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DATE: 1 November 2016

To: Members of the
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Reverend R Bristow (Chairman)

Councillors Kevin Brooks, Robert Evans, David Jefferys, Russell Mellor,
Keith Onslow and Sarah Phillips

Church of England: Mrs V Corbyn, Mr C Town and Reverend S Varney

Teachers: Mrs D Angell, Ms H Arnold, Ms S Odusola, Mr J Stone and Ms A Winson

Other Faiths: Mrs S Barnett, Mrs P Colling, Mr S Gupta, Mr R Hagley,
Mr S Mahmood, Mr A Nandra and Mrs E Whitman

Mrs S Polydorou (Co-optee)

A meeting of the Standing Advisory Council on Religious Education will be held at
Bromley Civic Centre on **WEDNESDAY 9 NOVEMBER 2016 AT 6.00 PM**

MARK BOWEN
Director of Corporate Services

Copies of the documents referred to below can be obtained from
<http://cds.bromley.gov.uk/>

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7 ANY OTHER BUSINESS

Islamic Competition

8 DATE OF NEXT MEETING

Wednesday 8th March 2017

All meetings to start at 6pm

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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the meeting held at 6.00 pm on 29 June 2016

Present:

Reverend Roger Bristow (Chairman)

Councillors Kevin Brooks, Robert Evans, David Jefferys and Sarah Phillips

Mrs D Angell, Ms H Arnold, Mrs V Corbyn, Mr A Nandra, Mrs S Polydorou, Ms C Shelley, Mr J Stone and Mrs E Whitman

Also Present:

Penny Smith-Orr, RE Consultant/Advisor
Julia Waldman, Interim Head of Schools and Early Years Quality Assurance and Commissioning
Stella Odusola, Teacher, Langley Park Girls School

1 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Councillor Russell Mellor, Councillor Keith Onslow, Christopher Town, Reverend Stephen Varney, Samantha Barnett and Mr Mahmood. Apologies for lateness had been received prior to the meeting from Councillor David Jefferys, Councillor Sarah Phillips and Edlene Whitman.

Denise Angell and Sue Polydorou apologised for having to leave the meeting early due to other commitments.

The Chairman welcomed Stella Odusola, a teacher from Langley Park Girls School, who was attending the meeting as an observer. It was noted that she would be taking up the role of RE Coordinator at the school from next term and would be a new teacher representative to SACRE.

2 DECLARATIONS OF INTEREST

None.

3 MINUTES OF THE MEETING HELD ON 9TH MARCH 2016

RESOLVED that the minutes of the meeting on 9th March 2016 be confirmed as a correct record subject to the following amendment:

Minute 36 (B): Matters Arising - delete "(ii) The RE Consultant would update the SACRE members by the next meeting on the Archdeacon's response to the idea of an inter faith group for Bromley."

B) MATTERS ARISING:

Minute 36 (B): Matters Arising (i)

The Chairman noted that he had not yet met with the Chairman of Croydon SACRE. They had hoped to meet at the NASACRE AGM, but the Croydon Chairman had been unable to attend. They would continue to try to arrange a meeting.

Minute 36 (B): Matters Arising (iii)

The RE Consultant confirmed that she had drafted a letter to Academies and Free Schools in order to encourage their engagement with Bromley SACRE, and would send on to the Chairman.

RESOLVED that SACRE members be updated in due course concerning the anticipated meeting between the Chairman of Croydon SACRE and Bromley SACRE.

4 ORAL UPDATE & PUBLICATIONS

In Mr Mahmood's absence, SACRE members were advised by Mr Jed Stone that the prize giving for the Islamic Competition would take place at Darul Uloom on Thursday 10th November 2016. Mr Stone informed the group that this was a competition open to all Bromley schools to complete a project on Islam going beyond media stereotypes. Students at his school carried out research and interviews to present a balanced view. They were able to work on the project over the summer holidays if they wished, and all projects were to be submitted by the second week of the autumn term. Older students at the school were involved in narrowing down the entries to select the best ten, which would then be presented to Mr Mahmood. The best ten entries from schools across the borough were then selected by Mr Mahmood and the students that created them were invited to the prize giving ceremony.

5 SCHOOL VISITS

SACRE members visit local schools in order to observe the teaching of RE and to offer support to the RE Coordinator of the school. In the spring term the RE Consultant and members of SACRE had visited two schools as a result of invitations from the RE Coordinators.

On 9th March 2016 the RE Consultant and Chairman visited St John's CE Primary School, having been invited by Mrs Shirley Crampsie. A visit was also made by SACRE members to Marjorie McClure School on 10th March 2016 at the request of Ms Melissa Keer. Reports on the school visits were considered

by SACRE members. The RE Consultant commented that both visits had been extremely joyful and uplifting.

