



# **Norfolk Standing Advisory Council on Religious Education**

**Annual Report  
2009-10**

## Report format

### Executive Summary:

SACRE's key achievements this year have been to make excellent progress through the development plan, and in particular to provide support on collective worship and further contacts and partnerships with faith communities.

The highlight of the year was the Annual SACRE Workshop held in the Spring Term. The workshop theme was spirituality religion and the arts, in anticipation of the major exhibition coming to Norwich Castle in 2010 called 'The Art of Faith'.

SACRE has spent much time working through key actions in its development plan. These have led to a review of the constitution and the creation of a task and finish group to create a mission statement and information leaflet for schools and other stakeholders.

The future brings the challenges of an agreed syllabus revision process. This has been begun, with extensive pupil consultation taking place for the first time.

# 1. Standards and quality of RE provision

## Overview

Introduction	Suggested data source(s)
Please give a brief overview of RE in your local authority, highlighting strengths and achievements, and noting any perceived weaknesses and development needs.	Adviser and consultant contracts Consultant Termly Update Minutes, reports, evaluations
<p>RE is valued as a curriculum subject. There is a part time (0.5) Primary RE adviser, and a secondary RE consultant (36 days in this academic year) who support the development of the subject, and support SACRE in fulfilling their role. In addition, there are Diocesan advisers who support religious education in church schools in Ely and Norwich (from April 2010) Dioceses.</p> <p>SACRE have spent time discussing the nature of 'successful RE' in county schools and this will be shared with schools through the Agreed Syllabus conference developments.</p>	

**Key area 1a: Compliance and time allocation for RE**

Question	Suggested data source(s)
To what extent is RE provision in schools compliant with the agreed syllabus requirements, and its recommendations in terms of time allocation?	School self-evaluation forms (SEFs) where appropriate, LA adviser(s), professional experience of RE teachers
<p>The vast majority of schools are compliant. There are currently two schools who are working with the adviser to SACRE to develop a programme at KS4 to ensure adequate provision is offered. SACRE have funded this support, with the view that the resulting work can become a case study to accompany the additional guidance with the revision of the agreed syllabus. In April 2010, SACRE agreed to follow the same procedure for non-compliance in primary schools, as that which had been put into place for secondary schools the previous year.</p> <p>RE time at KS3 has been cut in some schools due to the curriculum changes. Some schools are now offering learning to learn/thinking skills programmes which sometimes use RE content. At KS 4, the GCSE short course is done by the majority of schools. Some schools are looking at changes - mainly away from the short course - either to a full course which includes citizenship, a humanities GCSE or a school designed course. This is mainly due to the changes that have taken place Post 14.</p>	
Where applicable, please itemise any formal complaints about RE in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.	SACRE correspondence and minutes
There were no complaints about RE this year. However, two secondary schools sought advice about withdrawing pupils from religious education. Both situations involved difficult circumstances which were unclear in law. SACRE sought advice from the then DCSF to ensure that advice given to the schools was accurate. In both situations, amicable solutions were found with the parents concerned.	

**Key area 1b: Public examination entries in RE**

Question	Suggested data source(s)
Please give a brief prose analysis of all public examination entries in RE for your LA (full and short course GCSE, AS level and A level), if possible analysed by gender. Please add tables in an appendix.	LA data

### Key Stage 4: GCSE Short Course

Based on entries	Size of cohort	Norfolk A/A*	National A/A*	Norfolk A*-C	National A*-C	Norfolk A*-E	National A*-E
2010	4787	15.0	15.6	51.8	52.3	80.4	80.7
2009	4438	13.2	15.0	49.8	54.3	82.1	81.8
2008	4265	13.4	15.0	48.6	53.7	78	80
2007	3957	11.6	14.6	48.3	53.4	80	80
2006	3984	13.7	15.1	50	54.1	82	81

The target for 2010 was met, with over 50.2% achieving an A\*- C grade. The work in network meetings to consider the needs of the most able appears to have had a positive impact, with more pupils gaining an A\*/A grade. This is particularly pleasing since the GCSE exam criteria changed for examinations in 2010, with more emphasis on evaluative skills.

**The Top 5 schools for improvement were:**  
Hamonds High School ( +23.3%)  
Rosemary Musker ( +45.7%)  
Thorpe St Andrew ( +30.2%)  
Wymondham High ( +19.9%)  
Aylsham High ( +21.8%)

**Best results ( A\*-C) in 2010 for those entering 10 or more pupils:**  
Framingham Earl 88%  
Aylsham 84.1%  
Reepham 77.2%  
Broadland 73.5%  
Long Stratton 73.3%  
Thorpe St Andrew 72.4%  
The suggested target for 2011 is 52.4%.

**Full Course**

Based on cohort	Size of cohort	Norfolk A/A*	National A/A*	Norfolk A*- C	National A*- C	Norfolk A*- E	National A*- E
2010	1261	28.7	29.0	72.4	72.1	90.5	91.3
2009	1319	25.9	29.4	69.7	71.9	91.8	91.4
2008	1422	23.5	29.0	66.5	72.5	91	91
2007	1314	24.1	27.9	67.9	71.5	89	90
2006	933	29.9	26.3	77	70.6	95	90

The target for 70.2% was exceeded this year and schools are to be congratulated. There was a slight drop in the number of entries, this was mainly where schools who 'stream' off pupils for the full course entered more for the short course instead. As the short course results were also improved, it appears that teachers have judged well the ability of their pupils and entered for exams appropriately.

**Schools which saw significant improvement in results since 2009:**

Litcham High and Rosemary Musker saw significant improvements in results since 2009.

**Best results ( A\*- C) in 2010 for those entering 10 or more pupils:**

All the following achieved 100%:

Archbishop Sancroft

Framingham Earl

Hethersett

King Edward VII

Old Buckenham

Wymondham College

In addition another 8 schools achieved over 90% A\*- C.

