RE experts to prepare programmes of study; changes to Initial Teacher Education (ITE) to improve training and support for teachers; and funding for resources and provision for continuing professional development (CPD) which Members discussed and welcomed, acknowledging the challenges faced ahead to change the way religious education is delivered and perceived.

Membership of SACRE

12. The membership of SACRE consists of four representative groups (or committees) and co-opted members. The membership below is the current Membership of SACRE.

Representing Darlington Borough Council

- Councillor Clarke (Cabinet Member with Children and Young People Portfolio).
- Councillor (Chair of Children and Young People Scrutiny Committee)
- Councillor C Hughes (Labour Group Member)
- Councillor Curry (Liberal Democrat Group Member)

Representing Church of England

- Reverend P. Baker
- Martin Stand
- Beth Miller

Representing Other Faith Groups

- Rev Vicky Thompson, Darlington Baptist Church
- Morvyn Sanderson, Methodist Church
- Helen Ellis, Roman Catholic
- Bhopinder Singh, Sikhism

- Dr. Chitra Kumari, Hindu Community
- Dr Quader, Islamic Society of Darlington
- Kelsang Dragden, The Atisha Kadampa Buddhist Centre
- Mrs. M. Calderon, Religious Society of Friends
- Margaret Thomson, United Reformed Church
- Bess Robertson, Darlington Hebrew Congregation
- Jenny Uzzell, Paganism

Representing Teaching Associations

- Stuart Rawle, National Association of Head Teachers (NAHT)
- Fiona Rankin, National Association of School Teachers/Union of Women Teachers

Co-opted Members

- Mike Fryer
- Janet Mole, Humanist Society

13. Following any resignations from our SACRE Members we continue to appoint to any vacancies as soon as possible to ensure that our attendance at meetings is maximised.

Legal Requirement for Religious Education

14. Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for Religious Education (RE) for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998.
15. Academies have to provide RE for all their pupils, except for those whose parents exercise the right of withdrawal, under the terms of their funding agreement with the Secretary of State for Education.
16. Free Schools are academies in law and have the same requirement to provide RE.
17. The funding agreement for an academy without a religious designation states that it must arrange for RE to be given to all pupils in accordance with the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain.
18. The key document in determining the teaching of RE is the locally agreed syllabus within the Local Authority (LA), although schools designated as having a religious character are free to make their own decisions in preparing their syllabuses

The Duties of SACRE

19. There is a legal requirement on all Local Authorities to establish a 'Standing Advisory Council for Religious Education' (SACRE). A SACRE's main duty is to advise the Local Authority on matters connected with the teaching of Religious Education and Collective Worship.
20. SACRE can advise the Authority to review its Agreed Syllabus and can recommend that particular teaching methods, materials and resources are considered for use in Religious Education.
21. A SACRE may also consider any application from Head Teachers that the requirement for Christian collective worship should not apply to a particular school or class of pupils within that school.
22. Darlington has only three Maintained primary schools, the remaining primary and secondary schools are either standalone Academies or Academies within a Multi Academy Trust; however there is a good proportion of the Borough's schools and academies using the Locally Agreed Syllabus.
23. The current Locally Agreed Syllabus for Religious Education was approved in April 2015 and was due for review 2020; at the SACRE Meeting in March 2020 it was recommended that the local authority commence the review process and convene an Agreed Syllabus Conference (ASC) to progress, however due to the Covid-19 pandemic meetings of SACRE or an ASC were unable to take place during Spring/Summer 2020 to commence the process.
24. SACRE commenced a consultation exercise with all schools to collate information in relation to the teaching of religious education within their schools; use of the Locally Agreed Syllabus; and information on the daily Act of Collective Worship and withdrawal from collective worship in readiness for a review of the Syllabus when possible. This was carried out on their behalf by Anne Davison – SEND and Inclusion Advisor. Analysis document attached at **Appendix 1**.

Members of the Standing Advisory Council on Religious Education

Analysis of questionnaires

Question	Analysis
1. What type of school do you work in?	9 Primary Schools- 75% and 3 Secondary Schools-25%
2. What role do you fulfil in school?	11 out of 12 responses were the RE Lead- 92%
3. How much time is spent teaching non-examined RE in each year group?	Up to 30 minutes per week- 1 school (Polam Hall School)- 8.3% 31-60 minutes per week- 10 schools- 83.3% 61-90 minutes per week- 1 school (Carmel College)-8.3%
4. Is RE taught separately or as part of another subject/course?	All schools stated that RE was taught separately.
5. How many teachers teach RE in your school?	5 schools answered-All 1 school said 14 2 schools answered 8 1 school said 9 1 school said 7 1 school said 4 1 school said 1
6. How many teachers teaching RE are RE specialists?	
7. Overall, how confident are RE teachers when teaching the subject?	3 schools indicated the teachers were very confident (Faith schools)- 25% 2 schools stated the teachers were only slightly confident (Hurworth and West Park Academy)- 17% The remaining 7 schools said their teachers were mostly confident- 58%
8. How many TA's /HLTA's teach RE in your school?	7 schools have 1 or no TA's teaching RE- 58.3% In 2 schools, all TA's teach RE- 16.7% 1 school had 8 TA's teaching RE- 8.3% 1 school had 6 TA's teaching RE- 8.3% 1 school stated it varied- 8.3%
9. Overall, how confident are TA's / HLTA's when teaching the subject?	Out of the 7 schools that use TA's to teach RE: 3 are very confident- 43% 1 is confident- 14% 2 are mostly confident- 29% 1 is slightly confident- 14% 1 is not confident- 14%

Analysis of questionnaires

10. Who plans the RE syllabus?	
11. How well resourced is RE compared to other Humanities subjects?	Half of the schools said that RE was averagely resourced- 50% 5 of the schools stated that RE was well resourced- 42% 1 school said it was poorly resourced (Hurworth)- 8%
12. What provision, if any, has been made by the school for your professional development in RE?	4/12 schools said there was no provision or that they didn't need it- 33.3% 4/12 schools have attended CPD- 33.3% (3 of those schools attended Diocesan training, 1 attended the RE sub leader course) 1 school said professional development in RE is equal to that of other subjects, but did not give an example- 8.3% 1 school were not aware of any CPD- 8.3% 1 school said they purchased the Durham scheme of work 3 years ago- 8.3% 1 school stated that CPD was available but did not specify- 8.3%
13. How effective is the role of governors in relation to RE?	2 schools did not answer the question-16.7% <u>Out of the 10 schools that answered</u> 6 schools said they felt supported by the governors- 50% 4 schools were unsure how effective the role of governors in relation to RE is- 33.3%
14. How often do you access resources to support planning and assessment from the locally agreed RE syllabus?	Half of the schools (6/12) said that they never or rarely accessed resources from the locally agreed syllabus- 50% <u>Of the remaining 6:</u> 2 schools stated they accessed the resources continuously- 16.7% 2 said often- 16.7% 1 said termly- 8.3% 1 uses a North Yorkshire scheme-8.3%
15. Do you access resources to support planning and assessment from a locally agreed RE syllabus other than Darlington's?	5 of the schools said that they did not- 42% 7 of the schools said they accessed other resources- 58%