During the visit to St John's CE Primary School the Chairman and RE Consultant had met with the Head and Deputy Head Teachers, and Lee Kings who was on a terms secondment from Bishop Justus Secondary School and the Aquinas Trust. They were carrying out an RE inspection on the day the visit took place and allowed the Chairman and RE Consultant to shadow them. Throughout the course of the visit they saw the children thoroughly engaged in activities for Easter and observed a very uplifting collective worship.

The visit to Marjorie McClure School was described as a brilliant and fun experience. It was a school for children aged 4 to 19 years with diverse special needs. SACRE members had been unable to observe an RE lesson, but had taken part in their collective worship, which involved pupils of all ages and members of staff sitting among them. It was noted that the school had taken a great deal of effort to ensure that there was an area or display in each class that worked for all the pupils and had a definite focus.

SACRE members were provided with copies of guidelines and evaluation sheets for visiting schools that had been agreed a few years previously. It was noted that members should be mindful that the visits were not inspections of the RE departments in schools and that these forms were not taken into the classrooms when visits were carried out. The Chairman felt that taking part in these visits confirmed to schools that Bromley SACRE showed an interest in them. Mr Nandra commented that the reports to the SACRE regarding the collective worship taking place in schools sounded very valuable and that he would be interested in taking part in a future school visit.

RESOLVED that the reports of the visits to St John's CE Primary School and Marjorie McClure School be noted.

6 NASACRE CONFERENCE AND AGM

The Chairman and Julia Waldman had attended the NASACRE Conference and AGM which was held Tuesday 17th May 2016 in Westminster. The RE Consultant had also attended on behalf of Croydon SACRE.

The Keynote Speakers were the Rt Hon Baroness Elizabeth Butler-Sloss GBE, who served as Chair for the recently published Commission on Religion and Belief in British Public Life and Professor Adam Dinham, the co-author of RE for REal: The future of teaching and learning about belief.

Julia Waldman had prepared notes of the conference and these were considered by SACRE members. It was felt that the day was interesting, having put a focus on SACREs in context of the changes around RE, but a number of attendees had been disappointed that there had been little opportunity to share ideas and discuss what other SACREs do. Baroness

Butler-Sloss had been invited to attend as she had chaired the Commission, but she stated at the beginning of her speech that she knew little about education. The focus groups had also been thought badly structured and vague, so had not been as useful as the attendees expected. Members enquired as to whether any clarity was given regarding the key reports discussed at the last meeting. The Chairman stated that David Hampshire, Chair of NASACRE, had put it into context, and admitted that the Government had not thought about the impact on SACREs with regards to academies. The duties of SACREs would not change, but the context within Bromley would.

It was noted that David Hampshire had since resigned his position as Chair of NASACRE, and that Paul Smalley as Vice Chair, would automatically replace him. A copy of the statement from NASACRE was appended to the minutes.

7 HIGH COURT RULING ON RELIGIOUS EDUCATION AND HUMANISM

SACRE members were provided with a copy of the NASACRE and AREIAC joint statement in response to the advice of Dr Satvinder Juss, King's College, University of London regarding the High Court ruling on Religious Education.

The High Court ruling of Mr Justice Warby on 25th November 2015 stated that in future all pupils studying the new GCSE orders would need to study two religions. The Humanist Association had challenged this in the High Court on the grounds that pupils should also be studying a secular world view. The ruling agreed that this should be the case at Key Stage 4.

Mrs Polydorou, the Humanist co-opted member of SACRE commented that Dr Juss had taken his own view of the High Court Ruling, but felt that paragraph 39 was key, advising that "the state must accord equal respect to different religious convictions, and to non-religious beliefs", and that there was scope to be flexible. It was understood that the Humanist Association had sent Dr Juss' briefing to all schools, but teacher representatives of SACRE said that they had not seen a copy. Mrs Polydorou said she would follow this up.

A discussion took place regarding the choices of religions to study from the Bromley curriculum, which highlighted that there were many other faith systems and questioned what religion means. Members commented that they felt the words 'Religious Education' needed to be moved on from, and that 'Religious Literacy' may show a better relationship with the curriculum.

8 SACRE SELF EVALUATION

It was suggested that prior to the meeting, members look at the following sections of the SACRE Reporting and Evaluating Toolkit and come ready to discuss their thoughts:

Group A members (representatives of other faiths and Christian denominations) were asked to focus on Section 5 – Contribution of SACRE to promoting cohesion across the community.

Group B members (representatives from the Church of England) were asked to focus on Section 3 – Collective worship.