**Suggested target for 2011: Full Course A\*- C: 73%**

**Key Stage 5: AS and A2**

<b>AS</b>	<i>Norfolk</i>				<b>National</b>			
	Entries	% A - B	% A - E	UCAS mean points	Entries	% A - B	% A - E	UCAS mean points
2010	57	38.6	91.2	98.4	4660	30.1	87.9	90.9
2009	26	34.6	96.2	98.7	4627	30.8	88.9	91.9
2008	44	25	91	93.1	25131	47.3	87	90.3
2007	51	37.2	90	94.1	24454	48.9	88	92.6

**Best results ( A-C) in 2010:**

<b>A2</b>	<i>Norfolk</i>				<b>National</b>			
	Entries	% A - B	% A - E	UCAS mean points	Entries	% A - B	% A - E	UCAS mean points
2010	176	50.6	98.9	223.6	11447	50.2	99.4	222.8
2009	171	64.9	99.4	231.6	11492	52.7	99.5	223.4
2008	181	54.1	100	225.7	20134	56.7	99	222.9
2007	186	52.1	99	224.8	19006	58	100	223.7

**Best results ( A-C) in 2010:**

Northgate had 80% achieving an A\*- B grade. Wymondham High and Sprowston High had 70% of students achieving an A\*- B grade.

The following schools have significant numbers taking A level religious studies - CNS, KES and Notre Dame. Here the courses are well established. At CNS which had the largest number of entries 65.8% achieved an A\*-B grade.

**Key area 1c: Standards and achievement**

<b>Question</b>	<b>Suggested data source(s)</b>
Please give a brief prose analysis of standards in RE in each of Key Stages 1, 2 and 3.	Common transfer file submissions to LA; evaluations by adviser(s), advanced skills teacher(s) (ASTs)



**Key Stage 2**

KS2 L4 and 5+	Norfolk Teacher Assessment		
	All	Boys	Girls
2010	78	74	82.3
2009	77	72	82
2008	73.5	Not available	Not available

KS2 L5+	Norfolk Teacher Assessment		
	All	Boys	Girls
2010	19.7	16.3	23.2
2009	18	14	21
2008	15.2	Not available	Not available

The RE results show an improvement over the last three years. There appears to be a significant drop in the achievement of boys at KS3. Whilst there is a difference between the two at KS2, this becomes more marked at KS3.

**Key Stage 3**

KS3 L5+	Norfolk Teacher Assessment		
	All	Boys	Girls
2010	75.9	68.9	82.2
2009	70.4	unknown	unknown
2008	67	61	72
2007	N/A	N/A	N/A

KS3 L6+	Norfolk Teacher Assessment		
	All	Boys	Girls
2010	38.0	29.4	45.7
2009	33.8	unknown	unknown
2008	30	25	36
2007	N/A	N/A	N/A

The targets for KS3 have been reached (level 5+ 71.5% level 6+ 34.2%). Achievement in RE seems to be improving and teachers are using the level descriptors more to plan lessons. Girls continue to do significantly better than boys. Suggested targets for 2011: Level 5+ 76%, Level 6+ 40%.

**Key area 1d: Quality of teaching**

Question	Suggested data source(s)
Please give a prose analysis of any significant teaching quality issues relating to RE within the range of statutory provision (foundation stage, Key Stages 1–4, post-16, special schools).	School SEFs (where appropriate), adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers.
<p><b>Primary:</b> The proposed introduction of the Rose Reports' recommendation of a 'creative curriculum' has motivated many schools to reflect on their delivery of the RE curriculum, resulting in increased enjoyment and engagement in RE lessons by teachers and learners. A large number of schools are beginning to embed assessment for learning in RE across their schools. However, many schools are still basing their RE provision on a session per week model and with too much focus on 'learning about' and recording. Christianity continues to be taught inconsistently well across the county. More whole staff training is needed to develop teachers' skills in planning and teaching good quality RE.</p> <p><b>Primary CPD Opportunities:</b>  Primary RE Conference on inspirational and creative RE  Jewish Way Of Life INSET  SACRE Annual Workshop on spirituality, art and creativity  Teaching RE for teachers in the first three years of teaching  Teaching RE for HLTAs  RE-Skilling - An introduction to RE Subject Leadership  Teaching RE in the Foundation stage and KS1  RE Subject Leader Networks have looked at using the Virtual Learning Environment, Transforming RE and RE in the 'new' curriculum.</p> <p><b>Secondary:</b> The impact of the new secondary curriculum has refocused some colleagues towards pedagogy again. This has been very positive, but its impact is evident only within a limited numbers of schools. Some imaginative approaches to teaching and learning are being particularly developed in south and east Norfolk schools, e.g. Using TASC problem solving wheel.</p> <p><b>Secondary CPD Opportunities:</b>  At network meetings the focus has included:</p> <ul style="list-style-type: none"> <li>• Interfaith Dialogue and Spiritual Development Project with UEA - schools have been invited to take part in this research.</li> <li>• Discussion took place around the analysis of data, in particular how to raise the achievement of boys.</li> <li>• KS4/5 conference days were discussed as one way of promoting RE, and also gaining more time for the subject through different 'experiences'.</li> <li>• In the January meeting teachers were able to talk through issues relating to the teaching of Judaism with the Jewish representative on SACRE. This took place at the Jewish way of Life Exhibition hosted by Norwich High School.</li> <li>• Assessment for learning - focusing on Level 6, and the kind of tasks one might set in order for pupils to achieve the higher levels.</li> <li>• Gifted and Talented - how we can provide more opportunities in the classroom and beyond.</li> <li>• Learning outside the classroom - an afternoon using TASC in the cathedral.</li> </ul> <p>In addition, The Annual SACRE workshop this year included a keynote by nationally regarded RE practitioner Lat Blaylock, and the workshops encouraged teachers to consider creative ways of exploring concepts in RE.</p>	

**Diocesan ( Ely and Norwich) CPD Opportunities:**

Subject leader networks are held across Ely Diocese for primary co-ordinators. A number of specific events took place in Ely Diocese to mark the 900<sup>th</sup> anniversary of the Diocese. In April 2010, two RE advisers were appointed to Norwich Diocese (equivalent to approx a day a week each), the first training sessions were held on 'Planning for Assessment' and 'A Sense of the Sacred - Using a Church to Explore Spirituality'.

Please summarise any available material that gives an insight into the quality of RE teaching as experienced and evaluated by pupils.

Currently anecdotal.

A pupil survey is being undertaken as part of the Agreed Syllabus review which was trialled by one of the SACRE teacher representatives with her pupils. Secondary Schools regularly undertake perception interviews as part of on going self evaluation. The development of the learning platform provides opportunities for students to engage with RE material.

Teachers regularly talk about experiences at SACRE meetings, sharing their own and pupil perceptions of religious education. This year we heard from a Roman Catholic secondary school and a community infant school.

