

Birmingham Local Authority

Standing Advisory Council On Religious Education

A DRAFT Development Strategy

2009 - 2012

Executive Summary

Key Points:

The purpose of this document is:

1. To set out a development strategy for the Birmingham Standing Advisory Council on Religious Education (SACRE), a statutory body, to render it more effective and to co-ordinate its educational tasks with related work undertaken in other City directorates;
2. To determine the structural and budgetary implications.

Background Information:

The Birmingham Standing Advisory Council on Religious Education is a statutory body required by the 1988 Education Reform Act to undertake certain functions. The members are appointed by the authority to represent:

1. The Authority,
2. The Teacher Associations,
3. The Church of England and Faiths present in Birmingham, including Christian Denominations other than the Church of England.

The latter all contribute on a voluntary basis but the SACRE is administered and serviced by the Authority. A review of its structure and work has led to this development strategy to devise a means of making more productive and proactive use of the available expertise on the council and consequently of the resources of the Authority. It comports well with the policy of the Authority to build constructive links with Faith-based communities in order to enhance their contribution to civic society. A failure to respond is to risk squandering the goodwill and expertise otherwise freely offered.

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Legal Basis of SACREs

1. The Standing Advisory Council on Religious Education (SACRE) is required in law (see section 390 of the Education Act 1996) [i] to be set up by the Local Authority. SACRE is therefore a statutory body.
2. SACRE is composed of four groups:
 - The representatives of the Local Authority.
 - Representatives of the Teachers
 - Representatives of the Church of England
 - Representatives of Faiths present in Birmingham, including Christian Denominations other than the Church of England.

The current membership of the Birmingham SACRE is found in the attached end note [ii].
3. The duties are set out in section 391 of the Education Act 1996. In brief they are:
 - "To advise the Local Authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with the agreed syllabus as the authority may refer to the council or as the council may see fit".
 - "To consider applications for determinations in connection with Collective Worship".
 - "To require a review of the Agreed Syllabus for RE"
4. SACRE presently operates under an agreed constitution, which has been revised and pending approval. It was reconsidered in conjunction with this development strategy.

Summary of Birmingham SACRE Duties

The duties of SACRE are such tasks as the Local Authority may require it to undertake. But to comply with the law Birmingham SACRE must respond to requests for advice from the Local Authority and offer advice to the Authority, which will:

1. Enable the Authority to provide an Agreed Syllabus for RE appropriate to the children and young people of Birmingham.
2. Require the Authority to review the existing Birmingham Agreed Syllabus when necessary.
3. Assist the Authority in ensuring the Birmingham Agreed Syllabus is well taught.
4. Facilitate the Authority in its endeavour to assist and support Birmingham teachers in delivering the syllabus in the classroom.
5. Assist the Authority in its policy of supporting faith communities to give children and young people in Birmingham access to religious life.
6. Enable the Local Authority to perform its function of ensuring there is good collective worship in all Birmingham schools.
7. Grant determinations [iii] to Birmingham schools, when appropriate, that will lift the requirement for collective worship to be mainly or wholly of a broadly Christian character [iv].
8. Assist the Local Authority in the development of its policy for the enrichment of community life and social cohesion.
9. Initiate projects in pursuit of all the above.

A Vision for SACRE in Birmingham

Birmingham is a city that happily embraces many cultures, languages, faiths and people from many different ethnic backgrounds whilst striving for peace and prosperity. It is also a city in which education is wholeheartedly supported and hence it secures and encourages opportunities for lifelong learning. By this means children, young people and adults will be able to achieve their highest potential and become active participants in the economic, social, political and cultural life that Birmingham has to offer.

SACRE believes that high quality Religious Education is central to all good education in school. In this role RE must itself be at the leading edge of performance and practice. In support of this, SACRE seeks to review its own performance and practice so that:

- Its advice will be sought and appreciated.
- The Authority and its agencies will seek to work with it in close partnership.
- It is well administered and increasingly proactive.
- It is well informed about RE and Collective Worship in schools and the consequent impact on the wider society.
- The Authority will seek to fund it properly with financial resources for which SACRE will be fully responsible and accountable.

In its vision for the flourishing of children and young people in Birmingham, SACRE endeavours to take full account of:

- the City Council's policies and priorities, including those identified for education, and in particular, for Religious Education
- the City's community strategy and
- its Children and Young People's strategy.

