

Birmingham

Standing Advisory Council
for Religious Education

SACRE



Annual Reports

2007/2008

2008/2009

www.birmingham-asc.org.uk





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1. CHAIRMAN'S FOREWORD

The implementation of Birmingham's new Agreed Syllabus has been a thoroughly exciting time for the Religious Education Community of the City. Allied with this are several other exciting developments which demonstrate an even greater sense of vitality and purpose in this key part of the curriculum entitlement for the young people of Birmingham.

In this report, which of necessity must cover two years to encompass the final approval of the Syllabus and a review of its successful city wide implementation, I will endeavour to draw together some of the many highlights.

People

Firstly, however, I must pay tribute to the enormous amount of work which has been undertaken by the Standing Advisory Council for Religious Education's (SACRE) members. It would be invidious to attempt to name everyone, but it would be remiss of me to fail to acknowledge the huge debt of gratitude SACRE owes to our Committee Chairs, to members of the Agreed Syllabus Conference (ASC) and its Drafting Secretary and to the Religious Education Adviser.

I must also acknowledge, with great sadness, the death of a Committee B member, Rosie Bewley. A head teacher, in her short membership of SACRE, Rosie had demonstrated her commitment to religious education for children which was the best possible. At the SACRE meeting following her death, we stood for a minute's silence in her memory.

SACRE working for the City

In June 2007 the Agreed Syllabus was approved (becoming a requirement to be taught from September 2008) and the work of implementing the Agreed Syllabus across the city was undertaken. A Civic Reception was arranged to thank the Agreed Syllabus Conference and SACRE

members for their work and the hope was expressed that the City would see an increasing awareness of the contribution made by RE.

SACRE's relations with the City have been strengthened – indeed, the new Agreed Syllabus featured in the Leader's State of the City speech – the first time it has found a place in such a key address. We have enjoyed regular ongoing contact with Councillor Les Lawrence, Cabinet Member for Children, Young People and Families.

This relationship has been further strengthened by the development of a new SACRE Constitution. In preparation for this, membership was carefully considered to ensure that it was fully representative, a number of working groups were established to feed into SACRE's main work and significant funding streams were identified to ensure that this work would be sustained effectively.

Turning vision into reality

The implementation of the new Agreed Syllabus was achieved through a range of events, activities and advice provided by the Religious Education adviser which have been reported to SACRE meetings. She found that the new Disposition-led Agreed Syllabus was received with great enthusiasm.

At the same time, the faith communities and practising Religious Education teachers have provided resources for the website which are easily accessible and carefully linked into the website's highly intuitive framework.

Implementation was greatly supported by the availability of the DVDs prepared by Television Junction which have been placed in all City schools. These excellent films, based on the lives of the children of the city, are an important resource. £25,000 was identified to support this.

The decision was made to continue placing the SHAP calendar of religious festivals in schools and, as part of the



guidance prepared for schools, a list of places of worship recommended for school visits is being compiled. Governor training has also been provided.

The National Dimension

The new Agreed Syllabus is a radical departure from traditional syllabuses which has caused excitement nationally.

SACRE members attended meetings and events of the Qualifications and Curriculum Authority (QCA) and the National Association of SACREs (NASACRE). At one such meeting, the Minister for Schools spoke positively of the work of Religious Education in schools, but stated that the government expects Local Authorities to take the non-statutory framework into account when considering revising an Agreed Syllabus. A move to centralise Religious Education is not one which many members found comfortable. The perception of many is that any move towards a national statutory framework will limit the importance and influence of SACREs.

It was also noted that a new QCA Key Stage 3 curriculum is to be implemented with a greater emphasis on Personalised Learning and Thinking Skills. I believe this will complement the work of the new Agreed Syllabus.

A number of interesting meetings have taken place with Mark Chater of QCA, specifically concerning the revision of the Government's Religious Education Circular 1/94 and wider issues relating to the Curriculum and the place of Religious Education in it. We welcomed Mark to a full SACRE meeting at which he explained that there had been debate about whether the curriculum should continue to be divided by subject or move to a more integrated approach. The QCA wants pupils to be successful learners, confident individuals and responsible citizens.

The QCA believes it is important that Religious Education has a local context, as this helps give it relevance and strengthens community cohesion. Mark Chater indicated that the Government has no intention of changing local determination of Religious Education.