**Key area 1e: Quality of leadership and management**

Question	Suggested data source(s)
Please describe and evaluate the main RE leadership and management issues in schools, post-16 institutions and special schools, highlighting strengths and noting any recurrent weaknesses.	Advisers, AST(s), oral reports of CPD opportunities, professional experience of teachers
<p>Primary: Subject leaders (SL) show a high level of commitment and are generally passionate about the subject, but RE is often given a lower priority than other subjects within the Primary curriculum and this is reflected in the take up of INSET opportunities in RE. There is often little management time provided to SL's for monitoring or subject development and dissemination of training to the whole staff is rare.</p> <p>Secondary: In 2009-10 there were few changes to leadership positions in Norfolk. The development of subject leaders has proved more of a challenge, as network meetings have been less well attended, despite changing times to accommodate people. Many subject leaders benefit from the partnership with UEA. As part of the training of mentors this year, they explored what makes for 'successful RE' and some have been part of a Keswick Hall Trust funded project looking at QTS standards in RE. The Strategic Thinking Group continues to promote new ideas and innovative practice. The focus this year has been on the Art of Faith exhibition in Norwich and developing event days for pupils, including a G&amp;T Day and 6<sup>th</sup> Form Day. These events take place in Autumn 2010. This group is currently funded by SACRE. Development of the VLE networking and support will be crucial in supporting those new to leadership.</p> <p>Other: The Eastern Region AREIAC (advisers for RE) group have applied for funding from Keswick Hall Trust to develop a team of ambassadors for the Celebration of RE event in March 2011. This would provide time for leading, innovative teachers to promote and develop ideas for this celebration.</p>	

**Key area 1f: Teacher recruitment and retention, level of specialist provision**

Question	Suggested data source(s)
Please describe and evaluate the level of specialist RE provision in primary schools, secondary schools, post-16 institutions and special schools.	Adviser(s), AST(s)
<p>Primary: The HLTA questionnaire suggested that the majority of RE is taught by qualified primary teachers. A number of schools have chosen RE as a PPA subject and thus it is sometimes not taught by class teachers. Clusters have nominated a lead RE School to hold resources and be a local support and disseminator of training to subject leaders in the cluster. Two Primary RE champions have been chosen for the county, who are currently involved in an AREIAC project to promote Celebrating RE month in 2011.</p> <p>Secondary: There have been very few jobs advertised this year. NQT posts have been filled largely by UEA PGCE students or GTP students trained in Norfolk/Suffolk. Most departments have at least one specialist teacher of RE, although there are still a number of schools where non-specialist staff are teaching KS3 or 4.</p>	

**Key area 1g: Resources**

Question	Suggested data source(s)
Please describe and evaluate the level of budgeting and ICT access for RE in primary schools, secondary schools, post-16 institutions and special schools.	Possible annual questionnaire response from schools, budget information from LA
<p>Primary: The majority of Norfolk Primary schools have access to RE on Espresso and its full content club membership, this will soon have to be funded by individual schools. The majority of LA RE support is available on the Norfolk Virtual Learning Environment which is free to Norfolk Primaries. Most Primary classes in Norfolk have IWB and these are used for a variety of purposes, although more imaginative use could be made of them within RE. There is no access to You Tube within Norfolk schools and this is limiting teachers' use of the rich range of RE resources available free on the site.</p> <p>Secondary: The use of IWBs is common in most departments. However, as last year they are used less as interactive tools, and more to show powerpoints, DVDs or film clips. Flexi days are enabling RE to take the lead in curriculum developments. RE departments appear reasonably well resourced, although in some schools there is no separate RE budget within a faculty system. Some schools do not seem to be resourcing new GCSE courses adequately. Some schools are developing links with outside spaces, including places of worship. One school regularly take their KS4 pupils to Birmingham for a residential visit which not only develops their understanding of RE, but also promotes community cohesion. One school hosted an event with speakers from different faiths.</p>	

## 2. Managing the SACRE and partnership with the LA and other key stakeholders

### Key area 2a: SACRE meetings

Question	Suggested data source(s)
On what dates has the SACRE met in the last year, and at what venue(s)?	Minutes of the relevant meetings.
October 6 <sup>th</sup> 2009 at Diocesan House January 27 <sup>th</sup> 2010 at County Hall April 22 <sup>nd</sup> 2010 at Notre Dame School July 1 <sup>st</sup> 2010 at the Norwich Professional Development Centre	
Please comment on patterns of attendance of SACRE members in committees 1, 2, 3 and 4, indicating any problems that may have arisen concerning maintaining a quorum.	Minutes of the relevant meetings.
October 6 <sup>th</sup> : 15 members present (A – 7, B – 2, C – 2, D – 3, 1 co-opted) January 27 <sup>th</sup> : 16 members present (A - 9, B – 3, C – 2, D – 2, 1 co-opted) April 22 <sup>nd</sup> : 15 members present (A – 7, B – 3, C – 2, D – 1) July 1 <sup>st</sup> : 15 members present (A – 7, B – 2, C – 2, D – 3) In addition we have advisers, a clerk and assistant clerk in attendance. We have not had a problem maintaining a quorum.	

### Key area 2b: Membership and training

Question	Suggested data source(s)
What range of faith groups and world views is represented on the SACRE as a whole, including co-optees?	Membership list
Within Christianity there are representatives from the Church of England, Roman Catholic, URC, Methodist, Salvation Army, Quakers, Orthodox, Baptist. We also have members representing Islam, Buddhism, Judaism, Hinduism, Sikhism, Baha'i.	

