



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

20th JULY 2021

STANDARD ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSIONS WITH THE RELEVANT PORTFOLIO HOLDER, COUNCILLOR J ROSSER

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1. PURPOSE OF THE REPORT

- 1.1 The purpose of the report is to provide information to Members on the Council's statutory duties to establish a Standing Advisory Council on Religious Education (SACRE).
- 1.2 To update Members on the constitution of Rhondda Cynon Taf SACRE (Appendix A).
- 1.3 To inform Members that the Annual Report of the RCT SACRE for the academic year 2019-2020 is available (Appendix B).

2. RECOMMENDATIONS

It is recommended that the Cabinet:

- 2.1 Note the content of the Annual Report 2019-2020.

3. REASONS FOR RECOMMENDATIONS

- 3.1 To ensure that Members are reassured that our statutory obligations are met.

4. BACKGROUND

- 4.1 Every local authority (LA) has a statutory duty to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE), to advise on matters concerned with the provision of Religious Education (RE) and collective worship (Education Reform Act 1988).
- 4.2 Representation on SACRE must include religious and non-religious belief groups within the locality, professional associations representing teachers, and the LA.

It is the duty of the LA to ensure that members of the groups are appointed and that they are representative. The LA also has to provide their own representatives, usually elected members and in some instances school governors. LA officers will also be represented on SACRE. Membership should reflect local circumstances and be developed in collaboration with the organisations and communities represented. Any changes to the SACRE constitution needs to be brought before a full Council meeting for agreement.

4.3 The main function of SACRE is 'to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the Council or as the Council may see fit'.

4.4 The broad role of a SACRE is to support the effective provision of RE and collective worship in schools. Each LA should work with its SACRE to identify whether any changes need to be made in the agreed syllabus or in the support offered which might be taken to improve provision.

4.5 Each SACRE must publish an annual report on its work.

5. EQUALITY AND DIVERSITY IMPLICATIONS

5.1 An Equality Impact Assessment is not needed because the contents of the report are for information purposes only.

6. CONSULTATION/INVOLVMENT

6.1 No consultation exercise has been required.

7. FINANCIAL IMPLICATION(S)

There are no financial considerations

8. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

8.1 The local authority has statutory duties under Section 11 Education Reform Act 1988.

9. LINKS TO THE COUNCILS CORPORATE PLAN/OTHER CORPORATE PRIORITIES/SIP

9.1 Educational performance has a clear link to the Council's priority of Building a Strong Economy. Improved educational performance will have a positive impact on this priority.

9.2 SACRE brings together the views and experiences of several groups to enhance the delivery of religion, values, and ethics (RVE) in RCT schools to promote inclusion and understanding of a number of groups. Thus, leading to a more cohesive community.

- 9.3 The effective delivery of RVE helps to reduce extremist views and to promote wellbeing in an individual. In turn, this helps to reduce intervention in the future leading to a healthier and more resilient community that values equality both on a local and global scale.
- 9.4 Embedded in the delivery of RVE is the Welsh culture and language and compliments the delivery in other areas of the new curriculum.
- 9.5 The RCT SACRE works with a number of National bodies to help inform national decisions in the delivery of RVE.

10. CONCLUSION

- 10.1 Changes in the way support for schools is organised and delivered have resulted in changes in the provision of traditional subject led advisory service to a more school-to-school self-supporting system. Such changes in working practices has required SACRE to fulfil its role and functions with schools using a consultative model.
- 10.2 Due to the disruption during the academic year communication, some progress has been hampered and promised national frameworks have been delayed.

CONSTITUTION OF RHONDDA CYNON TAF SACRE

Terms of reference

1. To advise the LA on matters connected with collective worship in county schools.
2. To advise the LA on matters connected with religious education, which is given in accordance with the agreed syllabus.
3. To decide when, within the five-year statutory time scale, the LA should review its agreed syllabus.
4. To consider with the LA and the Agreed Syllabus Conference any changes required to the agreed syllabus.
5. To consider with the LA the support offered to religious education in its schools, with particular regard to methods of teaching, the choice of teaching materials and the provision of training for teachers.
6. To offer advice on any other matters related to its function as it sees fit.
7. To publish an annual report on its work, which must:
 - specify any matters on which it has advised the LA;
 - broadly describe the nature of the advice;
 - set out its reasons for offering advice on any matters which were not referred to it in the first place by the LA.

The report should also follow the current guidance from Welsh Government on its structure and information that should be included in the report.

8. To participate in the LA's statutory complaints procedures in those instances where the complaints relate to religious education and/or collective worship.
9. To receive and make determinations in respect of applications from headteachers of county schools for the lifting or modifying of the requirements that collective worship in such schools must be wholly or mainly of a broadly Christian character.

Composition and Membership

10. The Council shall comprise persons appointed by the local authority to represent respectively:
 - a) Such Christian and other religious denominations as, in the opinion of the LA, will appropriately reflect the principal religious traditions in the area.

- b) Such associations representing teachers as, in the opinion of the LA, ought to be represented having regard to the circumstances of the area.
- c) The LA.

The Council may also include co-opted members.

In order to qualify for membership of RCT SACRE, all members must either reside within Rhondda Cynon Taf or be employed by Rhondda Cynon Taf Council.

Rhondda Cynon Taf SACRE has agreed the following membership:

Representatives from religious traditions and denominations.

To optimise the efficiency of the SACRE, membership is sought from a wide range of religious traditions.