SACRE shares the vision for Birmingham as a modern, successful and cohesive city that values local communities and respects diversity. It supports the City's commitment to developing a range of partnerships and collaborations, which will help to realise the aspiration for Birmingham to be a city of vibrant urban villages.

A key priority within this vision is effecting real change through developing SACRE's involvement and influence across the city. In brief, central outcomes to this SACRE development plan will be:

- Dynamic Religious Education and inspiring Collective Worship in schools.
- Faith communities in active dialogue, working together towards a more cohesive society.
- Improved resourcing of SACRE and implementation of its advice.

- Work and communication with key partners, and
- Active participation in the City's implementation of 'Every Child Matters'.

Strategic Goals for SACRE

The focus of SACRE is to engage actively, on the basis of correlating faith commitments and shared concerns, with the education priorities outlined in the Cabinet and Corporate Plan and the Children and Young People's Plan. It is vital, if our vision for the children and young people of Birmingham is to be realised, that the following strategic goals are achieved:

- Improved engagement with all potential partners, educational and religious.
- Support for the work of these partners to improve educational services to children and young people across the city
- Increased innovation and collaboration with schools and other learning services specifically to improve the effectiveness of teaching and learning in Religious Education and linked aspects of the school curriculum [e.g. Collective Worship] in order to spread effective practice and to raise the standards of educational achievement for all children and young people in Birmingham.
- Increased innovation and collaboration with schools, other learning services and faith communities designed specifically to enrich Birmingham's community life and enhance its cohesion.

Budget

The confidence of the Local Authority in the work and contribution of its local SACRE has been demonstrated in its willingness to fund its work with an increasing budget from £50k in 2006-7 to £90k in 2008-9. This has enabled SACRE to fulfil its legal responsibilities and to support the 2007 Agreed Syllabus with what is widely regarded as some of the finest resources in the country. There is now a growing website which does not only provide the Agreed Syllabus on-line but supports the Syllabus with schemes of work and lesson plans and other tools which have encouraged teachers and others to make full use of it. There is a growing suite of DVDs which offer teachers in all phases of schooling continuing professional development as well as classroom audio-visual resources. One DVD is designed to inform the wider

community about RE and to encourage their support for the Syllabus and partnership with schools, and to nurture the cultivation of social cohesion. Birmingham SACRE has also been actively engaged in national debates and discussions about RE and is now regarded as offering leadership in the field and providing new ways forward for the subject. The reputation of the City has been considerably enhanced by the work of SACRE over the past three years. All this was made possible by the recognition on the part of the Cabinet member for Children, Young People and Families of the potential contribution which a SACRE could make with the necessary resources.

SACRE has a strongly committed membership which is made up of people with significant ability and influence, who themselves are nominated by all the major denominations and religions in the Authority, as well as members nominated by the Teacher Associations, and members nominated by the Local Authority. **SACRE is perhaps the only statutory connection that the Local Authority has with the religious and faith groups existing in the Authority and thus provides the Authority with a unique opportunity of relating effectively to these groups on a formal basis.** This relationship, while it may start with Religious Education and Collective Worship in school, has become the foundation upon which other issues are usefully and constructively considered. SACRE, therefore, is a unique asset, which the Local Authority has developed, grown and used as a means of building productive relationships with the different faiths and their leadership in Birmingham. In this role it is important for SACRE to continue to construct and develop the working relationship with the Equality and Human Resources Directorate, which presently has been allocated responsibility for developing the Authority's Faith Strategy. Since SACRE constitutes an important inter-religious forum concerning the preparation of young people for our common civic life, it provides an opportunity for the City to recognise and celebrate the presence in the community of different faiths which contribute to its wellbeing.

It is particularly encouraging that the Cabinet Member for Children, Young People and Families, in recognition of the quality (and voluntary) resource that SACRE represents, is willing to meet regularly with SACRE chairs to hear SACRE views and to seek their advice.

Some 'Key Issues'

'Key issues' is terminology well recognised from Ofsted visits and refers to those concerns raised with a school after a formal inspection. In the SACRE context the 'key issues' are those concerns which have been raised after its own initial self-evaluation. It is clear that:

1. Within SACRE not all working groups are functioning effectively.
2. The administration is much better but there are still some weaknesses.
3. There are weaknesses in its knowledge base concerning the reception and use of the new Syllabus.
4. Ensuring access to all appropriate nominating bodies.
5. Ensuring that representatives report back to their constituencies.