What training/induction is offered both to new members and to the SACRE as a whole?	Minutes
<p>This year we have had a new Baptist member who has completed the NASACRE training for Committee A members. We also had two people attend the one day induction training offered to any SACRE members, and this was shared with all SACRE members who could attend for two hours ahead of the July meeting.</p> <p>Each year we try to include some training within the SACRE meetings for all members. During this year SACRE has had training on successful RE &amp; Collective Worship, Holocaust Memorial Day, Social Cohesion and Humanism. The training on Collective Worship was a repeat of some of what had been presented to the teachers.</p> <p>We also take up any opportunities for SACRE members to attend additional meetings / courses where their input may be valued, and additional training / information provided. This year, in addition to our involvement with the Inter Faith Education Network, the Chair spoke at the invitation of the Network Norwich Interfaith Link, trying to see ways in which the two bodies could work together. One of our members also attended the Interfaith Network Conference in Coventry.</p> <p>As part of trying to create a Vision Statement for SACRE, the role of SACRE has been discussed.</p>	

**Key area 2c: SACRE development**

Question	Suggested data source(s)
<p>What initiatives has your SACRE undertaken in the last year (such as any publications, festival calendars, contact databases, online forums/support, website activity, student events)? Please describe and evaluate briefly. You may wish to include copies of publications, by email or posted as an appendix.</p>	<p>Minutes of SACRE meeting June 2008, Feedback from Workshop March 2009.</p>
<p>During Inter Faith week in November an event for teachers was organised, with faith members acting as a 'human library'. This was an opportunity for teachers to ask the questions they had always wanted to, but never had the forum in which to do so.</p> <p>The Annual SACRE Workshop in March took the title 'The Art of Faith' with Lat Blaylock as the keynote speaker. This ties in with an exhibition that is happening in Norwich later in the year. The teachers / headteachers were shown a new website, and were also able to take part in a number of workshops including junk percussion, stain glass painting, labyrinths, and architecture. In preparation for the website some of our SACRE members were filmed describing a favourite object.</p> <p>SACRE has begun working on the production of a Vision Statement leaflet. This is largely as a response to raising its profile, and ensuring people have some understanding of what SACRE does.</p> <p>SACRE has logistically supported the Muslim Councils 'Books For schools' project, liaising with clusters and RE subject Leaders, organising a schools launch event, mosque visit and delivery of the resources.</p> <p>The Jewish Way Of Life Exhibition was facilitated by a joint working group with Norwich High School, including members of and advisers to SACRE. SACRE sponsored the launch event and funded the administration support and logistical management of the event, enabling hundreds of pupils and members of the public to visit the exhibition.</p>	
<p>Does your SACRE have a development action plan? If so, please attach it as an appendix.</p>	<p>Development Plan</p>
<p>Yes.</p>	

Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?	Minutes, publications
<p>The Primary adviser gives advice on the learning platform, updating colleagues with additional information regularly. She sends emails about local and national initiatives that are taking place, runs Subject Leader Network meetings and produces a termly newsletter.</p> <p>The secondary consultant uses similar strategies to keep teachers informed of new resources, strategies and other matters.</p> <p>The Network Meetings run by the Advisers give an opportunity for further advice, support, new resources etc.</p>	
Does your SACRE have any ongoing relationship with local providers of initial teacher education and CPD, including training for NQTs? If so, what does this relationship consist of?	Publications, reports
<p>We have a co-opted member from the UEA who is involved with ITE. Also the adviser to SACRE teaches on the PGCE course and has done some training with NQTs. A member attended the NQT training, so as to share something of the role of SACRE. Both advisers teach on the SCITT programme based in Norfolk and Suffolk, for both phases of education.</p> <p>A group of PGCE students attended the January meeting (something which is to become a regular occurrence), so as to gain some understanding of the role of SACREs. They also participated by sharing presentations on Holocaust Memorial Day.</p>	

### Key area 2d: Financial support

Question	Suggested data source(s)
Please describe and comment on the level and nature of finance offered to the SACRE by the LA, for the training of its members, for supporting RE and collective worship, and for implementation of its action plan.	Budget
<p>We do not have a budget as such, but put bids into the LA for funding for specific events. We have also asked for extra funding for Adviser time to implement our Development Action Plan which has been granted.</p>	



**Key area 2e: Information and advice**

Question	Suggested data source(s)
Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and collective worship? Please describe the main methods by which this information and advice reaches your SACRE.	Minutes, reports from AR & KW.
The LA Primary Adviser, and the Adviser to SACRE who is an RE Consultant in Secondary Schools, report directly to SACRE on a regular basis. Written reports are provided at all full SACRE meetings. Diocesan advisers also provide information on church schools in the county.	
What professional advice on RE and collective worship is available to your SACRE (such as adviser, AST, consultant, mailings, online access)? If possible, please give approximate number of days.	Constitution, membership list
<p>Adviser to SACRE who is consultant to Secondary Schools – 38 days to work for SACRE &amp; support in Norfolk schools.</p> <p>Primary Adviser who holds a 0.5 post.</p> <p>Both of these are attendees of SACRE meetings on a regular basis. We also have access to an AST and a Lead Practitioner if required. Other people are invited to come and share good practice on a one-off basis.</p> <p>The Primary adviser produces 'RE News' for subject leaders in schools, but this is also given to SACRE members. At present SACRE members do not have access to the VLE unless they are currently working in schools. This is hoped to be changed in the near future. The secondary consultant also provides a termly newsletter. In addition, an INSET providers group meets once a term to discuss support for religious education and collective worship. This includes representatives from places of worship, pilgrimage sites, faith groups with education officers, as well as HE representatives, Diocesan and county advisers.</p>	

Are there any issues that your SACRE has referred to its LA for consideration and/or action (such as grade data, resourcing)? If so, please specify, and describe the response/outcome.	Minutes
<p>Resourcing – as the Development Action Plan has been created it was acknowledged that more time would be needed for our adviser and this has been granted by the LA.</p> <p>NQTs leading RE in High Schools – this has been an issue raised in SACRE meetings. The Adviser is supporting such teachers, and the Clerk to SACRE has notified the NQT Induction Adviser.</p> <p>HLTAs and TAs teaching RE – a questionnaire was commissioned to go into all schools to ascertain who is actually teaching RE in Primary Schools. The Primary Adviser is offering places for HLTAs and TAs on all CPD that is relevant.</p>	
Has your SACRE given advice to LAs on any matters? If so, please broadly describe the advice and specify the SACRE's reason for offering advice.	Minutes
No.	