He felt there was still room for dialogue between the QCA and Birmingham about the direction of Religious Education teaching. Religious Education should not become isolated from the rest of the curriculum.

Other key issues

We noted that the focus of OFSTED inspections has been changing. Often this means there is very limited specific comment on Religious Education - an issue which causes us some concern which we have raised with OFSTED.

We have also been involved in the development of guidelines, (partly through our working groups: Collective Worship, Curriculum, Pupil Related Projects, Publicity and Information and Communication Technology) and also considered wider issues, including additional faith guidelines for use with Rastafarian pupils and their families.

SACRE has also been able to support the Faith Encounter Project: training guides from different faiths, who will show people round their own faith buildings.

And finally...

In what has arguably been one of the busiest periods in the life of Birmingham's SACRE, I return to my opening theme – the importance of people.

Our new Agreed Syllabus, right from the outset, has sought to fulfil the requirement of the Education Reform Act, in that it:

prepares pupils for the opportunities, responsibilities and experiences of adult life.

My hope is that our contribution to the learning of our City's Children and Young people will help see a more cohesive society.

Guy Hordern

Chairman, Birmingham SACRE
124, Gough Road, Birmingham, B15 2JQ
Telephone: 0121 440 1738

Guy.hordern@hotmail.co.uk



2. SACRE MEETINGS

Full SACRE meetings during 2007/2009

- June 28th 2007
- September 26th 2007
- November 12th 2007
- February 28th 2008
- July 14th 2008
- September 24th 2008
- November 25th 2008
- March 12th 2009
- June 18th 2009

SACRE membership (see appendix) for the 2007/2009 municipal years was approved by the City Council.

The practice was continued of alternating SACRE meetings between afternoons and evenings on Tuesdays, Wednesdays and Thursdays to accommodate the attendance of as many members as possible.

Officers

The following people have had a function with regard to SACRE:

Simone Whitehouse,
RE Adviser, Birmingham Advisory and Support Service (BASS)

Rachel Hack
Teacher Adviser - RE, BASS

Sheila Huckfield-Power, Gill King,
Anthea Shaylor
Clerks to SACRE

All other officers attend at the invitation of SACRE

The statutory role and responsibilities of SACRE:

- To advise the Local Authority (LA) upon such matters connected with religious worship in community schools as the authority may refer to the council or as the council may see fit.
- To advise the LA upon such matters connected with religious education to be given in accordance with the agreed syllabus in community schools as the authority may refer to the council or as the council may see fit.
- To consider applications made by a head teacher for a determination which lifts the requirement for collective worship to be wholly or mainly of a broadly Christian character for some or all of the pupils at the school.
- To publish an Annual Report.
- To consider whether or not to require a review of the agreed syllabus currently adopted by the LEA and to require a Statutory Conference to be called into being to review the agreed syllabus.



3. THE BIRMINGHAM AGREED SYLLABUS 2007: DEVELOPMENTS

After the adoption of the Agreed Syllabus by the City Council in June 2007 a number of steps were taken to ensure that its introduction into schools would be a success.

Plans were made for the syllabus to be taught from September 2008. The steps were as follows:

1. Informational:

- a. A series of meetings with head teachers delivered by Head of School Effectiveness Division, Jackie Hughes, Drafting Secretary, Marius Felderhof, Religious Education Advisor, Simone Whitehouse and chair of the Teachers' Committee, Raymond Rowe.
- b. A series of training days with teachers at both primary and secondary levels delivered by the RE Advisor, Simone Whitehouse, Marius Felderhof and John McAdam, supported by a couple of Continuing Professional Development (CPD) films.
- c. A number of training days at teacher training establishments [Newman University College, Birmingham University School of Education, City University College]
- d. Information provided to school governors.
- e. Information provided to Faith Communities distributed by means of DVDs and the occasional presentation.

2. Enabling Resources:

- a. The website www.birmingham-asc.org.uk was increasingly developed as a teaching tool in a number of ways: information, news, and interactivity.
- b. Suggestions from religious traditions about *what* might be taught, *when*, using the framework of the syllabus; all of which was to be entered as time permitted onto the website.
- c. The development of indicative *schemes of work* and *lesson plans* for use by teachers, illustrating the scope for adapting the syllabus to different school settings.
- d. The development of films to illustrate the syllabus-commended dispositions in faith settings for use in teaching, CPD films, and informational films.