Solutions

The above concerns are addressed in this development strategy through the aims and objectives which are set out below and which are supplemented by the following operational considerations:

1. Recognition that SACRE ambitions should not outpace what volunteers can realistically deliver in their own time.
2. Offering more support to the Chair and Clerk with a support officer who will be accountable to SACRE.
3. Devising an appropriate monitoring and evaluation project.
4. Advising nominating bodies to expect feedback and to ask them to give their representatives scope to do so.
5. Reviewing sources of official information about RE and Collective Worship in schools and where necessary to search out information.
6. Building links with the University Department of Theology and Religion and exploiting relevant research opportunities.
7. Having an on-going, dynamic SACRE development plan that is monitored and revised regularly to meet new expectations.

Aims and Objectives

Aims

In view of its statutory basis and the present situation, SACRE has set itself the following aims and specific objectives to improve its performance in support of a vibrant Religious Education and inspiring Collective Worship in all Birmingham schools, namely, to offer advice and initiate projects which:

- Improve engagement and build relationships between parents, faith communities and the Local Authority and its schools.
- Inspire young people to live flourishing lives as citizens of Birmingham.
- Develop positive and constructive inter-religious and inter-cultural/heritage relationships.
- Enrich community life and create social cohesion.

Specific Objectives

Re: Agreed Syllabus

Objective 1: *to continue to support the Agreed Syllabus*

- The new Agreed Syllabus is being embedded in schools in Birmingham but trainee teachers and teachers new to the authority need to be informed about the advantages and unique features of the Birmingham Syllabus.
- Schools need to be helped to adapt the Syllabus to the unique circumstances of every school with appropriate but non-statutory schemes of work and lesson plans.
- Teachers need to be encouraged to contribute to the schemes of work and lesson plans and to recognise this as a collective responsibility and creative opportunity.
- The provision of sufficient continuing professional development for teachers from the RE advisor to ensure creative use of the Syllabus.
- Encouraging partnership between schools and the [faith-based] communities in which they are located.

- The website and appropriate teaching resources need to be secured and maintained.
- Centralising pressures from the QCA and DCSF that endanger any of the merits of the Syllabus need to be resisted.

SACRE will offer clear advice to the Local Authority to identify resources for each of these needs.

Re: Teaching and Learning

Objective 2: *to support teachers*

In its work SACRE intends to support all teachers who deliver Religious Education in the classroom and collective worship in schools by:

- Advising the Authority to maintain a creative and dynamic Agreed RE Syllabus.
- Advising the Authority to offer up to date in-service professional training.
- Directing the Authority to current sources and resources in the city for the delivery of RE and collective worship in school and assuring teacher access to those resources.
- Creating a framework for constructive inter-religious relations and dialogue in the service of the above aims.
- Working in partnership with the RE advisor to ensure that the SACRE is provided with high quality information about standards, provision and any factors affecting pupil performance in RE.
- Encouraging appropriate links with parents and faith communities.

Re: Collective Worship

Objective 3: *to support appropriate Collective Worship in Birmingham Schools*

SACRE seeks to offer advice, guidance, and initiate projects which lead to inspiring acts of collective worship appropriate to the religious background of pupils within Birmingham schools, and specifically which:

- Through collective worship express the dedication of schools [vi] to the overarching aims of education.

- Monitor and review compliance with both the letter and spirit of educational legislation.
- Build the community life of schools.
- Inspire young people to learn and achieve their best, intellectually, emotionally and practically.

Re: SACRE work

Objective 4: *to operate a delegated budget, and to initiate projects*

To empower SACRE to fulfil its strategic role, funding is required to enable it:

- To be well-managed and administered
- To be supported with advice
- To become more proactive in offering advice to the Local Authority.
- To stimulate RE and community life within the Authority with specific projects.
- To encourage RE publications and maintain a website
- To expend resources on RE development.

To achieve these ends SACRE requires the allocation of resources.

Re: Improving SACRE status

Objective 5: *To introduce Quality Assurance through a process of self-evaluation*

'Following the recent report from Ofsted on the effectiveness of SACREs and the QCA's regular work on analysing SACRE annual reports, QCA - in partnership with Ofsted - has been shaping a self-evaluation tool for SACREs

On the basis of this self-evaluation tool, Birmingham SACRE seeks to confirm its status as an advanced SACRE 'which demonstrates consistently effective practice and is highly valued by schools and the Local Authority'. The key purposes and outcomes of this process are to:

- Identify the tasks to be done, by when they are to be completed, the means by which to do them and the person(s) responsible.
- Continuing to ensure that appropriate support and apposite advice is made readily available to the Local Authority.
- Continuing to ensure a well-founded and informed approach in supporting the development of Children's Services.
- Continuing to support the identification and dissemination of good practice in both the teaching of Religious Education and the delivery of Collective Worship.