### Key area 2f: Partnerships with other key stakeholders

Question	Suggested data source(s)
Has your SACRE undertaken, commissioned or sponsored any training activities for teachers, TAs, governors or the public, such as annual lectures, conferences, workshops, inset, student days, visits to places of worship or visits to higher education? If so, please describe and evaluate briefly.	Minutes, Feedback from Workshop.
<p>The Annual Workshop which allowed teachers and headteachers the chance to think about art, and its role within faith. The responses were very positive, and a competition has now been opened to schools to create an object or sculpture which expresses faith in their own community.</p> <p>There have also been a number of Roadshows on Collective Worship, when many teachers and governors have taken the opportunity to see good practice, and how it can be adapted to their own school environment.</p> <p>Mosque visit at Muslim Council's Books for Schools launch.</p>	

JWOL Exhibition

### 3. The effectiveness of the local agreed syllabus

#### Key area 3a: Review of the agreed syllabus

Question	Suggested data source(s)
Please specify, with a year, your SACRE's present stage in the cycle of implementing, monitoring, reviewing, writing/revising, launching or training in the agreed syllabus.	Minutes, action plan
<p>The Norfolk Agreed Syllabus has now been in place for 5 years. A request to convene an Agreed Syllabus Conference has been granted. The provisional time line for the start of this process looks like:</p> <p>April- October: Consultation with schools through questionnaires and interviews, in addition a questionnaire and interviews with students/pupils.</p> <p>October: Likely first meeting of the Agreed Syllabus Conference</p> <p>Considerations for the review:</p> <ul style="list-style-type: none"> <li>• The challenges facing any review include changes to the secondary curriculum, although non-statutory for RE, which has wider implications e.g. focus on concepts and processes, PLaTs, cross curricular dimensions, community cohesion and proposed APP. It is important that any review embraces these changes and uses them to transform learning positively.</li> <li>• Changes in the primary curriculum will also need to be considered, even if at the current time they have not become law.</li> <li>• In addition, it is felt that the current syllabus, whilst a good foundation, has not been implemented effectively in a number of schools. Anecdotal evidence suggests that some schools are still not using the agreed syllabus effectively.</li> <li>• The focus on concepts has been challenging in some schools - both primary and secondary. For example, in order to make conceptual links with other curriculum areas, one needs to understand which concepts would be appropriate. This has meant that sometimes the curriculum itself lacks challenge, but also that possible links with other subjects are avoided. This will need to be addressed in any review, possibly with further guidance material.</li> </ul>	

#### Key area 3b: Using the non-statutory national framework

Question	Suggested data source(s)
To what extent, and in what ways, is account being taken of the non-statutory national framework for RE, and also of the RE section of the new secondary curriculum? What impact is this having on RE locally?	Adviser(s), AST(s), consultant(s)
The NSNF forms the basis of the agreed syllabus. It is not planned to change this in the review.	

The secondary RE consultant was also an RSA until March 2010 for the new secondary curriculum. Teachers have therefore benefited from her expertise and support in this area. Some schools have seen RE take a lead in cross curricular work, and others have shown how RE can be taught effectively through the personal, learning and thinking skills. However, some schools have used the changes to cut curriculum time for RE at KS3, or have cut KS3 to two years. This has implications in meeting the requirements of the syllabus effectively.

### Key area 3c: Developing the revised agreed syllabus

Question	Suggested data source(s)
Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present version.	Adviser(s), AST(s), consultant(s)
<p>Whilst the current agreed syllabus fully embraces the NSNF, the review will need to take into account the review of circular 1/94, the 2008 Key Stage 3 curriculum, the changes to 14-19 provision and the proposed new primary curriculum.</p> <p>The review will focus on effective implementation- including most likely more detailed guidance material for primary, special and secondary schools. These may include assessment, pedagogies, community cohesion and personal, learning and thinking skills.</p>	

### Key area 3d: Consultation/launch/implementation of the agreed syllabus

Question	Suggested data source(s)
Please describe how your SACRE publicises, supports and exemplifies the agreed syllabus for RE.	Publications, reports, evaluations
<p>All teachers in Norfolk have been consulted with regard to the review of the syllabus. Consultation ends in Summer 2010. All pupils in years 5-11 are also being given an opportunity to respond. Faith communities will be consulted through their representatives on SACRE, and also through wider education networks in Norfolk.</p>	

**Key area 3e: Additional guidance/monitoring and evaluation of the agreed syllabus**

Question	Suggested data source(s)
<p>How has your SACRE worked with schools to monitor the quality of RE and to monitor the use of the agreed syllabus and/or framework? (You may wish to include data on the number and scope of primary and secondary schools contacted.)</p>	<p>Action plan, budget, reports</p>
<p>Questionnaires are sent annually to schools, although in recent years there has been a lack of response. The majority of schools have been visited by the adviser/consultant in the last two years, and informal monitoring has taken place on these occasions. Ofsted reports and HMI subject reports are used for monitoring purposes. Liaison frequently takes place between advisers and ITE providers in Norfolk about the quality of provision.</p>	

## 4. Collective worship

### Key area 4a: Practice and provision for collective worship

Question	Suggested data source(s)
How has your SACRE worked with schools to support the provision of high quality collective worship? (You may wish to include data on the number and scope of schools contacted.)	Minutes, publications
<p>In Autumn 2010, all school leaders were sent a management information sheet about the requirements to provide collective worship. In order to support this, one of the key actions in the Norfolk SACRE development plan this year was to provide training and support on collective worship. As a result of this, 140 delegates attended a 'Collective Worship Roadshow' run jointly by the LA and Norwich Diocese. This included information on legal requirements, as well as best practice examples and practical suggestions. In addition, the LA and Diocese ran a special afternoon forum for secondary schools to support their development of collective worship. As a result of this, two schools have taken ideas further and now exemplify best practice.</p> <p>Both Ely and Norwich Diocese continue to offer comprehensive support and advice to church schools in the county in relation to collective worship, much of which is also available to county schools on line.</p>	

### Key area 4b: Monitoring the provision of collective worship

Question	Suggested data source(s)
Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary, secondary and special schools.	Adviser(s), AST(s), consultant(s)
SACRE members are visiting some schools (with their agreement) to view collective worship in Summer 2010 and Autumn 2010.	

<p>Please give an overview, where applicable, of applications for determinations in collective worship in the past year. Please specify:-</p> <ul style="list-style-type: none"> <li>• the number of applications</li> <li>• how many were new applications, and how many were renewals</li> <li>• approximately how many pupils were affected in each case</li> <li>• the SACRE's decision in each case, and a brief reason.</li> </ul>	Minutes
There have been no applications for determinations.	
<p>Please itemise, where applicable, any complaints about collective worship in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.</p>	Minutes, correspondence
One complaint was received regarding collective worship and a way forward was agreed between all stakeholders with advice from advisers.	