3. Protecting and Embedding the Syllabus in the Community:

- a. Protecting the website from others who would like to disrupt it or control it.
- b. Gaining increasing support for the syllabus from the wider community: the political community (local, national and international), Faith Communities, Government Agencies and the academy (the latter via colloquia, summer school, conferences, and articles in journals).



- c. Resisting centralising forces from the QCA/QCDA (Qualifications and Curriculum [Development] Agency) and government draft guidance by
- d. variously meeting with policy makers from the QCA/QCDA
- e. variously taking legal advice from the City Solicitor's Office and Barrister
- f. variously meeting with officials and consultant from the Department of Children, Schools and Families, and responding to the public consultation on the draft guidance.
- g. Engaging the strategic planning for the City:
 - i. by *Be Birmingham* and
 - ii. by the Faith Communities through the *Faiths for the City* initiative.
- h. Noting connections with other areas of the school curriculum e.g. Citizenship education, Relationship and Sexual Health Education.
- i. Initial contacts with an examination board.

4. Future Action:

- a. Preliminary steps on monitoring and evaluation of the syllabus in school.
- b. Many of the processes referred to above are on-going.

In sum:

There has been systematic planning and process of implementation which ensures that teachers have the strongest backing for what inevitably is a contentious area of the school curriculum.

Initial reaction to the implementation of the Agreed Syllabus suggests a warm reception. This will shortly be tested by a process of monitoring and evaluation.

Much of the work referred to above has been made possible by the dedicated commitment of volunteer teachers; the Religious Education Advisor; the Chair of SACRE and Agreed Syllabus, Mr. Guy Hordern; members of SACRE, and the strong political support from Councillor Les Lawrence that has provided a growing budget for SACRE.

Our thanks must go out to them all.

Dr Marius Felderhof
Drafting Secretary



4. IMPLEMENTATION OF THE NEW AGREED SYLLABUS.

Summary of Briefings...

... with Head Teachers

Five head teacher briefings took place at different venues across the city. In total 120 headteachers attended. Jackie Hughes, Head of School Effectiveness gave an overview and a vision for the new Agreed Syllabus within the context of the city. Marius Felderhof; the Drafting Secretary of the Agreed Syllabus set the context in relation to the law and gave an outline of the new syllabus.

Under the direction of the Religious Education Adviser head teachers mapped out the syllabus's dispositions to the outcomes of the Every Child Matters (ECM) agenda and were then given a guided tour of the website and the key features that will enable schools to use this as a planning tool.

The heads also had the opportunity to see highlights of the DVD produced to illustrate the 24 dispositions and also the two Continuing Professional Development (CPD) films produced for primary and secondary phases.

Head teachers welcomed the changes and several took the opportunity to book the Religious Education adviser for training in their schools.

... with teachers

RE coordinators were invited to a free half day training session. This took the form of eight sessions for primaries; seven for secondary and one session for special schools.

The format of these sessions was similar to that of the head teacher briefings, but with more time given for teachers to explore the website for themselves.

These briefings also provided an opportunity for teachers to reflect on their current schemes of work and plan with colleagues in line with the new syllabus.

Teachers considered the "highs" and "lows" of currently teaching Religious Education and at the end of the session reflected on these comments with the impact that the changes and opportunities the new Agreed Syllabus would give.

Many of the "lows" were deemed to be addressed with the implementation of the new Syllabus. The vast majority of teachers welcomed the changes and saw that Religious Education had been made more accessible to children and young people and were pleased that they were able to relate the religions covered to the population of their school.

They were interested in films that had been produced and many had already accessed the website and welcomed the ease with which they were able to use it. Whilst teachers appreciated that the changes would mean more work they were nevertheless impressed with the level of support that they were being given including the exemplar schemes of work that are being produced.

Simone Whitehouse
Religious Education Adviser



5. RESPONSES TO THE AGREED SYLLABUS

“Well resourced and flexible to use”

G RTP trainee – “Didn’t know all this existed before the session – great!”