Analysis of questionnaires

	Other resources named were Durham, Hexham & Newcastle, North Yorkshire and Hodder Education Planning tools.
16. Do you access resources to support planning and assessment from your diocesan or faith community syllabus?	6 schools confirmed they did access resources from their diocesan or faith community syllabus- 50% 5 schools confirmed they did not- 42% One school left the question unanswered- 8%
17. Do you access resources to support planning and assessment from different diocesan or faith community syllabus?	7/12 schools stated they did not access these resources- 58% 5/12 confirmed they did access these resources- 42%
18. Do you access QCA/QCDA resources to support planning and assessment?	Only one school confirmed they accessed these resources (Hummersknott)- 8%
19. Do you use resources devised by NATRE or RE Today to support planning and assessment?	Half of the schools used resources devised by NATRE or RE Today- 50% <u>Out of the 3 Secondary schools:</u> 2 schools stated they used these resources- 67% 1 answered no (Polam)- 33% <u>Out of the Primary schools:</u> 4 schools used these resources (2 of which are faith schools)- 44% 5 answered no- 56%
20. Do you use web-based resources to support planning and assessment?	10/12 schools stated they used web-based resources 83.3% Out of that 12, one said they only accessed web-based resources occasionally. Two schools said they did not access web-based resources- 16.7%
21. Do you use a scheme of work devised by the school itself to support planning and assessment?	7/12 -yes- 58% 5/12- no- 42%
22. During RE lessons, how does the school meet the needs of individual pupils who subscribe to a religion or world view not often or ever studied in the school, e.g. the Bahai Faith?	4/12 schools have not encountered this need in school- 33.3% 4/12 schools indicated that all faiths are either taught or there would be planned work should the need arise- 33.3% 4/12 schools said that should any need arise, that discussions and information would be available (1 school said a broad curriculum) 33.3%
23. Do pupils get the chance to study expressions of religion and belief NOT described as world religions?	7/12 yes- 58% 5/12 no * 1 answered only if it was in the syllabus- 42%

Analysis of questionnaires

<p>24. How many pupils are withdrawn from RE always or occasionally?</p>	<p>10/12 – none – 83.3% 1/12- indicated 1 or 2 – 8.3% 1/12 – unsure very few- 8.3%</p>
<p>25. When parents exercise their right to withdraw their children from RE, is a reason given?</p>	<p>10/12- N/A – 83.3% 1/12 confirmed parent gave a reason but did not give the reason on the form- 8.3% 1/12 – gave reason(s)- Not compatible with own faith- 8.3%</p>
<p>26. How effective is RE in enabling pupils to think spiritually, ethically and theologically?</p>	<p>9/12 schools said RE was very effective- 75% 1 school said it was fairly effective- 8.3% 1 school stated it was hard to measure the effectiveness- 8.3% 1 school left this question unanswered – 8.3%</p>
<p>27. How could RE be improved in your school?</p>	<p>Responses were varied and included: 2 schools mentioned more resources and easily accessible sources- 16.7% 2 schools mentioned requiring more 1st hand experience- 16.7% 1 school said more full time RE staff- 8.3% 2 schools said more quality teaching and increased time spent teaching RE and time for assessment & monitoring- 16.7% 3 schools suggested more funding and frequency of RE related visits- 25% 1 school said more professional development would improve RE- 8.3% 1 school suggested the EBACC recognise RE as a Humanity Subject- 8.3%</p>
<p>28. At Key Stage 4, which exam board syllabus do you teach?</p>	<p>Only the 3 Secondary schools were eligible to answer this question. 1 school answered – EDUQAS- Route B 1 School answered- AQA Polam Hall do not offer RE as a GCSE option.</p>
<p>29. At Key Stage 4, how much time is given to examined RE lessons per week?</p>	<p>Only 2 schools were eligible to answer this question. Carmel College- 2.5 hours per week Hummersknott- 3 hours per week.</p>
<p>30. At Key Stage 4, does your school provide RE to all pupils?</p>	<p>Only 2 schools were eligible to answer this question. Both schools confirmed that they do provide RE to all KS4 pupils.</p>

Analysis of questionnaires

31. At Key Stage 5, which exam board syllabus do you teach?	Only 1 of the 2 schools eligible answered this and the response was OCR.
32. At Key Stage 5, how much time is given to examined RE lessons per week?	Only 1 of the 2 schools eligible answered and the response as 2.5 hours per week.
33. At Key Stage 5, does your school provide RE to all pupils?	Only 1 school answered and confirmed that it does provide RE to all pupils at KS5.
34. What could the SACRE do to support the work of RE teachers across the Darlington area?	3/12 schools did not answer this question – 25% <i>Out of the 9 schools that answered:</i> 4 schools mentioned resources-wider selection and easier access- 33.3% 2 schools suggested having a point of contact for faith community leaders- 16.7% 2 schools said arranging teacher network meetings- 16.7% 1 school suggested organising faith events- 8.3%
35. Is the school familiar with the distinction between an act of collective worship and an assembly?	9/12 schools answered yes- 75% 3/12 schools did not answer- 25%
36. Although legislation requires that schools provide ALL pupils with a daily Act of Collective Worship, it is not always possible to do so. In a typical week, how often are ACW's provided?	5/12 of the school responses stated that daily worship occurred daily- 42% 4 schools did not answer- 33.3% 1 school answered between 4-5 a week- 8.3% 1 school answered 3 per week- 8.3% 1 school answered 0 per week (Polam Hall)- 8.3%
37. For what reason or reasons is it not possible to provide a daily ACW?	4 schools did not answer this question – 33.3% <i>Out of the 8 schools that answered:</i> 4 schools said that this question was not applicable- 33.3% 3 schools answered things such as school trips could mean daily ACW were not possible- 25% 1 school stated they were unsure – 8.3%
38. Are ACW's provided to pupils in year groups, key stages, class groups or for the whole school?	3 schools did not answer this question- 25% <i>Out of the 9 schools that answered</i>

Analysis of questionnaires

	<p>3 schools indicated ACW's were provided to all groups- 25%</p> <p>1 school said they do not have ACW- 8.3%</p> <p>1 school said the curriculum does not allow this- 8.3%</p> <p>2 schools said ACW provided in year groups and whole school- 16.7%</p> <p>1 school said ACW are provided in key stages and classes- 8.3%</p> <p>1 school stated ACW are held for Harvest Festival, Christmas and Easter which are delivered by Martin Stand from DAYCM-8.3%</p>
<p>39. Legislation requires that an ACW must be "wholly or mainly of a broad Christian character". Can you describe ways in which the school meets this requirement?</p>	<p>6 schools indicated they use prayer- 50%</p> <p>2 schools read from The Bible-16.7%</p> <p>1 school answered provided by DAYCM- 8.3%</p> <p>1 school answered by utilising school reflection- 8.3%</p> <p>2 schools did not answer the question- 16.7%</p>
<p>40. What allowance/arrangements are made during ACWs to meet the needs and aspirations of pupils who are not Christian?</p>	<p>3 schools did not answer the question- 25%</p> <p>Answers were varied and included: invitation to prayer, time to reflect on their own beliefs, option to withdraw and alternative activities</p>
<p>41. While parents have the right to withdraw their children from an ACW, they cannot withdraw them from an assembly. How many pupils are withdrawn from ACWs?</p>	<p>9/12 schools answered that no pupils are withdrawn from ACW- 75%</p> <p>3/12 schools did not answer this question- 25%</p>
<p>42. When parents exercise their right to withdraw their children from ACWs, is a reason given? If yes, what reason /s are given?</p>	<p>7/12 schools said this question was not applicable- 58.3%</p> <p>4/12 schools left this question unanswered 33.3%</p> <p>1 school answered yes and gave reason (Jehovah's Witness)- 8.3%</p>
<p>43. When was the last time the school referred to NCC's 'Policy and Guidelines for Acts of Collective Worship in Community Schools' to find out how the content of ACWs can be made so inclusive that there is little or no need for parents to withdraw their children from collective worship?</p>	<p>3 schools answered N/A- 25%</p> <p>5 schools did not answer the question- 41.6%</p> <p>4 schools were unsure when the last time the school referred to NCC's Policy- 33.3%</p>
<p>44. When was the last time the school updated its policy and guidelines on collective worship?</p>	<p>4/12 schools did not answer this question- 33.3%</p>

Analysis of questionnaires

45. Is there anything else you would like to share with us about the opportunities and challenges of providing RE and collective worship at the present time?	4/12 schools did not answer the question- 33.3% <u>Out of the 8 school answers:</u> 4/8 schools said that there was nothing to add- 50% 2/8 schools commented that they were well supported by the Diocese- 25% 2/8 schools expressed challenges which were (25%): RE is not a priority as it is not tested Meeting suggested to discuss the 'place of RE'

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Notes to accompany the release of school level data from the 2020 DfE School Workforce Census.