- Continuing to ensure good inter-faith and inter-community dialogue and thus to strengthen social cohesion.
- Continuing to ensure good links between schools, the education service, and faith communities.
- Continuing to deliver innovative initiatives in Religious Education and Collective Worship.

SACRE does not seek to develop an inspectorial role with schools but does aim to develop itself as an advisory resource, working closely with the Local Authority to provide support for schools in developing their climate for learning and innovation and excellence across the curriculum. By being resourced to be more proactive SACRE seeks to maintain its profile within the Authority, schools and in the faith communities throughout the city. SACRE believes that the Local Authority as the largest educational authority in Europe deserves, and must be seen to have, a SACRE that enhances the reputation of Birmingham as a centre of excellence in the field of Religious Education and in inter-religious relations.

Monitoring and Improving

Fulfilling Statutory Duties

OUTCOMES (against which summative judgements will be made):	KEY STRATEGIES:	KEY TASKS:	LEAD PERSON / GROUP:	LINKS TO CABINET AND CORPORATE PLAN PRIORITIES:	TARGET DATE:	BUDGET:	MONITORING:	EVALUATION:
1 <ul style="list-style-type: none"> - All schools and RE teachers are aware of the Agreed Syllabus - All schools have embedded AS into the curriculum - All RE teachers using the AS in devising their schemes of work. - Faith communities and wider public aware of the nature of RE in community schools. 	<ul style="list-style-type: none"> - To promote the Agreed Syllabus 	<ul style="list-style-type: none"> - Production - Distribution - Promotion 	<ul style="list-style-type: none"> - SACRE Publicity committee 	<ul style="list-style-type: none"> - Priorities 1,2, 3, 5, 8 & 9 	2009-12		<ol style="list-style-type: none"> 1. Hits on Birmingham RE Website. 2. References to RE in school self evaluation reports. 3. Sample questionnaire to schools 4. Feedback through RE Advisors 5. Enquiries from faith communities and general public. 6. SACRE Self-Evaluation 	<ol style="list-style-type: none"> 1. Evidence of good use of AS in school self-evaluation reports. 2. Many schools and RE teachers submitting SoW to SACRE and contributing to non-statutory resources 3. Sample questionnaire showing that the curriculum is embedded. 4. Sample questionnaire showing parental satisfaction.

OUTCOMES (against which summative judgements will be made):	KEY STRATEGIES:	KEY TASKS:	LEAD PERSON / GROUP:	LINKS TO CABINET AND CORPORATE PLAN PRIORITIES:	TARGET DATE:	BUDGET:	MONITORING:	EVALUATION:
							Toolkit key areas: 1d 1e 3a 3b 3d 5a 5b	
2 - A dynamic statutory Agreed Syllabus is established - AS well supported with non-statutory advice and resources - The authority well advised on inter-religious and educational concerns - Inter-religious dialogue established - good relationships between schools and local faith communities	- To support the authority with advice and establish its reputation as a centre of excellence for inter-religious and race relations	- Advise the authority to maintain a creative syllabus - Advise the authority on training needs - Create a framework for constructive and inter-religious dialogue - create partnerships between schools and faith communities (and related voluntary agencies)	1. Chair's Group 2. Curriculum Committee 3. Projects committee	- Priorities 1,2, 3, 5, 8 & 9	2009-12		- Professionals reporting to SACRE meetings - Sample questionnaire - Feedback from authority and faith communities - SACRE Self-Evaluation Toolkit key areas: 1g 2f 3c 3e 5a 5b 5c 5d	- Ongoing production of excellent additional non-statutory material - Good input from SACRE to resource base - Good advice to the authority - Records evidencing constructive inter-religious dialogue - self evaluation of schools on community relations
3 -Determination applications reviewed and	- To fulfil legal duties on collective worship	- Monitoring and reviewing compliance	- Collective Worship Committee	- Priorities 1,2, 3, 5, 8 & 9	2009-10		- Professionals reporting to SACRE	- All schools sharing records of their collective