Birmingham University trainee – “wonderful resources”

“Very supportive resources”

Muslim Supplementary School – “Good to see thinking outside the box in practice – very eye-opening”

“Excellent quality of resources”

G RTP trainee “Learning about links between the different faiths”

“Flexibility in how to use them”

“Films are inspiring and kept me motivated – put the excitement back in RE”

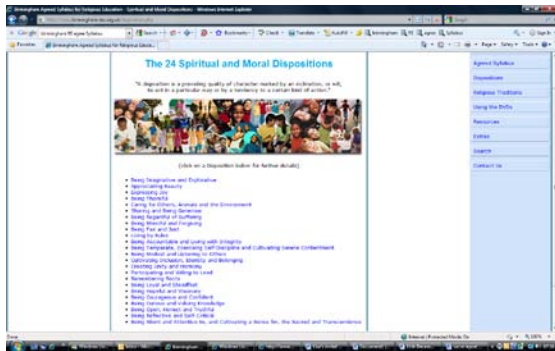
“Accessible and very practical”

G RTP trainee – “DVD gave me lots of interesting ideas”

“Great resources and outlook”



give them a role in, and access to, the new vision for RE. Moreover, the flexibility offered to professionals within the syllabus and the range of material within the website will also help these same communities to grow, develop and flourish in the light of their specific needs and ultimately to contribute to the collective life of the City.



Navigating the web site

From the home page, the user first gets an introduction to the Agreed Syllabus and web site, with three entry points depending on that user's background (e.g. teacher, parent, community). The home page also includes a link to a printable version of the statutory Agreed Syllabus.

The pages, on the web site, covering the Agreed Syllabus contain all the statutory content plus additional, non-statutory information and guidance. The statutory content can be highlighted so that it is easily identifiable from the larger range of material in which it is embedded.

Throughout the syllabus pages, links to referenced documents and other web sites have been included wherever possible. Also, 'footnotes' have been added to further support both statutory and non-statutory content.

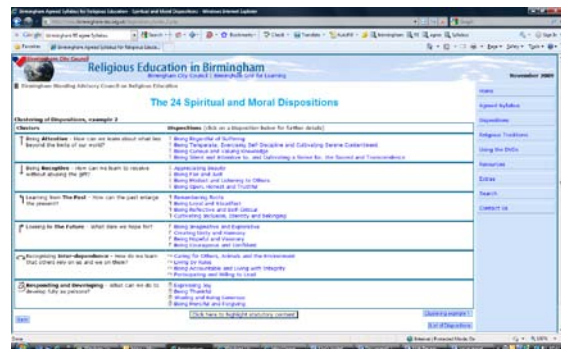
Although the syllabus is 'disposition-led', there are other routes through the web site to the teaching resources. For example, all the religious content has been linked to the dispositions. So



starting from either Dispositions or Religious Traditions, the user can select a disposition, one or more religious traditions, and a key stage before arriving at the page with the relevant teaching resource or resources.

These resources will include downloadable, exemplar schemes of work that have been put together by groups of teachers. Lesson plans will also be available, plus overviews and suggestions. This area of resource will be added to on an on-going basis, with a standing invitation to teaching professionals, communities and faiths to share good practice.

Another non-statutory feature is the clustering of the dispositions, with two examples being available. These are aimed at helping the delivery of the syllabus through a term-by-term 'spiral' approach.



Support Documents

Documents used to support the development of the Syllabus, and for conference reflection, are also available, plus other general and religious-specific documents.

Once the dispositions had been agreed, a set of films was commissioned. There are two short films for each disposition, 'initial' and 'advanced', plus two longer films for the professional development of primary and secondary teachers.



The main documentation and support for these films will be through a dedicated section on the web site. Initially, the web site will simply set the films in context and link to the relevant disposition. Over time, more links and resources will be added to assist the use of the films in the classroom or elsewhere. As with the other teaching resources, this will be on-going and dynamic.

Under permanent construction!

Whilst the current web site development focus is on the addition of resources, further developments are planned.

A forum or online classroom is planned to enable the exchange and sharing of

ideas and resources, questions and answers, and to facilitate collaboration. An uploading facility is also planned, so practitioners can submit resources for inclusion on the web site.