14 places from a range of religions and denominations which could include but is not restricted to:

- The Church in Wales
- The Roman Catholic Church
- Free Churches
- Bahâ'í Faith
- Buddhism
- Hinduism
- Islam
- Judaism
- Sikhism.

Teacher representatives

The relevant statutory provision gives discretion to the authority to determine which associations are to represent teachers and will therefore include.

10 places from a range of teacher associations.

The LA

6 members representing the local authority.

Co-opt members (with no voting rights)

Up to 4 members who have an interest in religious education and collective worship and can assist the committee in its functions.

11. Membership of the Council shall be for a period of four years.
Any outgoing members may be re-appointed.
12. Membership of the Council is subject to the condition that the LA has taken all reasonable steps to assure itself that the persons appointed are representative, as the case may be, of the denominations or associations in question.
13. Members representing associations of teachers must include teachers of religious education.

14. Individuals may be removed from the Council if they cease to be representative of the denomination, association or of the Authority they were appointed to represent.
15. Any member of the Council may at any time resign his or her office.

Procedure

16. The Council shall meet not less than once in each school term.
17. Meetings are open to members of the public unless confidential information is to be disclosed.
18. RCT SACRE is a member of WASACRE (the Welsh Association of SACREs). It shall nominate up to four members, including the RE Consultant, to represent the SACRE at WASACRE meetings.
19. The Council shall elect from its membership a chairperson and vice chairperson at the first meeting in each academic year. The chairperson and vice chairperson in any one year shall not be drawn from the same representative group. An outgoing chairperson may be re-appointed.
20. On any question to be decided by the Council only the representative groups on the Council shall be entitled to vote, and each group shall have a single vote. Before a formal vote is taken opportunity shall be given to each representative group to determine how its vote is to be cast. Resolutions shall be passed to the education department as appropriate.
21. Co-opted members are not entitled to vote.
22. The agenda for each meeting shall be determined by the chairperson and vice chairperson in consultation with the clerk to SACRE, Director of Education Representative and Professional Officer. Any voting member of SACRE shall be entitled to propose items for an agenda.
23. In the case of any member not being able to attend a Council meeting, a substitute may be nominated by the body which that person represents, provided that the substitute meets the eligibility criteria and the Education Directorate of the LA and the Clerk to SACRE is notified in advance of the meeting.
24. A meeting of the Council will be deemed to be quorate if at least one member of each of the three representative groups is present. The validity of proceedings of the Council shall not be affected by a vacancy in the office of any member of the Council.
25. The representative groups on the Council, other than that representing the Local Authority, may call, at any time, for a review of the agreed syllabus current in the Authority. At such time, an Agreed Syllabus Conference shall be constituted and convened.

26. The Council shall consider its annual report at the first meeting to be held in each academic year. Upon the Council's ratification of the report, it shall proceed to publication.
27. The clerk to the SACRE shall arrange for copies of the annual report to be sent to all county schools within the Authority, to DfES, the National Library and to such other individuals and institutions as the LA sees fit.

**Rhondda Cynon Taf
Standing Advisory Council on
Religious Education**

**Annual Report
for the Academic Year
2019-2020**



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SECTION ONE

INFORMATION ABOUT SACRE

1.1 Duty to establish SACRE

All local authorities (LAs) are required to constitute a Standing Advisory Council on Religious Education (SACRE) within their local area.

1.2 Composition of SACRE

Representation on SACRE is required as follows:

- such Christian and other religious denominations as, in the opinion of the LA, will appropriately reflect the principal religious traditions in the area;
- associations representing teachers; and
- the LA.

It is the duty of the LA to ensure that members of the groups are appointed and that they are representative.

1.3 Membership of SACRE

The list of members of Rhondda Cynon Taf SACRE is set out in Appendix 1.

1.4 Functions of SACRE

The main function of a SACRE is to:

- advise the LA on worship and the religious education to be given in accordance with the agreed syllabus, including methods of teaching, advice on materials and the provision of training for teachers;
- consider whether to recommend to the LA that its current agreed syllabus should be reviewed by convening an Agreed Syllabus Conference;
- consider applications from schools for determinations (to be exempt from the requirement that worship be “Christian”); and
- report to the LA and the Department for Education and Skills (DfES) on its activities on an annual basis.

1.5 SACRE meetings

Three meetings of SACRE were held during the 2019– 2020 academic year:

- 19th November, 2019
- 9th March 2020
- 29th June 2020 (online)

A record of the main agenda items discussed during the meetings is to be found in Appendix 2.

1.6 Circulation of report

Copies of this report are circulated to the organisations/establishments listed in Appendix 3.

SECTION TWO

EXECUTIVE SUMMARY

SUMMARY OF THE ADVICE GIVEN TO THE LOCAL AUTHORITY BY SACRE

2.1 Religious Education

A brief summary of the advice that SACRE has given to the Local Authority follows:

Aim: To monitor provision and standards in religious education

Action:

- 1) SACRE considers and analyses school inspection reports. If there are any issues regarding religious education, such as the non-fulfilment of statutory requirements, the Local Authority follows this up. During the academic year 2019–2020 no such follow up action was necessary.
- 2) SACRE analyses examination results over a three-year period and identifies trends in performance benchmarked against All Wales data. Schools are informed of the outcomes of this analysis and any issues raised by SACRE.
- 3) The LA and its SACRE gather and analyses data via the Consortium regarding key stage 3 teacher assessment in religious education. This information is presented to SACRE and sent to all secondary schools in the LA.