OUTCOMES (against which summative judgements will be made):		KEY STRATEGIES:	KEY TASKS:	LEAD PERSON / GROUP:	LINKS TO CABINET AND CORPORATE PLAN PRIORITIES:	TARGET DATE:	BUDGET:	MONITORING:	EVALUATION:
	monitored		with the letter and spirit of the law					meetings - Sample questionnaire - Reviewing SACRE records - SACRE Self-Evaluation Toolkit key areas: 2a 4a 4b	worship - Appropriate number of schools applying for & reviewing their determinations
4	- Production and presentation of annual report	- To fulfil legal duty and - To inform QCA and wider public of SACRE work	- To produce an annual report - To distribute it	- Publicity Committee - support officer	- Priorities 1,2, 3, 5, 8 & 9	2009-10		- Progress reported to SACRE and monitored by Publicity Committee - SACRE Self-Evaluation Toolkit key areas: 2a 2e	- Reviewed and endorsed by SACRE - Good document produced - Distribution made to relevant bodies.
5	- a delegated budget achieved	- To optimise the functioning of SACRE	- working with a delegated budget from 2009 - Establishing	- SACRE chair and Finance committee		2009-10 2009-10		Chair and finance committee reporting to SACRE and complying with City regulations re: use and	- Money well spent on stated purposes. - Proper records kept.

OUTCOMES (against which summative judgements will be made):	KEY STRATEGIES:	KEY TASKS:	LEAD PERSON / GROUP:	LINKS TO CABINET AND CORPORATE PLAN PRIORITIES:	TARGET DATE:	BUDGET:	MONITORING:	EVALUATION:	
			in SACRE the accountancy procedures for the operation of a delegated budget					management of monies	

Additionally Assigned Tasks

OUTCOMES (against which summative judgements will be made):	KEY STRATEGIES:	KEY TASKS:	LEAD PERSON / GROUP:	LINKS TO CABINET AND CORPORATE PLAN PRIORITIES:	TARGET DATE:	BUDGET	MONITORING:	EVALUATION:
<p>1 Training has been provided for professionals</p>	<p>- To support teachers and volunteers from faith communities [e.g. re school visits to buildings] in delivery of Agreed Syllabus and Collective Worship</p>	<p>Training of professionals and volunteers in faith communities; secure 1. the delivery of good religious education that meets the cognitive, affective and conative needs of pupils and 2. the delivery of inspiring acts of collective worship that builds community life in school and beyond.</p>	<p>SACRE Curriculum Committee; Worship Committee</p>		<p>2009-10</p>		<p>- Feedback reports from teachers and volunteers. - SACRE Self-Evaluation Toolkit key areas: 1d</p>	<p>Data on training provided showing good impact 1. on teaching and learning and 2. on school and local community life</p>
<p>2 - At least two new SACRE projects</p>	<p>- to enrich school and community</p>	<p>- To develop management</p>	<p>- Projects Committee</p>	<p>- Priorities 1,2, 3, 5, 8 & 9</p>	<p>2010-12</p>		<p>- Development of projects</p>	<p>- Number of projects run</p>

	a year developed - Bids for further funding secured	life in Birmingham	and administration skills - To secure funding and initiate projects	- Finance Committee - support officer				- Feedback from Projects Committee - Attempts made to attract funding - Feedback from Finance Committee - SACRE Self-Evaluation Toolkit key areas: 2d	- Number of bids made
3	- Continuing as an advanced SACRE - SACRE structured into six functioning committees, each reporting regularly to the main, termly meetings of SACRE. - SACRE functioning efficiently: Members appointed. Planned agenda with papers circulated at least one week in advance	- Maintain a process of self evaluation so that SACRE becomes an influential, efficient and effective body, coordinating good links between the authority, teaching profession and faith communities	- Use SACRE self evaluation toolkit - To feed into further development of SACRE - work within new constitution. - Review terms of reference for committees. -To manage SACRE effectively & efficiently according to the constitution	- Chair of SACRE - Chairs' Group - Support Officer	- Cabinet member for education and lifelong learning - Priorities 1,2, 3, 5, 8 & 9	2009-10		- Operating against criteria set out in SACRE Self-Evaluation Toolkit - SACRE Self-Evaluation Toolkit key areas: 2a 2c	- Maintain its status as an advanced SACRE - SACRE functioning effectively: 1. Advice given to authority. 2. Determinations granted. 3. projects established. 4. budget agreed. 5. annual report created. 6. awareness of SACRE in schools and among members of faith communities – SACRE meetings held with robust

									discussions and clear decisions.
4	- Greater familiarity in schools & amongst the general public - No. of articles / reports in the media etc.	- To promote SACRE and its work	- To seek publication in a variety of media - To maintain its website for teachers and the wider public	- Publicity Committee - support officer	- Priorities 1,2, 3, 5, 8 & 9	2006-09		- publicity committee reports - Sample questionnaire to schools - Feedback through RE Advisers - Feedback as a result of information disseminated in a variety of publications e.g. website	- Number of responses from schools and other bodies recorded