This data was reported by schools to the DfE as part of the school census in November 2020. The national data trends were published in June, but this dataset was extracted from the data as part of a memorandum of understanding between NATRE and the DfE. 2928 schools are included in the sample which includes the majority of state funded secondary schools. but not all; some have not reported any data this year for a variety of reasons.

Hours taught for years 7 to 13, in subjects RE, philosophy and all subjects, reported by a sample of state-funded secondary schools with electronic timetabling software, School Workforce Census 2020

To note:

1. I calculate that around 20% of schools that completed their SWF this year chose not to report of RE but did report other subjects – some of those reported the more obvious “0.0%” last year.
2. Where schools reported that they allocate teaching hours to a specific year group, but have not included RE in that report, this is indicated by a dot in that year group column. SACREs are advised to investigate this issue as it appears unlikely that a discrete lesson of RE is being taught in these circumstances.
3. I’ve created a couple of new columns to indicate possible reporting issues e.g. where RE is either possibly not reported or under reported but Philosophy is reported (instead?). This can easily happen if the lesson on the timetable is Philosophy and Ethics or even Philosophy, Religion and Ethics. The timetabling software often looks at the first part of the title and makes a judgment about which code to allocate. Some schools report RE and Philosophy.
4. There has been an increase in provision in some schools and a decrease in others. These two figures, as a proportion of reporting schools, are roughly the same. Increases and decreases are labelled. Some of the differences are very small.
5. Where schools report zero hours in any year group, these are highlighted in pink.

The usual health warning applies: This data is a conversation starter not a definitive indicator of what schools are doing so SACREs need to treat the information alongside other information such as the school website, public examination results (where available) and school visits. I always write to schools to ask them to clarify, if there is no data or if the data suggests they are non-compliant.

The next step for a SACRE might be to use its statutory remit ‘to advise the local authority’ to formally report the fact that schools in their area have reported data to the DfE that suggests they are non-compliant with the law in relation to RE and in the case of academies, their funding agreements. The LA can be asked to investigate and report their findings back to SACRE after a conversation with a school leader.

Deborah Weston: NATRE Research Officer

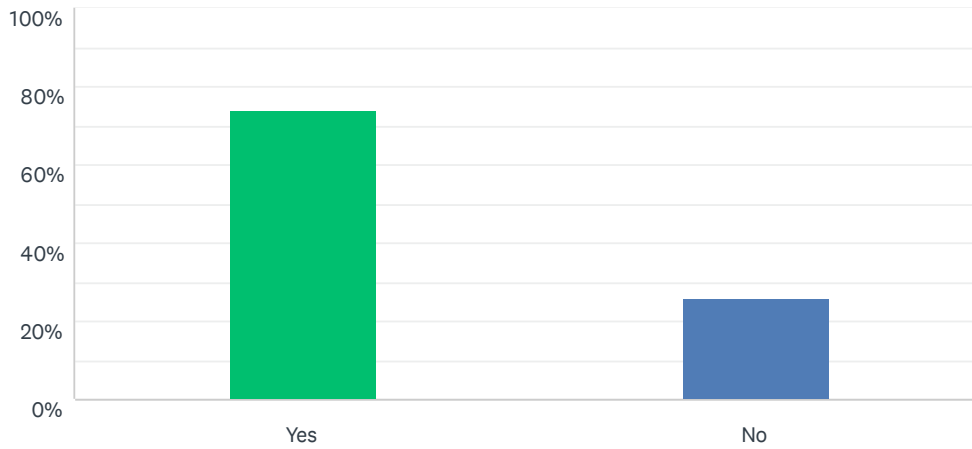
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School name	Religious character	School type	LA name	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	% mixed hours - RE	% all hours - RE 2020	% all hours - RE 2019	Change from 2019 to 2020 in total hours of RE	Reporting issues
Carmel College	Roman Catholic	Academy converter	Darlington	9.2	8.3	12.1	8.9	9.0	.	7.9	7.2	Increase	
Wyvern Academy	None	Academy sponsor led	Darlington	4.1	5.0	5.0	3.7	0.0	.	3.5	2.6	Increase	
Hummersknott Academy	Does not apply	Academy converter	Darlington	0.0	0.0	0.0	1.5	2.7	.	1.0	1.1	Decrease	
St Aidan's Church of England Academy	Church of England	Academy sponsor led	Darlington	8.0	7.8	8.1	9.4	11.2	.	8.9	9.6	Decrease	
Longfield Academy	None	Academy sponsor led	Darlington	3.9	3.3	3.3	3.2	2.0	.	3.1	3.3	Decrease	
Hurworth School	None	Academy converter	Darlington	3.6	3.9	3.2	2.6	1.3	.	2.7	2.3	Increase	
Haughton Academy	Does not apply	Academy converter	Darlington	0.0	0.0	0.0	1.1	1.2	.	0.5	2.5	Decrease	
Polam Hall School	None	Free schools	Darlington	2.0	2.0	0.0	0.0	0.0	.	0.7	unavailable	unavailable	

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Q1 Do you currently use the Darlington Locally Agreed Syllabus?

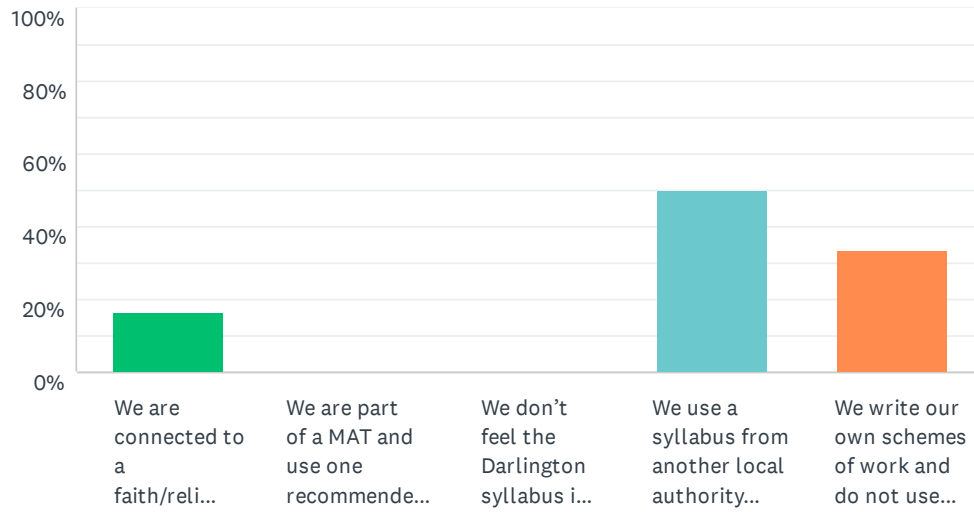
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	73.91%	17
No	26.09%	6
TOTAL		23

Q2 If you answered no to Q1, why not?