2.2 Agreed Syllabus

Aim: To fulfil the legal requirement to review the agreed syllabus for religious education on a five year basis and to monitor its implementation

Action:

- 1) In June 2013 the Agreed Syllabus Conference endorsed the re-adoption of the 2008 Rhondda Cynon Taf agreed syllabus for religious education with an understanding that the syllabus would be reviewed once further information is received in relation to the assessment and National Curriculum review. This is still the situation.
- 2) During 2019 – 2020 SACRE members received updates on the two Welsh Government consultations relating specifically to Religious Education. Issues relating to the consultations were discussed at two of the SACREs meetings (autumn and summer) where members gave feedback on the proposals.

SACRE's consultant, Angela Hill, collated the responses and forwarded them to Welsh Government on behalf of SACRE.

- 3) SACRE will continue to monitor further developments in the curriculum review and respond accordingly on an ongoing basis as appropriate. It is proposed that RE remain a statutory curriculum requirement from Early Years Foundation Phase up until Key Stage 4. If proposals are adopted, Religious Education will be re-named Religion, Values and Ethics (RVE) and the parental right of withdrawal will be removed. In the new curriculum RE (or RVE) will form part of the Humanities Area of Learning and Experience.
- 4) SACRE is awaiting publication of the revised framework for RE/RVE, as well as determination regarding the status of locally agreed syllabi for Religious Education in the New Curriculum. The Welsh Government will continue to clarify the relationship between the Humanities AoLE and the locally agreed syllabus and will be working closely with representatives from WASACRE and NAPfRE.

2.3 Teaching Materials

Aim: To ensure that schools are informed of suitable teaching resources

Action:

The following resources and information have previously been provided to schools:

- 1) All schools were informed of the 2020 Holocaust Memorial Day theme and that Holocaust resources can be found on their website www.hmd.org.uk
- 2) Schools were advised that the formerly published RE News was now available to view on line at the following address: www.religious-education-wales.org
- 3) Information on visits and visitors in South Wales was distributed to schools.
- 4) The CYTŪN POLICY BULLETIN was shared with schools.
- 5) The Newsletter of the Religious Education Council of England and Wales.
- 6) WASACRE advice and resources on home learning and socially distanced RE was distributed to schools.

2.4 Training for Teachers

Aim: To ensure that teachers are able to access appropriate continuing professional development.

Action:

- 1) Central South Consortium facilitates a teacher-led Lead Practitioners' Hwb, with Heads of RE/teachers of RE meeting once a term, focussing primarily on improving outcomes for external Religious Studies examinations (GCSE and GCE AS and A Level).
- 2) No RE courses were offered by the local authority via Central South Consortium this year, aside from the Lead Practitioners' Hwb, meaning that no subject-specific courses were provided for primary teachers or leaders of RE.

2.5 Collective Worship

Aim: To ensure that schools fulfil statutory requirements for collective worship and provide a worthwhile experience for pupils.

Action:

- 1) SACRE monitors the sections of inspection reports that are concerned with collective worship and spiritual, moral, social and cultural development. If there are any issues such as the non-fulfilment of statutory requirements the LA follows this up. During the academic year 2019–2020 inspection reports from June 2019 to March 2020, when school inspections ceased due to the pandemic were considered. 2 pupil referral units, 6 primary schools, 1 all-age school (3-16) and 1 secondary school were inspected. Non-fulfilment was not indicated in any of these reports and hence no follow up action was necessary. Comments around provision for collective worship were generally positive, indicating that schools were promoting pupils' spiritual, moral, social and cultural development well.

2.6 Other Issues

Aim: To ensure a more informed SACRE through providing regular updates on local and national issues.

WASACRE

SACRE has maintained its membership of WASACRE and receives termly feedback from meetings of the association by its representatives. SACRE's Consultant, Angela Hill, attends termly WASACRE meetings on behalf of the SACRE and SACRE's clerk passes on invitations to members to attend meetings also.

National Advisory Panel for Religious Education (NAPfRE)

The RE Consultant to SACRE is a member of NAPfRE and regularly attends meetings on SACRE's behalf

Curriculum Review

SACRE has received regular updates on the development of the new curriculum and the implications for religious education.

SACRE Training

The consultant to SACRE gives advice and invites discussion of issues relating to Religious Education and Collective Worship at termly meetings. At the Spring meeting at Y Pant Comprehensive School, pupils and members of the staff at the school gave presentations to the SACRE. Pupils and RE staff spoke about the RE curriculum at Y Pant. An Assistant Headteacher SB delivered a presentation giving SACRE an overview of the curriculum broken down into 6 areas of learning (AoLE) which includes the 3 areas of cross-curriculum themes and her involvement in developing these.

SECTION THREE

SUMMARY OF ADVICE TO THE LOCAL AUTHORITY ON RELIGIOUS EDUCATION

3.1 The Locally Agreed Syllabus

During the spring term 2008 Standing Conference had endorsed and adopted a new agreed syllabus for the authority's schools to be implemented from September 2008. The agreed syllabus closely relates to *The National Exemplar Framework for RE*.

In June 2013 Standing Conference endorsed the re-adoption of the Rhondda Cynon Taf agreed syllabus, with an understanding that the syllabus would be reviewed once further information is received in relation to the assessment and National Curriculum review, and once the position of RE/RVE is clarified by Welsh Government. SACRE has actively worked with WASACRE and NAPfRE to keep abreast of all developments relating to RE/RVE in the New Curriculum for Wales, receiving termly updates on the consultations. SACRE continues to await further details from Welsh Government on curriculum and assessment issues before beginning any RE agreed syllabus review. Two further Welsh Government consultations relating Religious Education took place during the academic year 2019-2020. Members of RCT SACRE participated in these consultations and the SACRE Consultant fed back on their behalf to Welsh Government.