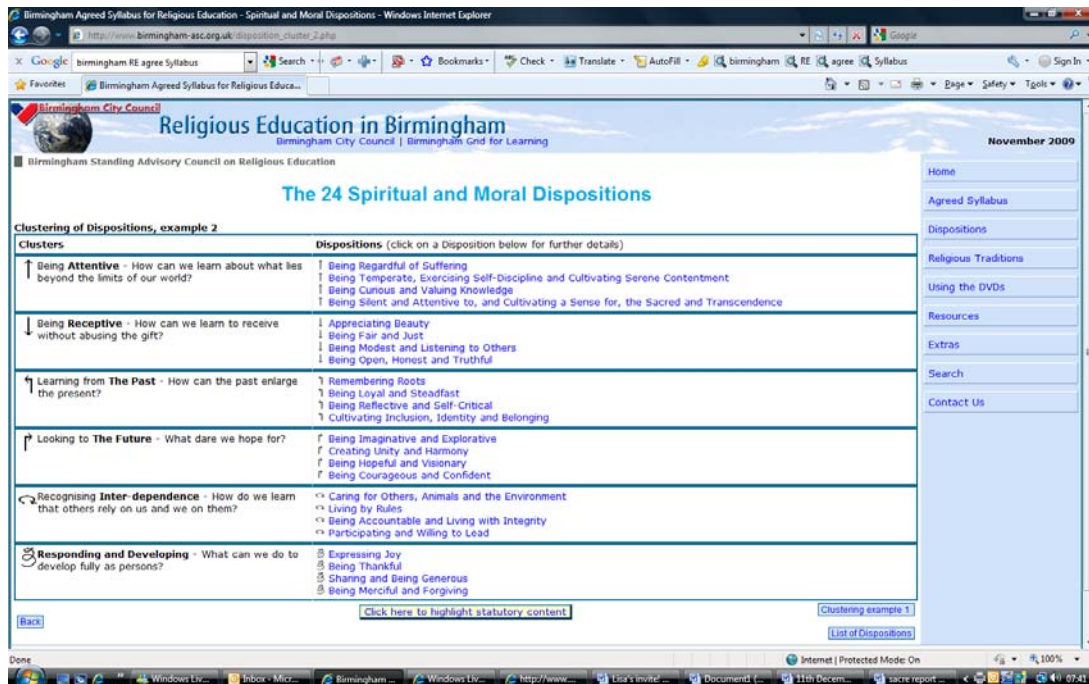
Developments, and other news, are currently alerted on the home page, although an alerts and newsletter subscription service is also planned.



With current and planned developments, this innovative web site intends to help bring life to the new Birmingham Agreed Syllabus for Religious Education.

www.birmingham-asc.org.uk

John McAdam
Simone Whitehouse





7. REPORT TO SACRE FROM THE BIRMINGHAM FAITH LEADERS' GROUP

The leaders of the six major faith communities of Birmingham acting together within the Birmingham Faith Leaders' Group have demonstrated a consistent level of support and encouragement for the work of the SACRE and particularly for the development of the new Birmingham Agreed Syllabus for Religious Education.

They have been aware of the development at every stage having received regular updates and were active in commending the full package of resources through direct participation in the promotional DVD material.

The leaders of the City's faith communities believe that Birmingham has an important and inspirational story to tell in the development of a syllabus that enables children to come to know and understand the meaning

and contribution of faith to the greater good of the communities in which they live and to recognise and respond to their own personal faith development.

Because the faith leaders see concerns of education as being central to their communities they have welcomed the opportunity to work closely with SACRE and with Birmingham City Council in seeking to influence national thinking around the statutory framework for religious education and participating in the consultation on revisions to the National Non-Statutory Guidance.

The faith leaders believe that the work of SACRE has provided new opportunities for Birmingham to lead the way nationally in achieving a coherent and visionary place for faith in the development of the common good in society.

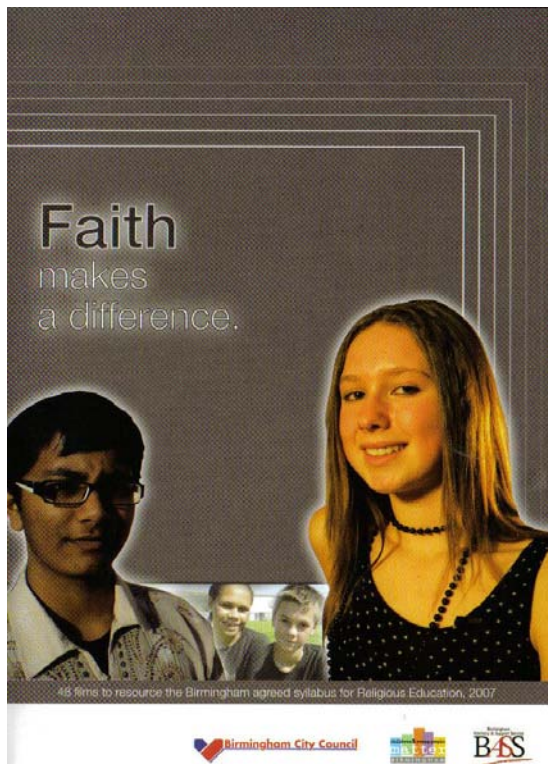
Jonathan Gurling
*Executive Secretary,
Birmingham Faith Leaders' Group*