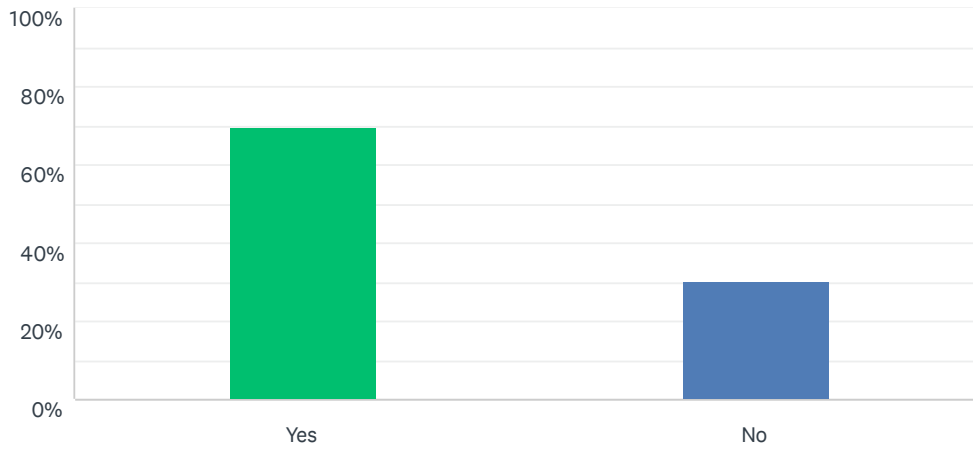
Answered: 6 Skipped: 17



ANSWER CHOICES	RESPONSES	
We are connected to a faith/religious community and so use one from the diocese.	16.67%	1
We are part of a MAT and use one recommended by them.	0.00%	0
We don't feel the Darlington syllabus is appropriate.	0.00%	0
We use a syllabus from another local authority area.	50.00%	3
We write our own schemes of work and do not use a syllabus?	33.33%	2
TOTAL		6

Q3 Do you think that the current syllabus needs to be changed?

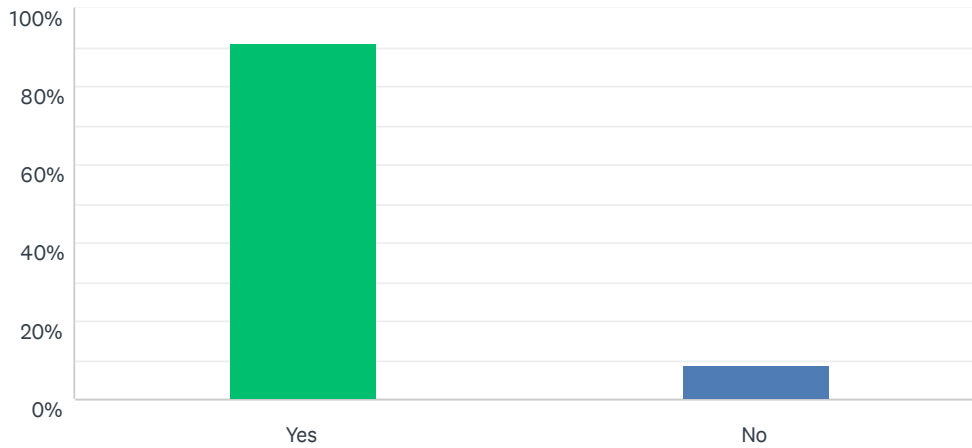
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	69.57%	16
No	30.43%	7
TOTAL		23

Q4 Would you like the Standing Advisory Council on Religious Education (SACRE) to provide training on the Locally agreed syllabus if it does change?

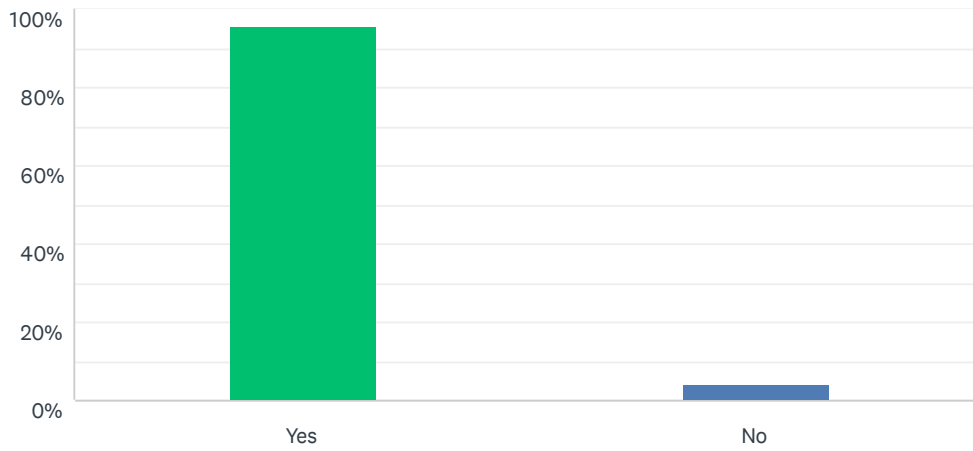
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	91.30%	21
No	8.70%	2
TOTAL		23

Q5 Would you consider using a Darlington Locally Agreed syllabus if it were updated?

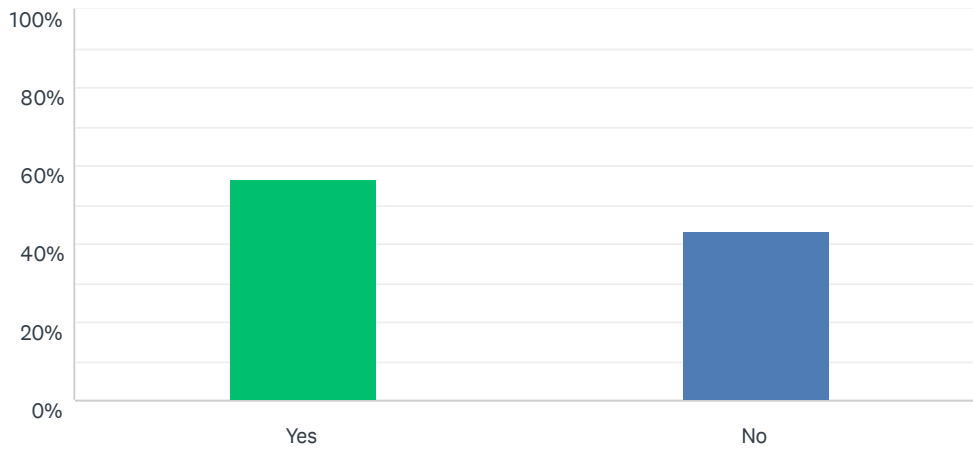
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	95.65%	22
No	4.35%	1
TOTAL		23

Q6 Do you think that the Locally agreed Syllabus reflects the history of faith in our local community?

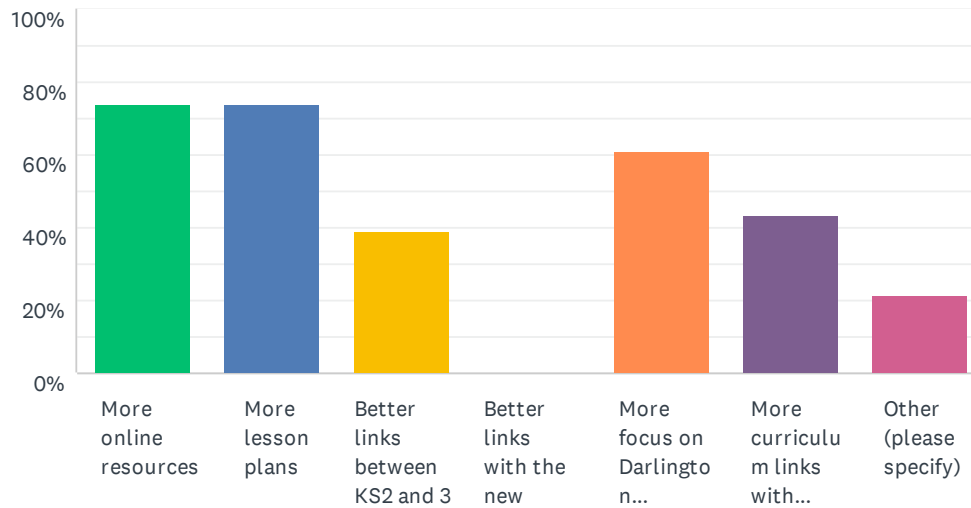
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	56.52%	13
No	43.48%	10
TOTAL		23