Group C members (teachers) were asked to focus on Section 2 – The effectiveness of the locally agreed syllabus.

Group D members (Councillors) were asked to focus on Section 4 – Management of SACRE.

The RE Consultant would complete Section 1 – Standards and Quality of Provision of RE.

At the meeting SACRE members were invited to divide into their membership groups to discuss and come to a consensus. Results of the self-evaluation can be seen in the table appended to these minutes.

Additional points arising from the discussion are listed below.

Section 1 – Standards and Quality of Provision of RE

The RE Consultant had considered the criteria from the perspective of answering up to this point in time. It was noted that *Key Areas 1C – Quality of learning and teaching* and *1E – Recruitment and retention of skilled specialist RE staff* were felt to lie in between the established and advanced criteria. For *Key Area 1F – Relations with academies and other non-LA maintained schools* it was regarded to be an unusual situation in Bromley. Schools had been encouraged to become academies much earlier, but were still involved with each other and had a relationship with the Local Authority.

Section 2 – The effectiveness of the locally agreed syllabus

The teaching group had stressed the importance of the Primary Schools' Forum, and the RE Consultant advised that this would no longer be funded by the Local Authority in line with other subject forums (this work was not part of SACRE). It was noted that church schools were involved in RE Connect which was arranged by Lee Kings, who would be happy for any other RE coordinators to attend. The teaching group also highlighted the diverse membership of the SACRE.

Section 3 – Collective worship

The Church of England group noted that for *Key Area 3B – Enhancing the quality of provision of collective worship*, SACRE members would only be able to have 'hands-on' experience of collective worship in schools if they were invited in. *Key Area 3C – Responding to requests for determinations* was considered to be in the established criteria, as although Bromley SACRE had not previously been asked, members felt that they would be able to put procedures in place if and when required.

The Church of England group also considered the SACREs successes and barriers to success. They felt the main success was visits to schools which were extremely positive, and the barrier to success was the changing local and national educational landscape. Areas for development were to keep up to date with what was happening locally and nationally, and for the Local Authority to maintain support for the SACRE within the current constraints.

Section 4 – Management of SACRE

The Councillors group felt that for *Key Area 4A – SACRE meetings* the SACRE could only meet the established criteria, as they did not agree with the final line of the advanced criteria, which stated that ‘meetings are held in a variety of venues, including local places of worship and schools’. In *Key Area 4F – Partnerships with key stakeholders*, Councillors recognised the effective and positive networks that had been created as a result of the SACRE.

Section 5 – Contribution of SACRE to promoting cohesion across the community

The other faiths group considered that for *Key Area 5A – SACRE’s membership*, Bromley SACRE met the advanced criteria. It was noted that there were no gaps in the membership, and the presence of Councillors allowed them to represent their communities. The group felt that further work could be carried out to look at the changes in communities with regards to the Community Cohesion and Prevent Agendas.

RESOLVED that the SACRE self-evaluation be agreed and SACRE members consider how to improve on the scores going forward.

9 SACRE DRAFT ACTION PLAN

The group were advised that the Education White Paper 2016 was proposing changes to the education duties of local authorities, but SACRE duties were not proposed in the paper. As such a high number of Bromley schools had become academies the Local Authority’s Schools Standards Team was being reduced. The Local Authority did not have a school improvement role in Academy schools. It was noted that the committee would continue to be supported by the Education Service and Democratic Services and no reduction to the level of that support was planned.

SACRE members were provided with an action plan that had been drafted by Julia Waldman which outlined the core activities for the autumn term 2016 and spring term 2017 based on previous year’s activities. The next review of the Religious Education syllabus was not required until 2018, so members were asked to consider what work could take place now. It was noted the current contract for RE specialist support had come to an end but there was the potential for Education Services to commission work in the future if specific pieces of work were identified.

Members raised concerns that all of the school visits may be left for the Chairman to carry out and would not necessarily involve anyone with

expertise of Religious Education. Ms Waldman expressed that it would be helpful for other SACRE members to be involved in school visits and experience collective worship. The Chairman noted that it was unfortunate that teachers tended to be busy in their own schools, so were unable to take part in the visits to other schools. Ms Waldman said it may be possible to buy out teachers' time to participate in school visits.

A discussion took place regarding possible areas of work that the SACRE could undertake, and looking at the SACREs relationship with academies was felt to be important. Councillors highlighted the need to think about where the role of the SACRE could be mentioned, specifically within Public Protection, Safeguarding and the Health and Wellbeing Board and agreed that the SACRE was a greater resource to the Council than it realised.