8. DVDs SUPPORTING THE AGREED SYLLABUS

To enhance the implementation of the new Agreed Syllabus, and working with Television Junction, SACRE has commissioned a series of DVDs to support the syllabus.



Teaching Resources

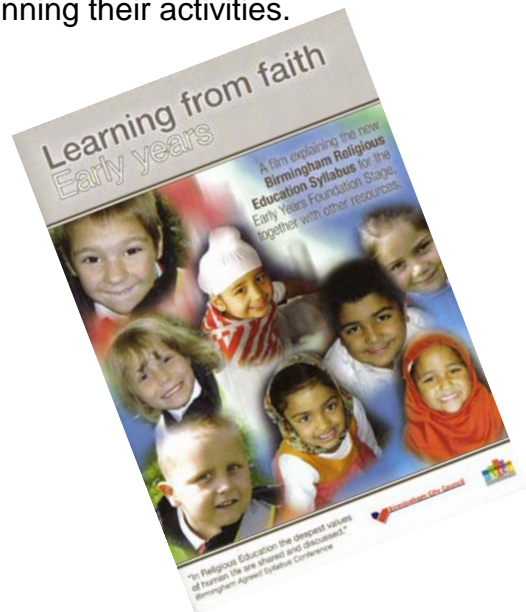
These include “*Faith makes a difference*” which provides over four hours of material which takes a unique look at faith through the 24 dispositions.

These are suitable for primary and secondary phases of education.

More recently, this has been augmented by “*Learning from Faith: Early Years*”.

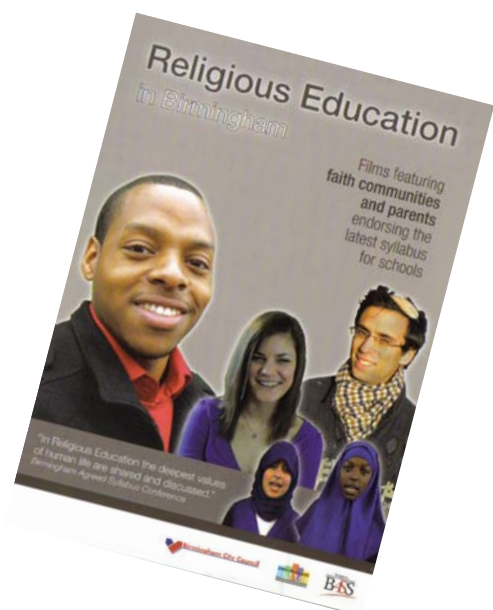
It introduces the aims and shows how the new RE syllabus can be built into everyday practice in the Early Years phase of education.

Whilst RE is not statutory in the Early Years Foundation Stage, the film demonstrates how practitioners and leaders find the syllabus useful in planning their activities.



Ownership by Parents and Faith Communities

“Religious Education in Birmingham” provides a series of films in which faith communities and parents endorse the Agreed Syllabus.



“*What I like about the new Syllabus is that it takes children’s spirituality seriously.*”

**Bishop David Urquhart,
Bishop of Birmingham**



9. COLLECTIVE WORSHIP WORKING COMMITTEE

SACRE's work is shared by a number of sub committees. These include the Collective Worship working group,



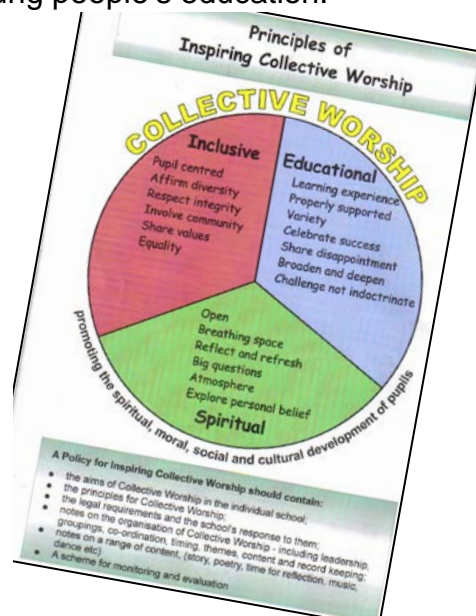
whose role is to reflect on and provide support for educationally appropriate and culturally sensitive Acts of Collective Worship in schools.