3.2 Standards in Religious Education

Examination Results 2019

SACRE considered examination performance in the secondary schools for 2019. The examination results for Rhondda Cynon Taf are compared with the Local Consortium, the All-Wales's figures and with the results of the previous years. SACRE members are also informed of the percentage of the year 11 cohort being entered for the religious studies GCSE examinations. The examination results are sent to all secondary schools within the Local Authority.

Full details of 2019 are published in Appendix 4 along with results for 2017 and 2018.

Key Stage 4

GCSE Religious Studies - Full Course

There was a decrease in entries for the GCSE Religious Studies course in 2019 with 879 candidates from 14 schools. In 2018, there were 1012, which was an increase on the previous cohort. There was also a small decrease in the All-Wales figure, with 10198 entries; down from 11870 entries the previous year.

The percentage of the Rhondda Cynon Taf cohort entered for full course GCSE Religious Studies fell from 40.8% in 2018 to 31.8% in 2019. However, this figure is only a small reduction on the 2017 percentage, which stood at 33.7%.

The overall % of A*-G grades for Rhondda Cynon Taf in 2019 is 95.4%, which is slightly lower than the local authority's performance in the previous two years, but in line with the All-Wales and Consortium figures.

The overall % of A*-C grades for Rhondda Cynon Taf in 2019 is 65.1% which is lower than performance in 2018, where the figure stood at 70.4%, but only slightly below performance at this level in 2017. Performance at A*-C is slightly higher than the Consortium figure and the All Wales figure.

In 2019 the overall % of A*-A grades for Rhondda Cynon Taf is 23.5% which is lower than the previous year but an improvement on 20.0% in 2017. 2019's performance at this level remains slightly below the Consortium and All-Wales performance.

GCSE Religious Studies Short Course

2019 has seen an increase in the number of students sitting the GCSE Religious Studies short course.

Entries having decreased notably in 2018, in 2019, numbers are only very slightly lower than in 2017, with 858 entries for short course, compared with 868 in 2017 and just 705 in 2018. It is noteworthy that entries in 2019 came from only 8 schools, which is a significant reduction in the number of schools entering candidates (16 in 2017 and 14 in 2018).

Across Wales entries for short course GCSE Religious Studies continue to drop, with 6718 entries in 2019 compared with 8307 in 2018.

The overall % of A*-G grades for Rhondda Cynon Taf in 2018 decreased to 69.6%, which is lower than both the Consortium and All-Wales figures.

The overall % of A*-C grades for Rhondda Cynon Taf in 2019 is 30.4%. This is a significant improvement in comparison with 2018, where performance at this level stood at 23.7%. It is also a small increase on the 2017 figure of 28.8%. Performance is lower for Rhondda Cynon Taf than both the Consortium and All-Wales figures (38.0% and 35.0% respectively).

The overall % of A*-A grades for Rhondda Cynon Taf in 2019 is 7.0% which represents a significant improvement in performance for the LA, compared with the two previous years. The 2019 performance is, however, below the Consortium and the All Wales figures (11.0% and 10.0% respectively).

Key Stage 5

The reformed WJEC GCE A Level specification was introduced in September 2016 with these first examination results in 2017 for AS Level.

AS Level Religious Studies

Numbers of entries for AS Level Religious Studies declines significantly from 2017 to 2018, falling from 127 to 40 students. In 2019, 37 students in Rhondda Cynon Taf were entered for the AS Level Religious Studies examination.

The overall % of A-E grades for Rhondda Cynon Taf in 2019 is 94.65% which shows a continuing improvement from the figure in 2017. Performance is higher than the Consortium and the All-Wales figures, which stand at 88.1% and 90.0% respectively.

The overall % of A-C grades for Rhondda Cynon Taf is 51.4% which is a significant improvement on the previous year (37.5%) and on a par with the Consortium figure. It is however, below the All Wales figure, which stands at 57.0%.

The overall % of A grades for Rhondda Cynon Taf is 13.5%; a marked improvement in 2018, but below the figures for the Consortium and All-Wales.

A level Religious Studies

2019 saw a further, but small drop in entries for A Level Religious Studies at 91 students from 11 compared with 107 students from 13 schools in 2018. The number of candidates who sat the examination across Wales is lower at 935 entries compared with 1066 students in 2018.

The 2019 % pass rate for grades A*–E fell in comparison with previous two years, by around 9%. Performance is higher than the Consortium figure but lower than the All Wales figure.

The % pass rate for grades A*–C saw a continued improvement from 2017. Performance at A*-C is higher than both the Consortium figure and the All-Wales figure.

33.0% of students achieved A*-A grades in 2019. This is a significant upward trend since 2017. Performance at A*-A is below Consortium performance but above the All Wales figure.

Key Stage 3 Data

Members of Rhondda Cynon Taf SACRE also consider the levels awarded by teachers to pupils at the end of key stage 3. Comparisons are made with previous performance in religious education. The data is sent to all secondary schools within the Local Authority. End of key stage 3 levels are published in Appendix 5.

School Inspection Reports

SACRE, with the LA's agreement and co-operation, receives reports from professional officers on standards and provision and reviews summary reports of inspection findings as well as Estyn surveys as they occur.