## 5. Contribution of the SACRE to the community cohesion agenda

### Key area 5a: representative nature of the SACRE

Question	Suggested data source(s)
Please offer a brief prose comment on the extent to which your SACRE reflects the religious and ethnic diversity of the local/regional community.	Membership
Norfolk is not renowned for being an ethnically diverse county. Having said that, there are pockets of ethnic communities in different parts of the county. However, we are pleased to have representation from the main faiths on SACRE. Our SEF (reviewed June 2009) shows accurately where we believe we are at present, and the constitution has been further reviewed so as to fully reflect the regional community.	
Please outline what steps your SACRE takes to be proactive in ensuring that its membership reflects this diversity.	Action plan, minutes
The steps are laid out in our Development Plan. We are also awaiting the results of the 2011 Census to further ensure that we are representative in nature of the local area.	

### Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

Question	Suggested data source(s)
Please offer a brief prose comment on the channels of communication between your SACRE and constituent faith, cultural and other groups (such as faith forums, committees, interest groups, campaigns, charities).	Minutes of meeting with Jill Napier in planning workshop
<p>Members of SACRE have had links with:</p> <p>Norwich Inter Faith Link: an inter-faith organisation for the City of Norwich on which some SACRE members are representatives.</p> <p>Inter Faith Education Network: a group of inter faith activists who work together on specific projects with the intention of aiding educationalists.</p> <p>East of England Faiths Council: a regional network that links faith organisations with regional and national government operating within the 3<sup>rd</sup> sector. Norfolk SACRE is represented on it.</p> <p>East of England Faiths Agency: this is a Suffolk based organisation but covers the East of</p>	



England. It resources those who want information and access to faith based organisations in the region, and allows Norfolk SACRE to put on its website details and information which may be useful to teachers.

INSET Providers: representatives from places of worship, pilgrimage sites, faith groups who meet with education officers, as well as HE representatives, Diocesan and county advisers.

Jewish Board of Deputies in the hosting in Norwich of the 'Jewish Way of Life Exhibition' when over 1000 pupils, students and teachers visited over the period of a fortnight.

Muslim Council of Britain in the launch of the 'Books for Schools initiative when packs, sponsored by Muslim Aid, were distributed into local clusters of primary schools. In the last twelve months there have been increased channels of communication between SACRE, Faith Communities and educationalists.

There is an increased desire to work together, actively looking for projects where this is possible. The event during Inter Faith Week involved members from faith communities. The Chair, accepting an invitation to speak at the Inter Faith Link in May, reciprocated and there was a presentation in the SACRE meeting in July by the Inter Faith Link, when a possible proposed project was discussed. Also there has been a report from one of the faith representatives at each SACRE meeting, it having been established as a standard agenda item. One meeting was hosted at Notre Dame School, a Catholic High School, where members were shown around and were told about the curriculum, and what it means to have a faith foundation.

**Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion**

Question	Suggested data source(s)
Please describe the ways in which your SACRE is engaging with and monitoring the contribution of RE to social, racial and religious harmony and to community cohesion in your area.	Discussion
<p>This is an area for development, but following our SEF Review we are developing strategies to monitor this more effectively.</p> <p>All secondary school OFSTED reports are analysed with regard to comments on community cohesion. It is being decided how to act upon this information.</p> <p>In January SACRE was involved in the organisation of the Jewish Way of Life Exhibition, encouraging schools to take up the opportunity of finding out more about Judaism in this relaxed, hands on exhibition.</p> <p>The recognition of good resources to share with children, helping to raise the profile of religions was recognised, and the 'Muslim Books for Schools' were welcomed by teachers from across the County as an example of how understanding can lead to religious harmony.</p> <p>At the SACRE meeting in July Rob Lodge spoke of the Schools Linking Programme, and how some High Schools in the County had taken up the challenge of networking with other schools, both locally and from a distance.</p>	

**Key area 5d: Links to local authority initiatives promoting diversity**

Question	Suggested data source(s)
In what ways is your SACRE taking account of and engaging with local authority initiatives promoting diversity?	Minutes
<p>Conversations have taken place between the LA and Adviser regarding areas for development. The adviser to SACRE met with the county council diversity officer to share information and become more informed about County initiatives. This included discussion relating to the Equalities Bill.</p>	

## Summary

Question	Suggested data source(s)
What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?	Minutes, reports, evaluations
Norfolk SACRE is currently undergoing a number of key developments as a result of the SEF process. The SACRE would be prepared to share how self evaluation has impacted on their strategic role and work in the county.	
How would you describe the sense of community that exists in the ethos of your SACRE? What events, celebrations or forms of communication best exemplify this?	Reports, evaluations, personal perceptions of members
Members are concerned for each other, and cards are always sent to those who are unable to attend due to illness or other difficult circumstances. Members often arrive early to chat to one another, and the coffee time is always valued as an occasion to develop relationships.	
If the DfE were to consider changing its advice on RE and collective worship, what comments would your SACRE have concerning the future of RE and the future of collective worship?	Discussion
SACRE would need to consider what the changes might include.	
Are there any other points about RE, collective worship or SMSCD (spiritual, moral, social and cultural development) that your SACRE would like to express to QCA (such as national innovations)?	Minutes, reports
Not at the current time	

## SACRE Development Plan Update and Future Plans as at March 2010 Progress Report

### Standards and quality of provision of RE: Area 1 of SEF

Responsible	Action Point	Achieved	Not Achieved	Action to be taken	Date
AR	<ul style="list-style-type: none"> <li>Analyse ways of increasing time for RE</li> </ul>	Ongoing		Ongoing/relate to new primary curriculum	From Autumn 10
	<ul style="list-style-type: none"> <li>Create paper for revised syllabus on use of time</li> </ul>		No	When syllabus reviewed	Autumn 10
	<ul style="list-style-type: none"> <li>Questionnaire re time allocation sent to schools</li> </ul>		No	When syllabus reviewed	Autumn 10
	<ul style="list-style-type: none"> <li>Ask primary heads to share good practice and develop network of leading teachers</li> </ul>		No	Ongoing	Summer 10
	<ul style="list-style-type: none"> <li>Use networks to show case good practice</li> </ul>	Yes		Ongoing	Ongoing
	<ul style="list-style-type: none"> <li>Analyse data</li> </ul>	Yes- as HLTA one			Ongoing
	<ul style="list-style-type: none"> <li>Questionnaire re CPD needs</li> </ul>	Yes		AR looking at results for action	Ongoing