Schedule of Meetings

Meetings: Minimum envisaged

Main SACRE meetings: 3 x per annum

Chair's group: 2 x per term

Projects committee: 3 x per annum

Curriculum committee: 2 x per term

Finance committee: 2 x per annum

Worship committee: 2 x per term

Publicity committee: 2 x per annum

Monitoring the SACRE Self-Development Plan

The SACRE self-development plan has included aims and targets to guide its action over the next three years. It will be important to have in place a system of checking whether the plans are being realised and revised to take into account changing circumstances. To this end, those designated as the responsible person, or in the case of a group, the chair of the group, to report annually at the last SACRE meeting in the Municipal Year on progress in achieving the stated aims. It will also be a SACRE duty to receive any changes to its development plan at that same meeting to ensure there is a rolling programme of development.

Appendices

1. Opportunities for Commissioning Projects

For SACRE to become proactive rather than being merely reactive, it requires to be alert to identified needs in school and in society and to be prepared to take initiatives. This may take the form of devising projects and securing funding to see them carried out, as well as to monitor the work to be sure that the envisaged outcomes are being realised. Alternatively, SACRE might ask other parties [e.g. faith communities, SED, colleges and universities] to bid for projects that it might be willing to back for funding from its own or alternative sources: e.g. Central Government, European Economic Community, Research bodies, Teacher Training and Development Agency, Charities.

Activities currently supported:

1. Young Person's Faith Forum
2. Drop-in sessions for teachers
3. Collective worship initiative
4. Website development
5. Faith encounter
6. Governor training
7. Teaching resources
8. CPD resources
9. Links with the Faith Leaders Group

Certain issues and selected activities that might be considered in the future:

1. Exploring cross-curricular means of addressing underachieving groups: What leads to the underachievement of various groups in the subject of RE and elsewhere? What is the potential of RE in countering this underachievement?
2. Responding to contemporary social issues: e.g. teenage pregnancies. Offering help with Relationship and Sexual Health Education
3. Promoting social cohesion: e.g. resolving religious and racial tensions. What form of religious education is most effective in creating positive valuing and respect for the dignity of others? What form of religious education best achieves the goal of social solidarity and cohesion?

4. Determinations: Why do schools with diverse religious populations not ask for a determination to lift the requirement of the law for collective worship to be mainly or wholly of a Christian character?
5. Collective Worship: A research project to discover what is happening in the delivery of the Agreed Syllabus in schools in Birmingham and examining what other support is needed.
6. Further schemes of work for the syllabus.
7. RE projects suggested by, and involving, children and young people.
8. Supporting faith-communities' RE work projects in schools
9. Working with the Department of Theology and Religion at the University of Birmingham to submit research bids in the field of RE

2. Working with Other City Council Directorates

The 1988 Education Reform Act envisaged the school curriculum making a contribution to the development of society, as well as of pupils at the school. Traditionally, the impact of the school curriculum on society may be thought of as being indirect and somewhat remote from the immediate task of teaching and learning focussed on pupils. The activities of parent-teacher associations, the various sporting activities, the musical performances, the art exhibitions of student work, the school's pastoral support to parents may all have enriched the community life surrounding the school but this contribution to society is occasionally treated as somewhat incidental to the work of the school. However, a more integrated view of the interaction between a society and its schools can be, and should continue to be, encouraged.

A growing awareness of this already exists. The best schools recognise the importance of the support of parents in the education of their children and young people and hence the need to prepare and help parents to give this support. The best schools also recognise the duty laid on schools to society in preparing young people to take on the responsibilities of adult life and to help them contribute to a flourishing economy and culture. To this end relationships with the public and private sectors, including local industry, business and not for profit organisations, are considered and cultivated. Their respective training needs are addressed. Appointments by representatives from these different sectors to the governing bodies of schools are

encouraged, providing some scope for these sectors to contribute to the content, direction and delivery of education. The Authority's children and young people's plan seeks to focus its social work and health care on local school communities and thus further blurring the traditional demarcations between education and work done to enhance the well-being of citizens and community life. Moreover, the Local Authority has also adopted a policy which will build on and further empower faith-communities in their contribution to society in Birmingham. In this endeavour education must also feature.