From June 2019 until March 2020 when inspections for the academic year ceased due to the Covid-19 pandemic, 6 primary schools, 1 secondary school, 1 all-age school (3-16) and 2 pupils referral units were inspected and reported on in Rhondda Cynon Taf. These do not include denominational schools as these are not within the remit of the SACRE

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements.

All inspection reports made some reference regarding spiritual, moral or cultural development, connected with Religious Education or Collective Worship. There was no indication of noncompliance in any of the inspection reports during this timeframe.

Among the comments, inspectors noted:

- a range of good opportunities to develop pupils' understanding of spiritual, moral, social and culture issues
- Visits from representatives of faith and belief communities which enriched provision of collective worship and religious education lessons
- Schools making use of local places of worship to enhance pupils' understanding of faith
- RE departments working with other subject areas to enhance pupils' engagement with a theme
- Pupils being given time for reflection and to develop positive attitudes towards difference and diversity.

SACRE sends letters to each of the schools from SACRE acknowledging the respective good practice and offering support where needed.

School Self-Evaluation

SACRE had resolved to use school self-evaluation as a means of fulfilling its statutory responsibility to monitor provision and standards in religious education. However, during 2014–2015 the decision to request self-evaluation reports was being reviewed by the School Improvement Officers to determine if this was the LA's preferred method of monitoring. It was resolved at the summer 2016 meeting that SACRE would not continue to use the school self-evaluation proforma as a means of monitoring provision and standards in religious education.

3.3 Methods of Teaching, Choice of Teaching Materials, Teacher Training

3.3.1 Teaching Materials

Materials have been circulated to schools by SACRE. Example of which are as follows:

Holocaust Memorial Day 2020 Resources

Schools were informed of the 2020 Holocaust Memorial Day theme.

Schools were informed by SACRE that further information about the theme and free educational Holocaust resources can be found on their website www.hmd.org.uk – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

Farmington Scholarships

Scholars are free to study any aspect of Religious Education they wish but preference will be given to applicants whose work can be seen to be of direct value to the teaching of RE in schools.

For more information schools can visit: www.farmington.ac.uk
or e-mail: farmington@hmc.ox.ac.uk

Interfaith News Bulletins were shared with schools:

<https://www.interfaith.org.uk/news/ifn-ebulletin>

A list of **free resources** for schools was also distributed these included suggested useful websites as was information on **visits and visitors** in South Wales was distributed to schools.

The Churches Together in Wales **CYTŪN POLICY BULLETIN** was shared with schools <http://www.cytun.org.uk/index.html>. CYTŪN produces bulletins throughout the year.

During the pandemic, resources and advice on socially distanced RE and home learning, as well as advice on collective worship, were collated by WASACRE and distributed to schools via SACRE.

3.3.2 INSET

Central South Consortium INSET

The Consortium facilitates a Lead Practitioners' Hwb for secondary Heads of RE/RE teachers, which meets once a term focussing primarily on enhancing outcomes in external Religious Studies examinations (GCSE and GCE AS and Level).

No RE courses were offered by the local authority via Central South Consortium this year for primary teachers or leaders of RE.

SECTION FOUR

SUMMARY OF ADVICE ON COLLECTIVE WORSHIP

Monitoring of collective worship has continued through a review of inspection report findings.

4.1 School Inspection Reports

From June 2019 until March 2020, when school inspections ceased due to the Covid-19 pandemic, 2 pupil referral units, 6 primary schools, 1 all-age school (3-16) and 1 secondary school were inspected and reported on in Rhondda Cynon Taf. These do not include denominational schools as these are not within the remit of the SACRE

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements in relation to collective worship. Estyn noted no instances of non-compliance with statutory requirements in relation to collective worship. A small number of inspection reports made no explicit judgement regarding spiritual development.

The quality of collective worship is mentioned in the majority of inspection reports and a number of good features are highlighted. Examples are shown below:

- Daily acts of collective worship provide beneficial opportunities for pupils to reflect on values such as courage, friendship and kindness, thereby promoting their spiritual and moral development effectively.
- Schools have well-established links with local churches, whose representative contribute to collective worship
- Teachers use collective worship and assemblies effectively to enhance pupils' spiritual and cultural development. For example, a whole school assembly focuses well on being thankful for food and farmers at harvest time.
- Assemblies provide valuable opportunities for pupils to reflect on the decisions they make and their relationships with others.
- schools provides beneficial opportunities for pupils to develop their spiritual and cultural values. Staff encourage pupils to engage meaningfully in reflection time as part of collective worship and during lessons.

4.2 School Self-Evaluation

It was decided that SACRE would not continue to use the school self-evaluation proforma as a means of monitoring provision and standards in religious education.

4.3 Determinations

As last year, no applications were received from schools for determinations to be made on the lifting of the requirements for collective worship to be wholly or mainly of a broadly Christian character.

SECTION FIVE

SUMMARY OF OTHER ISSUES

5.1 WASACRE

SACRE continues to support the work of the Wales Association of SACREs (WASACRE) and recognises the value of the body in promoting religious education and collective worship on a national basis. During 2019- 2020 issues considered at WASACRE meetings have been fully reported back to SACRE.

5.2 National Advisory Panel for Religious Education (NAPfRE)

The Consultant to RCT SACRE is a member of NAPfRE and regularly attends meetings on SACRE's behalf.