Q7 What changes would you like to see in the Locally Agreed Syllabus? (tick all that apply)

Answered: 23 Skipped: 0

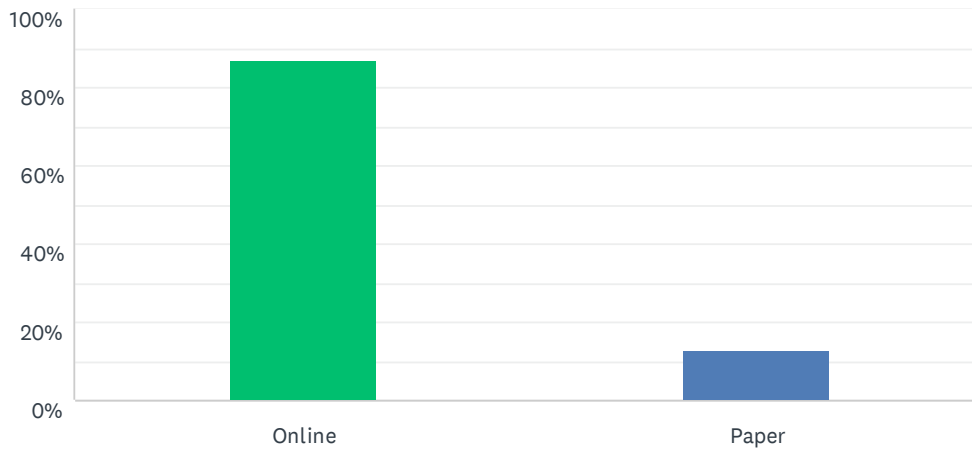


ANSWER CHOICES	RESPONSES
More online resources	73.91% 17
More lesson plans	73.91% 17
Better links between KS2 and 3	39.13% 9
Better links with the new GCSEs	0.00% 0
More focus on Darlington communities such as the Quakers	60.87% 14
More curriculum links with other subjects	43.48% 10
Other (please specify)	21.74% 5
Total Respondents: 23	

#	OTHER (PLEASE SPECIFY)	DATE
1	It needs to reflect the religious communities in Darlington at this present time as well as taking account of the wider world. The current syllabus reflects Darlington religious communities at the time when it was written - at least 5 years ago. We need assessment built into the syllabus that is easy to use, individual schools shouldn't have to devise their own system.	3/25/2021 9:05 AM
2	Units of work for all year groups for all terms. Also more resources to be provided as in many cases they are considerably lacking. Many of the units need to be supplemented or written by teachers themselves.	3/19/2021 2:27 PM
3	More SMSC and British Values links	3/18/2021 4:12 PM
4	A more balanced range of religions e.g. 1 1/2 terms on one religion is quite a lot to consider planning for without overlap to different year groups. More questions that can be used as examples to plan lessons from.	3/18/2021 2:22 PM
5	When we have used guest speakers from different faiths they have said that the syllabus doesn't reflect modern day practises and tends to represent a one-size fits all	3/18/2021 12:30 PM

Q8 Would you prefer a physical copy of the syllabus, or would you prefer online access?

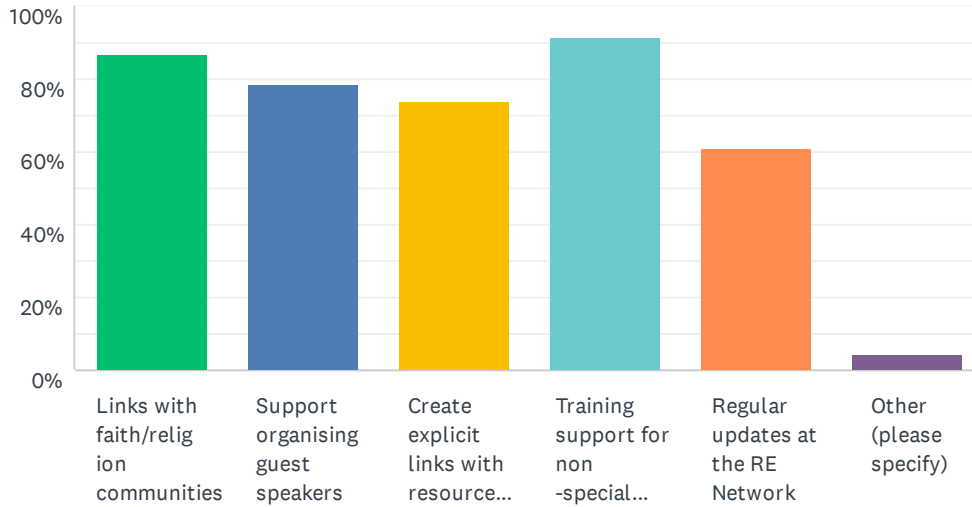
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Online	86.96%	20
Paper	13.04%	3
TOTAL		23

Q9 In what other ways could the SACRE support the RE community in Darlington better? (tick all that apply)

Answered: 23 Skipped: 0

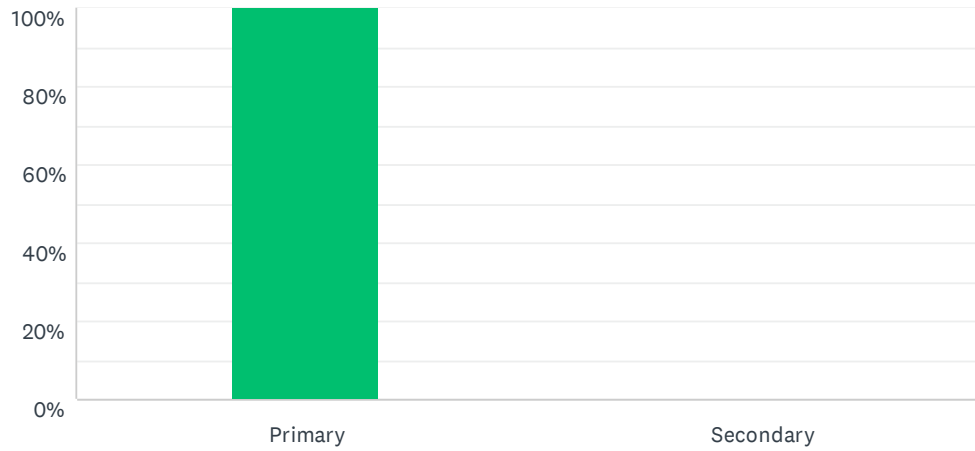


ANSWER CHOICES	RESPONSES	
Links with faith/religion communities	86.96%	20
Support organising guest speakers	78.26%	18
Create explicit links with resources for our local community	73.91%	17
Training support for non-specialist teachers of RE	91.30%	21
Regular updates at the RE Network	60.87%	14
Other (please specify)	4.35%	1
Total Respondents: 23		

#	OTHER (PLEASE SPECIFY)	DATE
1	An RE network would be very useful. In Darlington you always feel like you are on your own in your individual school doing what you think is right. There is no sharing of good practice or collaborative work and no support from anywhere. Visits and speakers are difficult due to the sensitive nature of the subject so to have LA approved links would be very reassuring for my SLT.	3/25/2021 9:05 AM

Q10 Which age phase do you work in?