Collective Worship has always been a contentious area of activity. Some may question its presence in schools whilst others may desire a return to traditional, and perhaps outdated, practices.

However, the working group is keen to emphasise that any truly educational experience must include those dimensions which extend beyond the cerebral and explore the essential humanity of school communities. To this end, the working group has

produced a new information leaflet "Inspiring Collective Worship" for schools and governing bodies which not only covers the legal responsibilities in this area, but addresses ways in which Collective Worship can aspire to inspire. It seeks to challenge but not indoctrinate; to affirm diversity and to enable participants to refresh and reflect. "Guidance on the use of Visitors" has also been prepared.

Effective Collective Worship can play a full and valued part in the development of the spiritual, moral, social and cultural dimensions of our children and young people's education.



It can also ensure that our diverse communities have the opportunity to engage with each other to the benefit not only of pupils but to society as a whole.

Siôr Coleman,
Chair, Collective Worship Working Group



10. DETERMINATIONS FOR COLLECTIVE WORSHIP

The 1988 Education Reform Act (ERA) states that “the majority of Acts of Collective Worship must be wholly or mainly of a Christian character. They should reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination”.

However, it recognises that although the spiritual traditions of the country are

Christian, in some schools their spiritual/cultural make-up includes significant numbers of many faith traditions.

In these schools an application can be made to SACRE for a Determination which lifts the requirement that the majority acts of collective worship should be “wholly or mainly of a Christian character”.

School	Date determination Granted by SACRE	Date of Expiry/ Renewal
Conway Primary School	September 2004	September 2009
Moseley School Language College	September 2004	September 2009
Springfield Primary School	September 2004	September 2009
Adderley Primary School	April 2005	April 2010
Birchfield Community School	June 2005	June 2010
Somerville JI School	June 2005	June 2010
Canterbury Cross Primary School	June 2005	June 2010
Nansen Primary School	June 2005	June 2010
City Road Primary School	January 2006	January 2011
Parkfield Primary School	January 2006	January 2011
Broadway School	September 2006	September 2011
Cromwell JI (NC) School	September 2006	September 2011



George Dixon International	September 2006	September 2011
Washwood Heath Technology College	September 2007 "part school"	September 2012
Oldknow Junior	January 2008	January 2013
Yew Tree Community School	January 2008	January 2013
Park View Secondary School	April 2008 "part school"	April 2011
Starbank Primary School	April 2008	April 2013
Shaw Hill Primary School	September 2008 "part school"	September 2013
Anderton Park Primary School	January 2009	January 2014
Marlborough Junior School	January 2009	January 2014
Ladypool Primary	January 2009	January 2014
Highfield JI	January 2009	January 2014
Arden Primary School	September 2009	September 2014
Bordesley Green Girls' Specialist and Enterprise School	September 2009	September 2014
Wilkes Green Junior School	September 2009	September 2014



11. INFORMATION RECEIVED



We continue to receive documentation from the Qualifications and Curriculum Authority about the teaching of Religious Education.



Delegates from SACRE attended NASACRE meetings.



Copies of the annual SHAP Wall Chart of Religious Dates were purchased for use by Schools.

12. LIST OF RECENT DOCUMENTS AND PUBLICATIONS FROM SACRE AND BASS

The following publications are available: please refer to the Clerk/Administrative Officer to SACRE for details:

- The Constitution of Birmingham SACRE.
- Birmingham Agreed Syllabus for Religious Education 2007.
- DVD “RE in Birmingham” (for Parents and religious communities)
- DVD “Faith makes a difference” (for teachers)
- DVD “Learning from Faith: Early Years” (in preparation)
- Inspiring Collective Worship
- Collective Worship in Birmingham Schools - Determinations. (Revised January 2005)
- Collective Worship – welcoming visitors
- Guidelines for Schools for different faith traditions



13. SACRE MEMBERSHIP APPOINTMENTS FOR MUNICIPAL YEARS TO SEPTEMBER 2009

COMMITTEE A Christian and other religious denominations, not including the Church of England.