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	<ul style="list-style-type: none"> <li>• Develop primary networks</li> <li>• Conference on creativity</li> <li>• Experiences and opportunities Courses</li> <li>• Develop use of VLE</li> <li>• Subject leader conference</li> <li>• Evaluate current resources and cost out what is needed</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes/Ongoing</p> <p>Yes</p> <p>Ongoing</p>		<p>Ongoing</p> <p>Ongoing</p> <p>March 10 subject leader training</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Spring 10</p>
KW	<ul style="list-style-type: none"> <li>• Analyse ways of increasing time for RE</li> <li>• Create paper for revised syllabus on use of time</li> <li>• Questionnaire re time allocation sent to schools</li> <li>• Analysis of results/data</li> </ul>	<p>Part</p> <p></p> <p></p> <p>Yes</p>	<p>No</p> <p>No</p>	<p>Continue to gather information and visit selected schools</p> <p>When syllabus reviewed</p> <p>When syllabus reviewed</p> <p>Ongoing</p>	<p>Summer 10</p> <p>Autumn 10</p> <p>Autumn 10</p> <p>Ongoing</p>

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	<ul style="list-style-type: none"> <li>• Encourage use of REC leaflet</li> </ul>	Yes		Ongoing	Ongoing
	<ul style="list-style-type: none"> <li>• Use networks to show case good practice</li> </ul>	Ongoing		Ongoing	Ongoing
	<ul style="list-style-type: none"> <li>• Focus on pedagogy in networks and conferences</li> </ul>	Yes		Ongoing	Ongoing
	<ul style="list-style-type: none"> <li>• Strategic thinking group to look at pedagogy</li> </ul>	Yes		Ongoing	Ongoing
	<ul style="list-style-type: none"> <li>• new subject leaders course</li> </ul>	Yes		May need repeating in 2010-11	Summer 11
	<ul style="list-style-type: none"> <li>• develop more links with UEA e.g. conference</li> </ul>	Yes			
	<ul style="list-style-type: none"> <li>• PGCE students invited to SACRE meeting</li> </ul>	Yes		Need to be invited annually	Spring 11
	<ul style="list-style-type: none"> <li>• NQT leaders visited</li> </ul>	Yes		Ongoing	April 10
	<ul style="list-style-type: none"> <li>• Develop use of VLE</li> </ul>	Ongoing			
	<ul style="list-style-type: none"> <li>• Invite resource providers to</li> </ul>	Yes		All contacted this year were unable or unwilling to	Summer 10

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	annual workshop			attend! Have sent catalogues	
M&D Group	<ul style="list-style-type: none"> <li>Subject leaders invited to SACRE meetings</li> <li>Action in face of non-compliance</li> </ul>	Yes			
		Yes		Discussed at M&D meeting	
SACRE	<ul style="list-style-type: none"> <li>Action in face of non-compliance</li> <li>All schools to be notified of recommended time allocation for RE</li> <li>Promoting RE through letters/cards to schools</li> <li>Agree definition of 'successful RE'</li> <li>HLTA questionnaire</li> <li>Website/resources shared</li> </ul>	KS3/4	Primary	At Spring meeting 10	April 10
			No	Suggested that it went out with revision of syllabus info.	Summer 10
		Yes		Ongoing every year- check done this year	
			No	At next meeting. M&D group decided this would then go on the leaflet.	Ongoing
		Yes			
		Ongoing			Summer 10

## Management of SACRE: Area 2 of SEF

Responsible	Action Point	Achieved	Not Achieved	Action to be taken	Date
AR	<ul style="list-style-type: none"> <li>On line forum</li> </ul>		No	To develop	Summer 10

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	<ul style="list-style-type: none"> <li>• Half Day training for members</li> <li>• Consider ways in which schools may be monitored and supported more effectively</li> <li>• Provide update for meetings</li> </ul>	<p>Yes - ongoing</p> <p>Yes</p>	<p>No</p>	<p>Changed to 'in' meetings</p> <p>Discuss with line manager/DO</p>	<p>Summer 10</p>
KW	<ul style="list-style-type: none"> <li>• Investigate NASACRE support</li> <li>• Consider ways in which schools may be monitored and supported more effectively</li> </ul>	<p>Yes</p>	<p>No</p>	<p>Discuss with DO/SS</p>	<p>Summer 10</p>
	<ul style="list-style-type: none"> <li>• Provide update for meetings</li> <li>• Investigate ways of finding out about pupil views on RE and CW</li> </ul>	<p>Yes</p>	<p>No</p>	<p>In negotiations with county pupil voice advisers</p>	<p>Summer - Autumn 10</p>
M&D Group	<ul style="list-style-type: none"> <li>• Half Day training for members on role of SACRE</li> </ul>		<p>No</p>	<p>Planned for July meeting led by AR</p>	<p>Summer 10</p>
	<ul style="list-style-type: none"> <li>• Senior member of LA invited to meetings</li> </ul>		<p>No</p>	<p>Decided that DO can provide updates</p>	<p>Summer 10</p>
	<ul style="list-style-type: none"> <li>• Implement Development plan</li> </ul>	<p>Yes - ongoing</p>		<p>Discussed at M&amp;D group meetings</p>	<p>March 10</p>



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	<ul style="list-style-type: none"> <li>Consider ways in which schools may be monitored and supported more effectively</li> <li>Suggest a question for inclusion in parental surveys for schools</li> <li>Create a paragraph about SACRE for inclusion in newsletters etc, and create leaflet for schools</li> </ul>		No	Discuss at M&D meeting, and take to DO/SACRE	Summer- Autumn 10
			No	See below re T&F group	Spring 10
			No	Suggest creation of TASK and FINISH group to look at vision and creation of leaflet	Spring 10
SACRE	<ul style="list-style-type: none"> <li>Allocated time in meetings for chat over coffee and more time in groups</li> <li>Five minute Committee A update</li> <li>SACRE vision</li> <li>Discussion of number of meetings</li> <li>Variety of locations for meetings</li> <li>Creation of online forum</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	No	Create task and finish group to complete	Autumn 10
			No	AR to develop	Summer 10