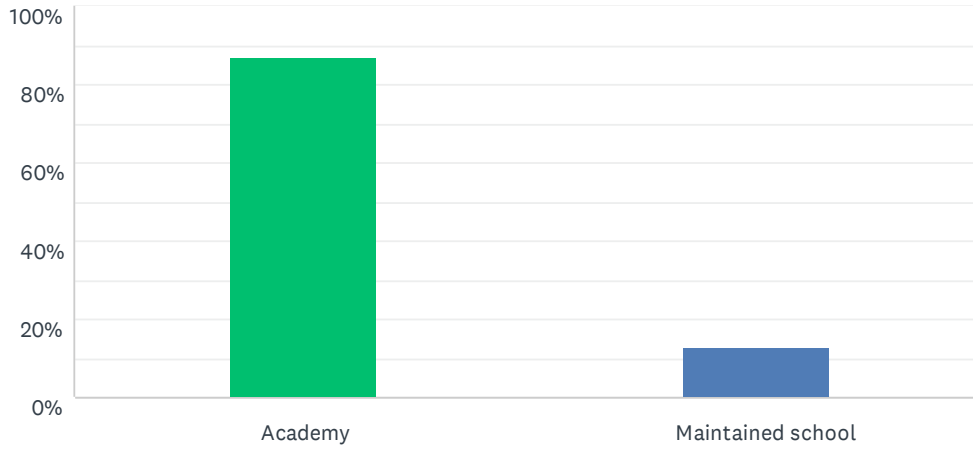
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Primary	100.00%	23
Secondary	0.00%	0
TOTAL		23

Q11 Do you work in an Academy or a Maintained school?

Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Academy	86.96%	20
Maintained school	13.04%	3
TOTAL		23

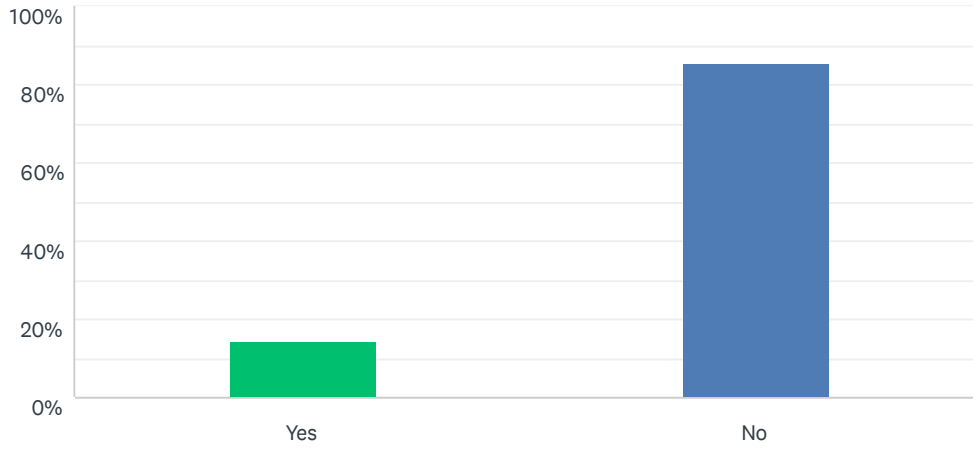
Q12 Comments

Answered: 5 Skipped: 18

#	RESPONSES	DATE
1	As a Primary School we would benefit greatly from training and support to organise religious visits and speakers to come into school.	4/13/2021 4:13 PM
2	I have said an online version is best but it is always good to have at least one paper copy per school as well.	3/25/2021 9:05 AM
3	More specific guidance would be beneficial, other than just key question. It would be of helpful to include key vocabulary that needs to be covered for each religion, key objectives broken down into steps and into the correct order for teaching and significant religions festivals/ celebrations important to cover across school.	3/22/2021 3:45 PM
4	I would like to see the whole RE scheme focus on how religion is relevant to our lives today and how religious views influence actions. Linking RE to topics would be more beneficial to teaching RE in the primary school.	3/19/2021 3:37 PM
5	We have designed our own RE curriculum using elements of the Darlington Syllabus. We felt our pupils were not retaining the knowledge about each religion as they were not revisiting them frequently enough. Our new curriculum allows pupils to build on what they have learnt in previous units/years.	3/18/2021 4:16 PM

Q1 Do you currently use the Darlington Locally Agreed Syllabus?

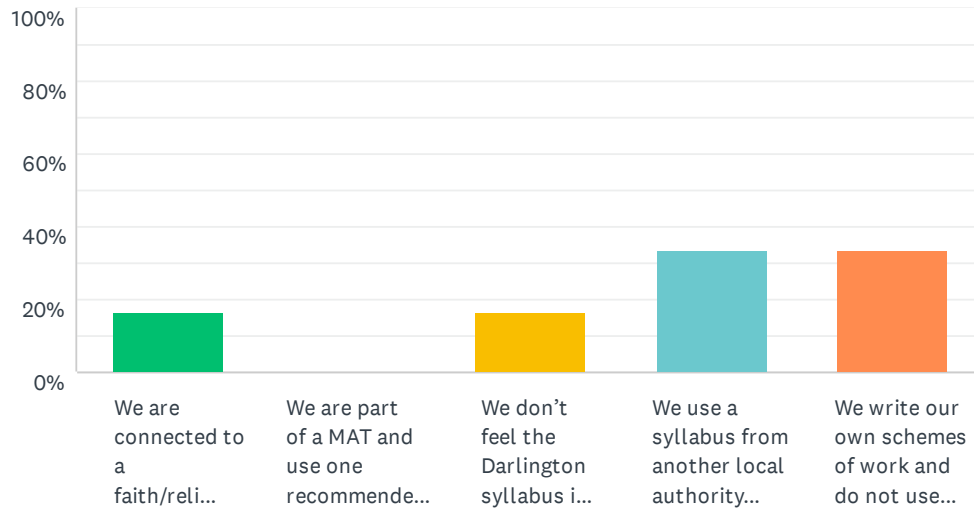
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	14.29%	1
No	85.71%	6
TOTAL		7

Q2 If you answered no to Q1, why not?

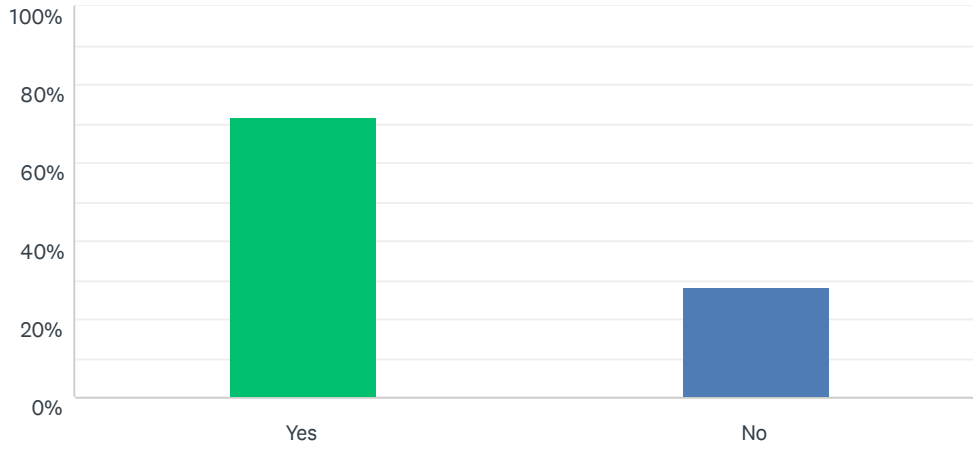
Answered: 6 Skipped: 1



ANSWER CHOICES	RESPONSES	
We are connected to a faith/religious community and so use one from the diocese.	16.67%	1
We are part of a MAT and use one recommended by them.	0.00%	0
We don't feel the Darlington syllabus is appropriate.	16.67%	1
We use a syllabus from another local authority area.	33.33%	2
We write our own schemes of work and do not use a syllabus?	33.33%	2
TOTAL		6

Q3 Do you think that the current syllabus needs to be changed?