Spiritual Assembly of the Bahais of Birmingham	<i>Val Johnston</i>	Muslim Community	<i>Amjad Ahmed Sheikh Khurram Bashir Mohamed Hashim Malik Fazal Hussain Zahida Hussain Samreena Kamran Chaudhry Mohammad Lateef Dr Shamim Qureshi</i>
Heart of England Baptist Association	<i>Revd Siôr Coleman</i>		
West Midlands Buddhist Council	<i>Tony Lister</i>		
Council of Black-led churches	<i>Elaine Ricketts Melvin Brooks Lynette Pringle</i>	Orthodox Church	<i>Alexander Nicolaides</i>
Smaller Free Churches	<i>Gareth L Davies Sue Fearon Janet Hopton</i>	Rastafarian Community	<i>Jennifer Moses</i>
Hindu Community	<i>Dinesh Chauhan Dr Janesh Gupta Jay Jina</i>	Roman Catholic Church	<i>Mary Baines Anne Bell Frank Farrell Fraser Long Angela Percival</i>
International Mahavia Jain Mission	<i>Arvinder Jain</i>	Sikh Community	<i>Dr Jagbir Kaur Jhutti-Johal Gopinder Kaur</i>
Jewish Community	<i>Rabbi Shmuel Arkush Loretta Cohn</i>	United Reformed Church	<i>Dr. Marius Felderhof</i>
Methodist Church	<i>Vacancy</i>		

COMMITTEE B The Church of England.

Rosie Bewley

*Jill Stolberg
Betty Richmond
Revd Dr Toby Howarth*

*Rachel Jepson
Dr Stephen Parker
Trisha Wick*

COMMITTEE C Teachers' Associations.

ATL	<i>Bethan Ruth Christine Tanquee Raymond Rowe</i>	NUT NUT	<i>Nigel Baker Lucretia Fields</i>
NAHT includes BHTA	<i>Sue Baker Sandra Bailey Vacancy</i>	ASCL SHA	<i>Ronald Skelton Michael Emm</i>
NASUWT	<i>Rosemary Sargent Brenda Inman</i>		



COMMITTEE D The Local Authority.

Cllr Jan Drinkwater
Cllr Atwal
Cllr Kim Brom
Cllr Margaret Byrne
Cllr Karen Hamilton
Guy S Hordern

Chairman of SACRE

Cllr Colin Hughes
Cllr Jon Hunt
Cllr Timothy Huxtable
Cllr Chaudry Rashid
Keely Rogers

CO-OPTED MEMBERS

Samreena Kamran
Abdul Malik

Co-opted Committee A

OFFICERS IN ATTENDANCE

Simone Whitehouse
Rachel Hack
Gill King
Sheila Huckfield-Power
Anthea Shaylor

RE Adviser, BASS
Teacher Adviser - RE
Clerks to SACRE BASS

SACRE WORKING GROUPS

Curriculum

Sue Fearon	A
Rachel Hack (Convenor)	LA
Janet Hopton	A
Zahida Hussain	A
Val Johnson	A
Rachel Jepson	B
Christine Tanquee	C
Simone Whitehouse (Convenor)	LA

Pupil Related Projects

Gareth Davies	A
Lucretia Fields	C
Yann Lovelock	A
Jennifer Moses	A
Elaine Ricketts (Convenor)	A

Finance

Shmuel Arkush	A
Marius Felderhof	A
Guy Hordern (Convenor)	D
Alexander Nicolaidis	A
Raymond Rowe	C

Collective Worship

Siôr Coleman (Convenor)	A
Sue Fearon	A
Malik Fazal Hussain	A
Zahida Hussain	B
Betty Richmond	LA
Simone Whitehouse	LA

IT

Shmuel Arkush (Convenor)	A
Arvinder Jain	A
Jay Jina	A
Elaine Ricketts	A
Rose Sargent	C

Relationships and Sexual Health

Shmuel Arkush	A
Mary Baines	A
Loretta Cohn	A
Janet Hopton	A
Guy Hordern	A
Zahida Hussain	D
	A

Publicity

Siôr Coleman	A
Marius Felderhof (Convenor)	A
Yann Lovelock	A
Jill Stolberg	B