5.3 Holocaust Education

Rhondda Cynon Taf SACRE was informed of the 2020 Holocaust Memorial Day theme that further information about the theme and free educational Holocaust Memorial Day resources can be found on their website www.hmd.org.uk. Schools were informed.

5.4 New Curriculum for Wales

SACRE has received and responded to termly updates, through feedback from the Consultant to SACRE, Maggie Turford, on the progress of the National Curriculum Review and its implications for RE in the curriculum. RE remains a statutory curriculum requirement from reception and will form part of the Humanities Area of Learning and Experience. WG send a termly newsletter to SACREs outlining the developmental work of the Pioneer Schools in relation to RE in the Humanities.

5.5 GCSE and GCE Specifications

SACRE have been updated about the progress being made with regards to the development of the new GCE and GCSE specifications and the work of Lead Practitioners, via updates from the Consultant. Staff from RCT schools have been involved in this discussion.

SACRE MEMBERSHIP

LA: 6 Places

Religions and denominations: 14 Places**Teacher Associations:** 10 Places

ORGANISATION	NAME
LA Officers	Gaynor Davies RCT
	Bernard Whittingham RCT
	Emma Griffiths RCT Clerk to SACRE
LA members	
Rhondda Cynon Taf County Borough Council	County Borough Councillor Jeffrey Elliott (VICE CHAIR)
	County Borough Councillor Ann Crimmings
	County Borough Councillor Mark Adams
Council	
Rhondda Cynon Taf County Borough Council	County Borough Councillor Sharon Rees
	County Borough Councillor Geraint Davies
	County Borough Councillor Geraint Hopkins
Religions and denominations	
Baptist Union of Wales	The Reverend David Brownutt (CHAIR)
Church in Wales	The Reverend Peter Lewis
Catholic Church	Wendy Lavagna
Sikh	Mr Gurwinder Singh
Bahá'í	Carol Adams
Jewish	Prof. David Cohen
Church in Wales	Ruth Moverley
Humanists UK	Mike Reynolds
Teacher associations	
NAS/UWT	Donna Graves (Y Pant)
NAS/UWT	Mr Mathew Maidment (Bryncelynnog Comp)
NEU	Lynsey Parsons (Cwmlai Primary)
NAS/UWT	Catherine Drew (Tonyrefail CS)
Co-opted members	
Co-opted	Jane Ward
Co-opted	Mrs Lynda Davies
RE Consultant	Angela Hill

RECORD OF SACRE MEETINGS

Three meetings of SACRE were held during the 2018–2019 academic year:

- 19th November 2019
- 9th March 2020
- 29th June 2020 (online)

19th November 2019

- Welcome and apologies for absence
- Minutes of the last meeting
- Action Points and Matters Arising
- Election/Re-election of Chair and Vice Chair
- To receive and approve the SACRE Annual Report 2018 – 2019
- Welsh Government Consultation on proposals to ensure access to the full curriculum for all learners
- Role and purpose of SACRE, views on cross-SACRE working across Central South Consortium Joint Education Service
- WASACRE business
- Membership and vacancies
- AOB
- Future dates, venues and items

9th March 2020

- Welcome and Apologies
- Presentation by pupils and teachers of Y Pant Comprehensive School
- Minutes of the last meeting
- Matters Arising
- Membership and vacancies
- WASACRE business
- Update on cross-SACRE working
- Curriculum developments:
 - Discussion of Minister's press release of 21st January 2020
 - Discussion of the new draft framework for Religion, Values and Ethics in relation to the guidance on the Curriculum for Wales, published in January
- Meeting venues and dates

29th June 2020 (online, via Microsoft Teams)

- Welcome and apologies for absence
- Minutes from the last meeting
- Matters arising and actions
- Discussion of consultation and related correspondence
- Nominations for WASACRE executive committee and Vice Chair
- Proposals for recruiting a Muslim representative to SACRE (Donna Graves)
- AOB

LIST OF ORGANISATIONS TO WHICH THIS REPORT IS BEING SENT

- All schools in Rhondda Cynon Taf
- DfES
- Welsh Government
- Estyn
- Directors of Education, all other Welsh LAs
- Wales Association of SACREs
- University of Wales Trinity St David
- Welsh National Centre for Religious Education-Bangor
- Central South Consortium
- Church in Wales (Diocese of Llandaff)
- The Roman Catholic (Archdiocese of Cardiff)
- Other Churches
- Association of Religious Education Teachers in Wales
- National Library of Wales, Aberystwyth
- Religious Education Movement Wales
- Cytun
- Swansea Metropolitan University
- Cardiff Metropolitan University

EXAMINATION RESULTS**Examination Results Analysis 2019 - GCSE Religious Studies (Full Course)**

	2017	2018	2019	Consortium 2019	All Wales 2019
A* - A	20.0%	26.8%	23.5%	26.0%	26.1 %
A* - C	66.2%	70.4%	65.1%	63.6%	63.0%
A* - G	97.9%	99.0%	95.4%	94.7%	95.0 %
Entry	999 students (38.8% of cohort) 16 schools	1012 students (40.8% of cohort) 14 schools	879 students (31.8% of cohort) 14 schools	4533 students (47.2% of cohort)	10198 students (32.5% of cohort)