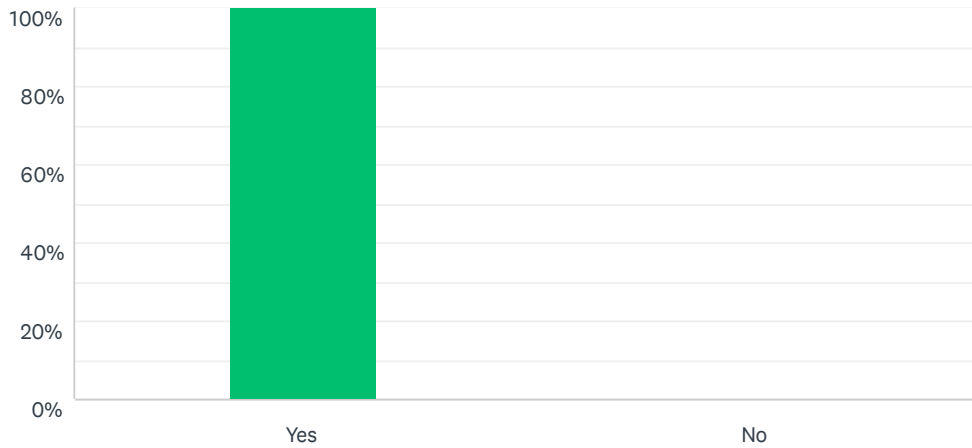
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	71.43%	5
No	28.57%	2
TOTAL		7

Q4 Would you like the Standing Advisory Council on Religious Education (SACRE) to provide training on the Locally agreed syllabus if it does change?

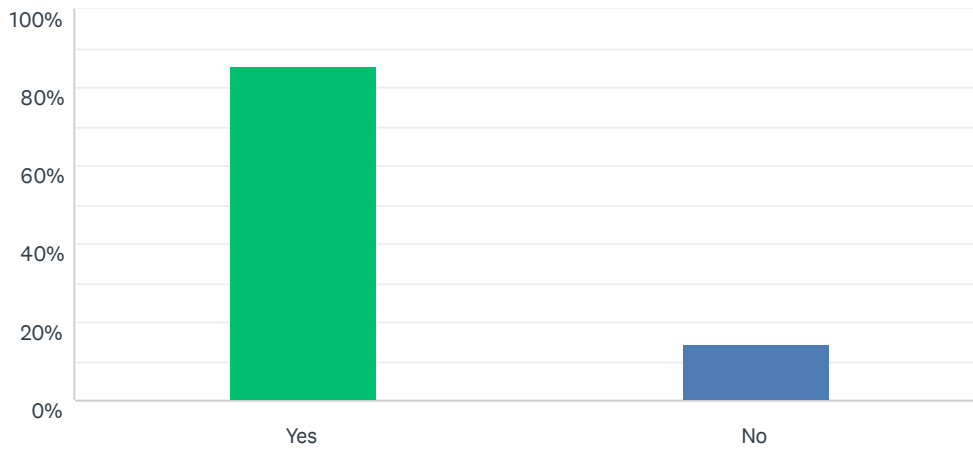
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	7
No	0.00%	0
TOTAL		7

Q5 Would you consider using a Darlington Locally Agreed syllabus if it were updated?

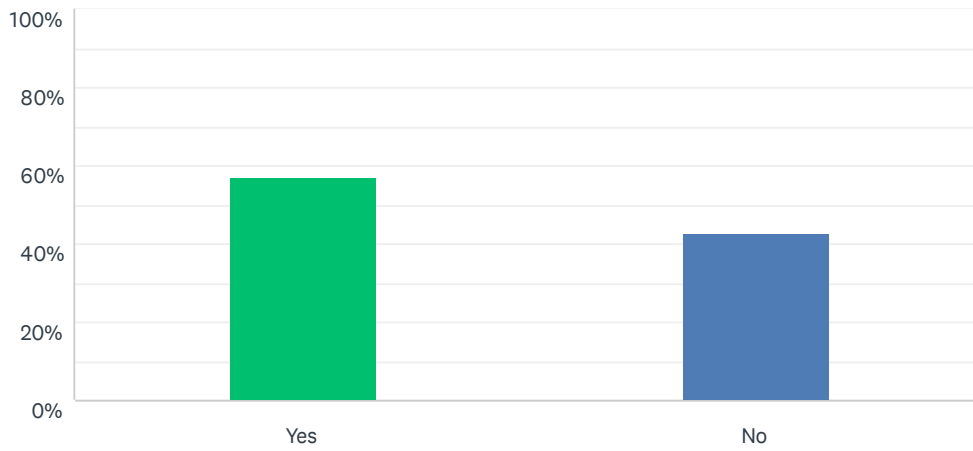
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	85.71%	6
No	14.29%	1
TOTAL		7

Q6 Do you think that the Locally agreed Syllabus reflects the history of faith in our local community?

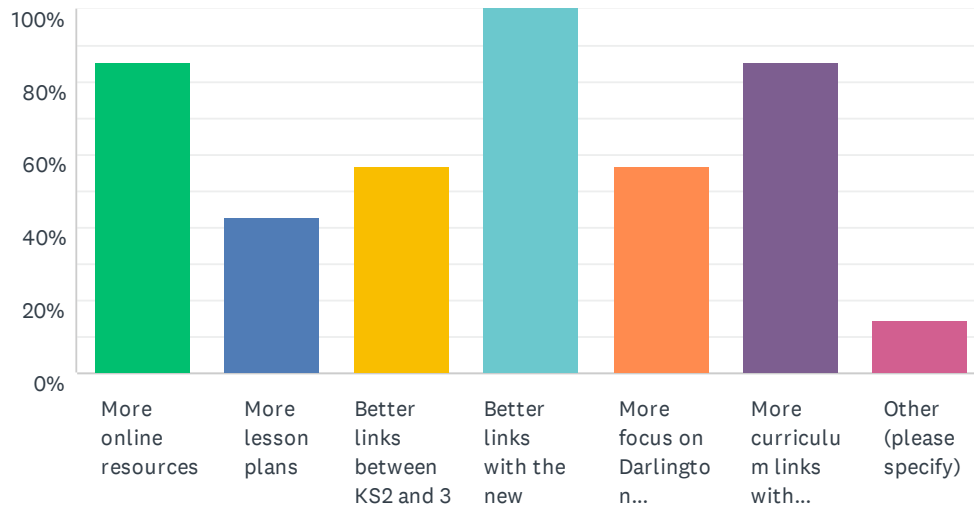
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	57.14%	4
No	42.86%	3
TOTAL		7

Q7 What changes would you like to see in the Locally Agreed Syllabus? (tick all that apply)