	<ul style="list-style-type: none"> <li>• Timings on agenda</li> </ul>	Yes			
	<ul style="list-style-type: none"> <li>• Review constitution</li> </ul>	Yes			
	<ul style="list-style-type: none"> <li>• Set up M&amp;D group</li> </ul>	Yes			
	<ul style="list-style-type: none"> <li>• Members attend national events</li> </ul>	Yes			Summer 10 and ongoing
	<ul style="list-style-type: none"> <li>• Use NASACRE publications more</li> </ul>	Partly		Promote website more through meetings	Summer - Autumn 10
	<ul style="list-style-type: none"> <li>• Review membership</li> </ul>	Yes			
	<ul style="list-style-type: none"> <li>• Keep record of training</li> </ul>	Yes			
	<ul style="list-style-type: none"> <li>• Create standing item on agenda for councillors</li> </ul>	Yes			
	<ul style="list-style-type: none"> <li>• Discuss if budget needed for SACRE</li> </ul>	Part		Ongoing discussions, especially in relation to review of AS	

## Collective Worship: Area 4 of SEF

Responsible	Action Point	Achieved	Not Achieved	Action to be taken	Date
AR	<ul style="list-style-type: none"> <li>Update website and links</li> </ul>	Part		Reviewed with KW, but needs to be completely updated. AR to use VLR in first instance.	Summer - Autumn 10
	<ul style="list-style-type: none"> <li>Take part in CPD</li> </ul>	Yes			
	<ul style="list-style-type: none"> <li>Develop ongoing support for CW</li> </ul>	Yes			
	<ul style="list-style-type: none"> <li>Courses on CW</li> </ul>	Yes/Part		May need to offer to governors - through Governor support mechanisms	Autumn 10
	<ul style="list-style-type: none"> <li>Find examples of good practice</li> </ul>	Ongoing		Ongoing	Autumn 10
	<ul style="list-style-type: none"> <li>Members visit schools to see CW</li> </ul>		No	Organise mechanisms for visits in Autumn 2010 with AT	July Meeting 10, plus Autumn 10
KW	<ul style="list-style-type: none"> <li>Copy of circular 1/94 to all members</li> </ul>	Part		Given web link - but may need reminding of this.	Summer 10
	<ul style="list-style-type: none"> <li>Develop ongoing support for CW</li> </ul>	Part		Talk to Gina re email out. Meeting on 16/3	Summer 10

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	<ul style="list-style-type: none"> <li>• Courses on CW</li> <li>• Find examples of good practice</li> <li>• Trial alternative CW in schools</li> </ul>	Part		May need to offer to governors - see above	Autumn 10
		Part/ongoing		Ongoing	
			No	Hope to launch on 16/3 and find suitable school	Autumn 10
M&D Group	<ul style="list-style-type: none"> <li>• Discuss holding CW workshop</li> </ul>	Yes		May need following up again next year	
SACRE	<ul style="list-style-type: none"> <li>• Refresher training on CW</li> <li>• GH/SH to inform SACRE of good practice</li> <li>• Discussion re non-compliance</li> <li>• Members visit schools to see CW</li> <li>• Discuss development of DVD of good practice</li> </ul>	Part		Planned, but had to be postponed. Clarify which meeting it will take place at. To be led by GH.	Summer/Autumn 10
		Ongoing		Need to flag up website each meeting	Ongoing
		Yes		MI sheet sent to all schools and support option developed.	
			No	AR/AT to organise in summer/autumn 10	Autumn 10
			No	Discuss at meeting	Autumn 10/Spring 11

**Community Cohesion: Area 5 of SEF**

Responsible	Action Point	Achieved	Not Achieved	Action to be taken	Date
AR	<ul style="list-style-type: none"> <li>In revision of syllabus address needs of diverse groups across county</li> </ul>		No	Discuss in ASC	Autumn 10
	<ul style="list-style-type: none"> <li>Analyse Ofsted reports for Co-Co</li> </ul>	Part		AR involved in training	Ongoing
KW	<ul style="list-style-type: none"> <li>In revision of syllabus address needs of diverse groups across county</li> </ul>		No	Discuss in ASC	Autumn 10
	<ul style="list-style-type: none"> <li>Data analysed for different areas and groups</li> </ul>	Yes			
	<ul style="list-style-type: none"> <li>Request LA adviser on Co-Co to attend meeting</li> </ul>			Re-invited for July meeting	Summer 10
	<ul style="list-style-type: none"> <li>Committee A to visit schools as part of Art of Faith project</li> </ul>	Partly	No	KW to action in April	July 10
	<ul style="list-style-type: none"> <li>Analyse Ofsted reports for Co-Co</li> </ul>	Yes-ongoing			October meeting 10
M&D Group	<ul style="list-style-type: none"> <li>Analyse Ofsted reports for Co-Co - decide on action.</li> </ul>		No	M&D recommendation to SACRE	Autumn 10
SACRE	<ul style="list-style-type: none"> <li>Committee A proactive in gathering</li> </ul>	Part		To find out at July meeting	July 10

	views				
	<ul style="list-style-type: none"> <li>• Discuss ways of promoting SACRE</li> </ul>		No	Suggest links with new task and finish group	Autumn 10
	<ul style="list-style-type: none"> <li>• Review constitution in relation to Comm. A</li> </ul>	Yes			
	<ul style="list-style-type: none"> <li>• Make more use of co-option</li> </ul>	Ongoing		Humanist invited to present in April meeting	April 10
	<ul style="list-style-type: none"> <li>• Hold meetings in range of venues</li> </ul>	Yes			
	<ul style="list-style-type: none"> <li>• In revision of syllabus address needs of diverse groups across county</li> </ul>		No	Discuss in ASC	Autumn 10
	<ul style="list-style-type: none"> <li>• Seek members from different areas of Norfolk</li> </ul>	Part		Two new Committee A members are from outside of Norwich	Autumn 10
	<ul style="list-style-type: none"> <li>• Explore definitions of religious cultural, ethnic in SACRE meeting</li> </ul>		No		
	<ul style="list-style-type: none"> <li>• Promote SACRE</li> </ul>	Part		AR visiting Interfaith Network, plus take to task and finish group	Autumn 10

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	<ul style="list-style-type: none"> <li>• Discuss ways of engaging the community in SACRE</li> </ul>		No	For July SACRE meeting	Summer 10
	<ul style="list-style-type: none"> <li>• LA officer to talk to JCC about SACRE role</li> </ul>		No	DO to action	
	<ul style="list-style-type: none"> <li>• Committee A to visit schools as part of Art of Faith project</li> </ul>		No	KW to co-ordinate	Summer - Autumn 10