Examination Results Analysis 2019 - GCSE Religious Studies Short Course

	2017	2018	2019	Consortium 2019	All Wales 2019
A* - A	2.4%	3.7%	7.0%	11.0 %	10.0%
A* - C	28.9%	23.7%	30.4%	38.0%	35.0%
A* - G	87.1%	82.0%	69.6%	73.8%	87.0 %
Entry	868 students (33.7% of cohort) 16 schools and EOTAS (education other than school)	705 students (28.4% of cohort) 14 schools plus EOTAS	858 students (31.0% of cohort) 8 schools	1768 students (18.4% of cohort)	6718 students (21.4% of cohort)

Examination Results Analysis 2019 - AS Level Religious Studies

	2017	2018	2019	Consortium 2019	All Wales 2019
A	7.1%	5.0%	13.5%	15.3%	19.0%
A - C	40.2%	37.5%	51.4%	50.8%	57.0%
A - E	76.4%	87.5%	94.6%	88.1%	90.0%
Entry	127 students	40 students (11 schools)	37 students (11 schools)	118 students	978 students

Examination Results Analysis 2019 - A level Religious Studies

	2017	2018	2019	Consortium 2019	All Wales 2019
A* - A	9.7%	22.4%	33.0%	40.3%	21.0%
A* - C	73.1%	74.8%	79.1%	71.4%	72.0%
A - E	97.9%	97.2%	89.0%	85.5%	99.0%
Entry	145 students 14 schools	107 students 13 schools	91 11 schools	392 students	935 students

KEY STAGE 3 YEAR 9 RELIGIOUS EDUCATION LEVELS 2019

All Pupils	NOR	% Not awarded a level	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Excoitional	% Total Pupils	% L 5+	% L 6+	% L 7+
Rhondda Cynon Taf	2208	0.5	0.0	0.0	0.3	1.4	7.6	35.3	33.5	19.4	1.9	0.0	100.0	90.1	54.8	21.3
Central South Consortium	7340	0.2	0.4	0.1	0.2	2.1	8.6	31.2	37.2	18.4	1.9	0.0	100.0	88.7	57.5	20.4

Boys	NOR	% Not awarded a level	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional	% Total Pupils	% L 5+	% L 6+	% L 7+
Rhondda Cynon Taf	1116	0.0	0.1	0.0	0.4	2.0	10.6	40.5	32.3	12.3	1.2	0.0	100.0	86.2	45.7	13.4
Central South Consortium	3685	0.0	0.3	0.1	0.2	2.9	11.6	36.5	35.1	11.8	1.1	0.0	100.0	84.5	48.0	12.9

Girls	NOR	% Not awarded a level	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional	% Total Pupils	% L 5+	% L 6+	% L 7+
Rhondda Cynon Taf	1092	0.0	0.0	0.0	0.3	0.9	4.6	30.0	34.8	26.6	2.7	0.0	100.0	94.1	69.5	24.5
Central South Consortium	3327	0.6	0.0	0.0	0.1	0.6	5.1	30.7	38.1	21.9	2.8	0.1	100.0	93.6	62.8	24.8

Note

Teacher assessment is not moderated externally. Teachers arrive at judgements for each pupil using assessment information gathered during the course of key stage 3. Exemplification material is made available to schools in order to moderate standards internally against the level description contained in the agreed syllabus.

At all levels, the local authority perform broadly in line with the Consortium.

Girls outperform boys at all levels, but the gap is widest at L6+.

DEVELOPMENT PLAN**SACRE DEVELOPMENT PLAN 2020 – 2023 (ACADEMIC YEAR)****Aim 1: To monitor standards in Religious Education and Religious Studies.**

Work with school staff to support the above and to add value to work of the SACRE Questions to consider

- *How well do we know how our schools and the SACRE is doing?*
- *Do we have enough information to make judgements?*
- *What else could we do?*
- *Is there any way we can support teachers' professional development –CPD?*
- *What do we need to do to help schools understand the role of SACRE?*

Areas of development	Schedule	People involved	Time and costs	Outcomes	Progress at June 2020
1.1 Monitor standards through regular Review of inspection reports and/or Estyn thematic reviews and recommend, where necessary, action by Local Authority.	Termly/ annual	Full SACRE Adviser	Agenda time Adviser time for analysis	Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school contact and review of action plan where necessary.	Inspection analyses carried out on regular basis. The majority have judgements on RE and/or collective worship and spiritual development. Action to address non-fulfilment of statutory requirements has not been necessary.
1.2 Receive information on results of: Teacher Assessment at end of Key Stage 3; GCSE Religious Studies Full and Short Course; A/AS level Religious Studies.	Spring Term Actions	Full SACRE Adviser	Agenda time Adviser time for analysis	Advice to LA on trends; advice, where appropriate, on particular schools.	2019 outcome data for KS3, 4 and data analysed.

Areas of development	Schedule	People involved	Time and costs	Outcomes	Progress at June 2020
1.3 Identify CPD needs, monitor and offer advice on training.	Autumn Term Actions	Full SACRE	Agenda time	Training programme received along with figures on uptake; advice to LA.	Although the Consortium facilitates a Lead Practitioners' Hwb for teachers and Heads of RE in secondary schools, there remains a shortage of specialist RE CPD and the new curriculum will continue to make particular demands for this.
1.4 Involve staff in schools more closely with work of the SACRE.	ongoing Actions	Full SACRE teachers	Agenda time	Improved understanding of all SACRE members of work in schools and better understanding of the work of the SACRE	Staff from schools are active at all SACRE meetings. SACRE has resolved to meet at school venues whenever possible. Spring 2020 meeting was held at Y Pant, where pupils and members of staff delivered presentations to SACRE on RE at school and the New Curriculum for Wales.