In line with educational law and the policy of the Local Authority, the RE syllabus devised under the auspices of the Authority for community schools in Birmingham emphasises the importance of, and encourages, links to be built between schools and faith communities. Teachers are asked to consider actively the needs of their local community and how their curriculum may enhance social solidarity and cohesion. In the light of these developments the Birmingham Standing Advisory Council on Religious Education must take a view on the delivery of RE in Birmingham and the impact it has on social life here. It cannot encourage links between schools and the local communities, including faith communities, and itself stand back from the integrated approach being adopted by the Local Authority. It must build links with other Authority directorates that seek to develop relationships with faith communities so that the latter can play a more dynamic role in enriching social life and in creating a caring community. **SACRE, as perhaps the only statutory body specifically devised to secure the co-operation between civic society and faith communities, must play a key role in the integrated approach of the Local Authority.**

There are different levels at which such an integrated approach might be attained. The most basic level is one of constant consultation about the activities in which Directorates other than 'Children, Young People and Families' are engaged. At a more constructive level it means co-operating jointly with these Directorates in activities that enhance community and school links or which integrate school and community life. This might take the form of jointly devising, funding, promoting and/or delivering projects that serve the function of such integration. The capacity of SACRE to do this, of course, hinges on it having a delegated budget which would enable it to take initiatives of this nature. Without such a delegated budget the capacity to work

constructively with the arms of other directorates will be strictly limited and more likely to be one of dependence than one of mutuality.

For example, SACRE must make its contribution to the on-going development and commissioning framework of Birmingham's children and young people's plan and ultimately have a clear line of communication to the planned Children and Young People's Board to ensure that faith communities play a proper part in the integration of social care and education. In this case SACRE must, in the first instance, liaise with the Head of Equality and Diversity in the Resources Directorate.

3. Budget: SACRE

Current situation

2005 – 2006	2006 – 2007	2008 – 2009
£50K	£75K	£90K

Detailed budget 2008-9

Item	Cost
Admin. and project support to SACRE	£5,402
Secondment UoB	£7,196
Network and other meetings (including cover costs, catering and accommodation)	£5,000
Website maintenance	£2,000
DVD final payments and post-production costs	£38,054
Governor Training	£2,500
Drop-in sessions for teachers	£750
Collective Worship research project	£2,000
Jubilee Debt contribution	£500
Faith Encounter	£2,500
Support from SED	£12,000
<i>Total</i>	<i>£77,902</i>

There was a £12,098 underspend on the budget but this was intended to be committed towards the Early Years film in the process of being commissioned.

Future Support for the Birmingham SACRE

To maintain its status as an advanced SACRE, it will require:

Real Budget for 2009-10

Item	Cost	Notes
Admin. and project support to SACRE	£5,537	Increase of 2.5% inflation
HE Support	£18,199	September 2009 to March 2010
Network and other meetings (including cover costs, catering and accommodation)	£5,000	
Website maintenance	£2,050	Increase of 2.5% inflation
8 KS 1 films	£24,960	
Production and Marketing KS 1 films	£7535	
Production of Early Years DVD	£7,000	
Governor Training	£2,500	
Drop-in sessions for teachers	£750	
Collective Worship research project	£2,000	
Monitoring and Evaluation project	£2,000	
Faith Encounter	£500	
Support from SED	£15,750	25 days (increase Of 5 days)
Total	£93781	

This is a £3781 overspend but less the underspend from the previous year of £12,098 leaves £8317 surplus, possibly to be used towards the initiative in 'Relationship and Sexual Health'.

Projected budget for 2010-2011

Item	Cost	Notes
Admin. and project support to SACRE	£5,550	
HE Support	£25,000	
Network and other meetings (including cover costs, catering and accommodation)	£5,000	
Website maintenance	£2,050	
Relationship and Sexual Health Education films	£25,000	
Production and Marketing Relationship and Sexual Health Education films	£7535	
Governor Training	£2,500	
Drop-in sessions for teachers	£750	
Collective Worship research project	£2,000	

Monitoring and Evaluation project	£2,000	
Faith Encounter	£500	
Support from SED	£15,750	25 days
<i>Total</i>	£93635	

Projected Budget for 2011-12

Item	Cost	Notes
Admin. and project support to SACRE	£5,5350	
HE Support	£25,000	
Network and other meetings (including cover costs, catering and accommodation)	£5,000	
Website maintenance	£2,050	
Early Years Training films	£25,000	
Production and Marketing Early Years Training films	£7535	
Governor Training	£2,500	
Drop-in sessions for teachers	£750	
Collective Worship research project	£2,000	
Monitoring and Evaluation project	£2,000	
Faith Encounter	£500	
Support from SED	£15,750	25 days
<i>Total</i>	£93635	

[i] **Education Act 1996 section 390.** - (1) A local Education authority shall constitute a standing advisory council on religious education for the purposes mentioned in section 391 (1).