Answered: 7 Skipped: 0

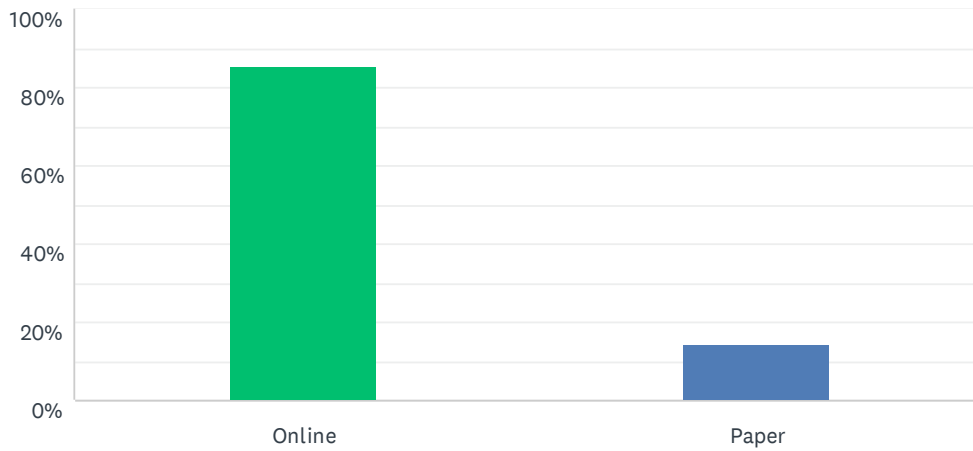


ANSWER CHOICES	RESPONSES
More online resources	85.71% 6
More lesson plans	42.86% 3
Better links between KS2 and 3	57.14% 4
Better links with the new GCSEs	100.00% 7
More focus on Darlington communities such as the Quakers	57.14% 4
More curriculum links with other subjects	85.71% 6
Other (please specify)	14.29% 1
Total Respondents: 7	

#	OTHER (PLEASE SPECIFY)	DATE
1	At secondary level all that is required is a list of outcomes to meet- similar to the National Curriculum in other subjects. All Heads of RS in Darlington secondary schools are subject specialists- we need the autonomy to plan curriculums which meet the needs of our students.	3/18/2021 3:49 PM

Q8 Would you prefer a physical copy of the syllabus, or would you prefer online access?

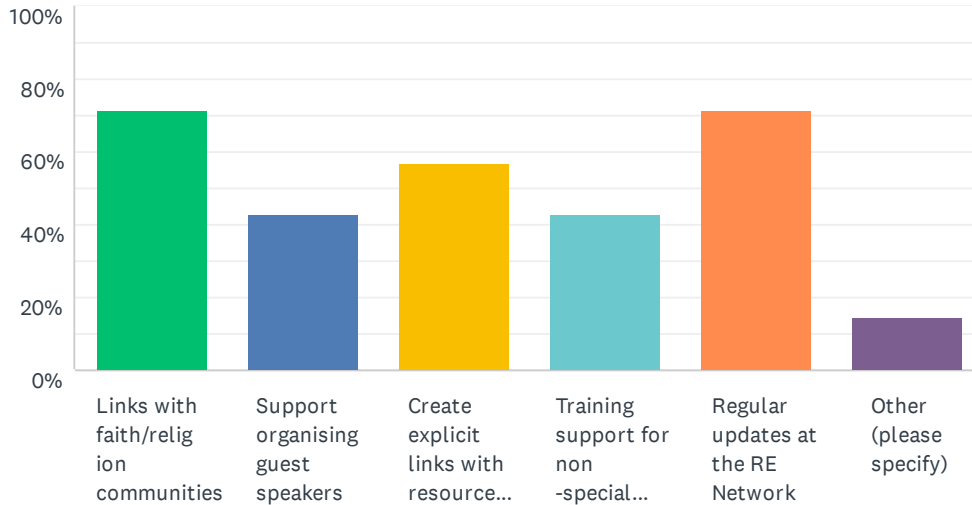
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Online	85.71%	6
Paper	14.29%	1
TOTAL		7

Q9 In what other ways could the SACRE support the RE community in Darlington better? (tick all that apply)

Answered: 7 Skipped: 0

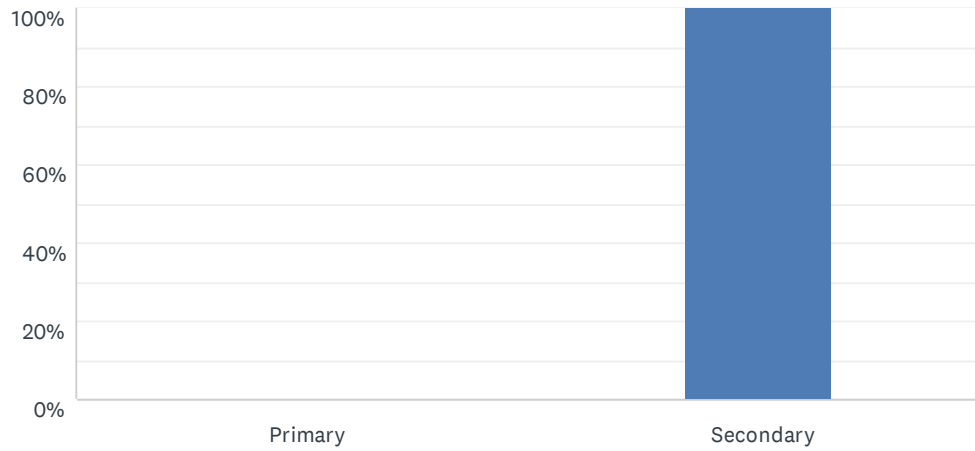


ANSWER CHOICES	RESPONSES
Links with faith/religion communities	71.43% 5
Support organising guest speakers	42.86% 3
Create explicit links with resources for our local community	57.14% 4
Training support for non-specialist teachers of RE	42.86% 3
Regular updates at the RE Network	71.43% 5
Other (please specify)	14.29% 1
Total Respondents: 7	

#	OTHER (PLEASE SPECIFY)	DATE
1	Focus on transition and fluidity from KS2 to KS3. more network meetings for KS2-3 teachers to liaise	3/19/2021 9:21 AM

Q10 Which age phase do you work in?

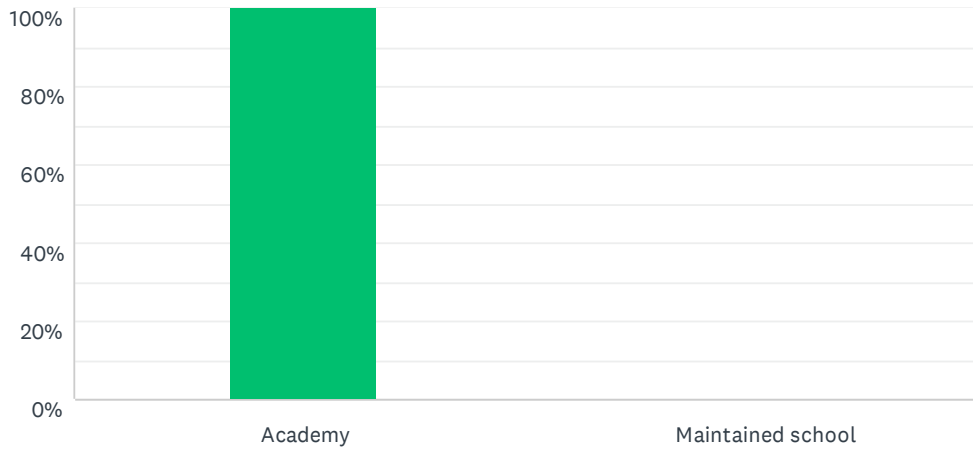
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Primary	0.00%	0
Secondary	100.00%	7
TOTAL		7

Q11 Do you work in an Academy or a Maintained school?

Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Academy	100.00%	7
Maintained school	0.00%	0
TOTAL		7

Q12 Comments

Answered: 1 Skipped: 6

#	RESPONSES	DATE
1	<p>I think that the needs of primary schools and secondary schools are very different. At the Secondary Network meeting we all agreed that we would prefer to write our own contributions for the secondary curriculum and not have it prescribed to us. There is a lot of work in secondaries about planning our curriculum and we are all subject specialists- we would like to have control over what we teach. Primary schools certainly expressed that they needed more support and may benefit from lesson plans etc. Secondary schools do not require this- instead something in line with what other subjects have as part of the National Curriculum would be more appropriate.</p>	3/18/2021 3:49 PM