SACRE DEVELOPMENT PLAN 2020–2023 (ACADEMIC YEAR)

Aim 2: To review the agreed syllabus and support its implementation, taking into account consideration the new curriculum arrangements for RE as they are implemented.

Questions to consider

- *How will new curriculum arrangements impact actions?*
- *What support will schools need?*
- *How can SACRE members be best updated on new curriculum?*
- *How are SACRE and Agreed Syllabus likely to change?*

Areas of development	Schedule	People involved	Time and costs	Outcomes	Progress
2.1 To review the agreed syllabus for Religious Education	Ongoing, Spring 2021 onwards (or as appropriate) Actions, depending on timing of advice received from Welsh Government.	Full SACRE Adviser WASACRE NAPfRE	Advisory time and members' time to review the agreed syllabus. Establish a working group (if applicable). Convene a Standing Conference to adopt the syllabus. Publication/translation costs (as appropriate)	Agreed syllabus reviewed and adopted by Agreed Syllabus Conference. Agreed Syllabus training programme for schools (if required) Agreed syllabus to be implemented the Autumn term after adoption.	To be discussed at termly SACRE meetings. As SACRE still unclear about potential changes with new curriculum arrangements this will need to be on the agenda at each meeting.

Areas of development	Schedule	People involved	Time and costs	Outcomes	Progress
2.2 Materials to support implementation of the agreed syllabus for RE	Ongoing Actions	Full SACRE Consultant	Advisory time Members' time	Support materials available to schools and accessed through Consortium website.	SACRE is awaiting determinations regarding RE/RVE in the New Curriculum to implement a plan to develop support materials. It envisages the establishment of a working group to develop materials to support RE/RVE in the New Curriculum.
2.3 To keep updated on progress in terms of implementation of RE in new curriculum	In line with WG implementation process Actions	Full SACRE Consultant	Advisory time Agenda time	Schools well informed and prepared to introduce new arrangements	New curriculum to be on each agenda. Members have discussed curriculum developments in detail at all meetings during 2019-20 and have contributed to 2 WG consultations on matters relating to RE/RVE in new curriculum.

SACRE DEVELOPMENT PLAN 2020–2023 (ACADEMIC YEAR)

Aim 3: To monitor provision and provide support for collective worship.

Questions to consider

- *Are there other ways SACRE members can monitor the above?*
- *Links with Estyn?*

Areas of development	Schedule	People involved	Time and costs	Outcomes	Progress
3.1 Monitor provision for collective worship through regular review of inspection reports/ school self-evaluation reports; recommend, where necessary, action by LA.	Termly Actions	Full SACRE and Adviser	Agenda time Adviser time for analysis	Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school visits and review of action plan where necessary.	Inspection reports scrutinised for indications of nonfulfilment as well as for comments relating to collective worship. For 2019-20, most reports mentioned collective worship in a positive light and made no reference to nonfulfilment, so no action was necessary.

Areas of development	Schedule	People involved	Time and costs	Outcomes	Progress
3.2 To support the implementation of statutory collective worship	Ongoing Actions	Advisory service	Advisory time	Provision of INSET (if applicable) Schools informed of resources and websites for collective worship. Schools informed of guidance materials available for collective worship	WASACRE advice on collective worship with suggestions for resources shared with schools.

SACRE DEVELOPMENT PLAN 2020-2023 (ACADEMIC YEAR)

Aim 4: To ensure a more informed SACRE through providing regular updates on local and national issues related to RE and collective worship in schools. In this to enable SACRE members to evaluate their own development and progress as a committee

Questions to consider

- *How can SACRE members best develop their role as a Council?*
- *In what other ways can we ensure that schools and local community understand the role and work of SACRE?*
- *What do we need to do to improve as a SACRE?*

Areas of development	Schedule	People involved	Time and costs	Outcomes	Progress
4.1 To update members on the role of SACRE and its implications; recent developments in RE and collective worship; guidance materials from relevant bodies; input from practising teachers and outside providers	Termly/ Annually as required	SACRE members, Adviser, practising teachers, outside providers	Member time; Adviser / Officer time	SACRE members fully aware of their responsibilities. SACRE and schools updated and informed of recent developments and initiatives, both local and national.	Input from teacher representatives at SACRE meetings, as well as from teachers/leaders at Y Pant School, have helped to progress this area.
4.2 Programme of school visits	Termly/ Annually as required Actions?	SACRE members, Adviser/ Officers	Member time; Officer time to arrange visits	More informed SACRE on provision and practice regarding RE and collective worship in schools.	The Spring 2020 meeting was held at Y Pant Comprehensive School. SACRE had resolved to hold meetings in

Areas of development	Schedule	People involved	Time and costs	Outcomes	Progress
					<p>RCT schools wherever possible. Whilst this has been halted by the pandemic, SACRE intends to resume as soon as conditions permit.</p> <p>SACRE has also considered ideas for cross-SACRE working with other CSCJES LAs, although plans have been put on hold since the pandemic to focus on core SACRE business and imminent curriculum development issues.</p>
4.3 To ensure that members are aware of strengths and areas for development of the SACRE	Agenda items Actions				Ongoing as development plan updated.

LOCAL GOVERNMENT ACT 1972
AS AMENDED BY
THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985
RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL
CABINET
20th JULY 2021

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE RELEVANT PORTFOLIO HOLDER, COUNCILLOR J ROSSER.

Item:

Background papers – None

Officer to contact: Martyn Silezin, 14-19 Strategy Officer (Tel: 07508472085)