(2) The council shall consist of -

- (a) such groups of persons appointed by the authority as representative members ('representative groups') as are required by subsection (4), and
- (b) [re: grant maintained schools no longer relevant]

(3) The council may also include co-opted members (that is, persons co-opted as members of the council by members of the council who have not themselves been co-opted).

(4) The representative groups required by this subsection are -

- (a) a group of persons to represent such Christian denominations and other religions and denominations of such religions as, in the opinion of the authority, will appropriately reflect the principle religious traditions in the area;
- (b) except in the case of Wales, a group of persons to represent the Church of England;
- (c) a group of persons to represent such associations representing teachers as, in the opinion of the authority, ought to be represented. Having regard to the circumstances of the area; and
- (d) a group of persons to represent the authority.

(5) Where a representative group is required by subsection (4)(b), the representative group required by subsection (4)(a) shall not include persons appointed to represent the Church of England.

(6) The number of representative members appointed to any representative group under subsection (4)(a) to represent each denomination or religion required to be represented shall, so far as consistent with the efficient discharge of the group's functions, reflect broadly the proportionate strength of that denomination or religion in the area.

(7) On any question to be decided by the council only the representative groups on the council shall be entitled to vote, and each representative group shall have a single vote.

[ii] SACRE membership

Appointments for Municipal year ending May 2009

Group A

Christian and other religious denominations, (not including the Church of England).
28 places

Name	Organisation/Faith Group
Pastor Melvin Brook Elaine Ricketts Val Johnston	Council of Black-Led Churches (CBLC) Spiritual Assembly of the Bahai's in Birmingham
Revd Sior coleman Tony Lister Gareth L Davies Mrs Janet Hopton Mrs Sue Fearon	Heart of England Baptist Association West Midlands Buddhist Council Birmingham Churches Together Duke Street Chapel [Churches Associated with the Fellowship of Independent Evangelical churches) Hindu Community
Mr Dinesh Chauhan Mr Jai Jinna Mr Arvinder Jain Rabbi Shmuel Arkush Mrs Loretta Cohn Vacant Samreena Kamran Mr Malik Fazal Mr Chaudhry Mohammad Mohamed Sheikh Khurram Bashir Zahida Hussain Alexander Nicolaides Jennifer Moses	International Mahavia Jain Mission Jewish Community Methodist Church District Muslim Liaison Community Orthodox Church Rastafarian Community

Mrs Mary Baines Fraser Long Mrs Angela Percival Dr. Jagbir Kaur Jhutti- Mrs Gopinder Kaur Dr Marius Felderhof	Roman Catholic Church Sikh Community United Reform Church
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Group B

The Church of England. 6 places.

Rev. Dr. Toby Howarth
Mrs Jill Stolberg
Mrs Betty Richmond
Ms Rachel Jephson
Ms. Tricia Wick
Vacancy

Group C

Teachers' Associations 11 places.

Christine Tanquee	ATL
Bethan Ruth	ATL
Sue Baker	NAHT includes BHTA
Sandra Bailey	NAHT includes BHTA
Rose Sargent	NASUWT
Brenda Inman	NASUWT
Vacancy	NASUWT
Mr Nigel Baker	NUT
Lucretia Fields	NUT
Vacancy	NUT
Ronald Skelton	ASCL

Group D

The Local Authority 8 places.

Mr Guy Hordern	Chair Person of SACRE
Cllr Jon Hunt	Vice-Chair Person of SACRE
Cllr Timothy Huxtable	
Cllr. Colin Hughes	
Cllr. Karen Hamilton	
Cllr. Fazal	
Cllr. Atwal	
Cllr Margaret Byrne	

Co-opted members

None

[iii] See 1996 Education Act, section 394

[iv] See 1996 Education Act, section 386 (2)

[v] As per e-mail from Jackie Hughes, 14-09-2005

[vi] This is intended to refer to all the maintained educational establishments in which a daily act of collective worship is legally required, including e.g. 6th form colleges.

[vii] SACRE's plan is to maintain a high level of activity that requires a substantive budget over the next few years.