The Chairman stated that he would be happy to meet with SACRE members outside of the diarised meetings to allow the opportunity to take forward any detailed planning. Members were asked to contact the SACRE clerk to express an interest in attending a meeting during September 2016. It was suggested that the Archdeacon could be invited to a future SACRE meeting and it was noted that Councillors intended to meet with Councillor Peter Fortune, Portfolio Holder for Education to discuss the duties of the SACRE.

RESOLVED that the SACRE draft action plan for the autumn term 2016 be noted, and that a group of SACRE members meet in September to consider further the priorities and potential for Bromley SACRE's future.

10 ANY OTHER BUSINESS

Julia Waldman extended her thanks to the RE Consultant, Penny Smith-Orr, as this would be her last meeting. The Chairman thanked Penny for her work on behalf of the SACRE. SACRE members echoed this and said that she would be greatly missed.

11 DATES OF NEXT MEETINGS

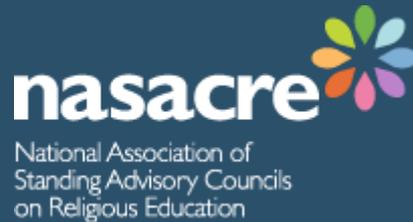
Wednesday 9th November 2016
Wednesday 8th March 2017

All meetings to start at 6pm

The Meeting ended at 8.20 pm

Chairman

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David Hampshire writes:

Dear Friends and Colleagues,

Last week I had to write to the Executive to resign my position as Chair of NASACRE due to a change in my circumstances. Last Monday I signed a contract with the Inter Faith Network for the UK (IFN) and in the process become the new Assistant Director. The IFN has a bylaw that does not allow its staff to be part of the management structure of a member organisation. As NASACRE is a member of the IFN this meant that I could not carry on as the Chair. I will, though, be able to carry on as a member of the Executive Council and carry on supporting the work of NASACRE – at least until the next AGM.

I am confident, that NASACRE's work will carry on with the intensity it has seen over the last five years and our current constitution and practices mean that the Chair moves seamlessly to the Vice Chair. During my last three years I feel very privileged to have been the Vice Chair and the Chair. In those roles I have had the support of some wonderful people, not least Lesley Prior as the previous Chair and Paul Smalley my Vice Chair and the whole Executive. I am sure that Paul will experience the same support as he takes on this noble task.

Paul Smalley replies:

First of all on behalf of the whole NASACRE Executive, and indeed every SACRE member up and down the country, can I place on record our heartfelt thanks to David for his time as both Vice-Chair and Chair of NASACRE. He is an incredibly wise and well-read gentleman, and his advice and wisdom has been a tremendous help for many of us. David has certainly worked over and above what many others would have done, in order to further the cause of SACREs and through that the cause of RE and most importantly the pupils.

I also wish to congratulate him on his new role as Assistant Director of the Inter Faith Network for the UK. I believe this will be an excellent appointment for both David and the IFN. I am also glad that David will be able to stay on the Executive Committee of

NASACRE, and look forward to drawing on his support, and that of all my fellow Committee members, in the coming months and years.

Although I am taking on the Chair's role earlier than expected, it is an exciting challenge and one that I am looking forward to. I hope that I can continue to do the role as well as the previous chairs, David, Lesley before him, and all the others before her.

It is an exciting time (as it always seems to be) for RE. As always we at NASACRE will do our best to support, strengthen and promote the work done by local SACREs and represent the interests of you, our member SACREs at a national level.

On a practical level, what this means immediately, is that I will now be receiving emails sent to the chair, so replies may contain fewer long words!

SACRE 29th June 2016

Bromley SACRE Self Evaluation June 2016 results

Key Area		Developing	Established	Advanced
Standards and Quality of Provision of RE				
1A	RE provision across the LA		x	
1B	Standards and achievement		x	
1C	Quality of learning and teaching		x	
1D	Quality of leadership and management		x	
1E	Recruitment and retention of skilled specialist RE staff		x	
1F	Relations with academies and other non-LA maintained schools		x	
The effectiveness of the locally Agreed Syllabus				
2A	Review of the Agreed Syllabus		x	
2B	The quality of the Agreed Syllabus			x
2C	Launching and implementing the Agreed Syllabus		x	
2D	Membership and training of the Agreed Syllabus Conference			x
2E	Developing the revised agreed syllabus		x	
2F	Making best use of National Guidance		x	
Collective Worship				
3A	Supporting pupil entitlement in LA's schools		x	
3B	Enhancing the quality of provision of collective worship		x	
3C	Responding to requests for determinations		x	
Management of SACRE				
4A	How purposeful, inclusive, representative and effective are SACRE meetings?)		x	
4B	Membership and Training		x	
4C	Improvement/development planning		x	
4D	Professional and financial support		x	
4E	How well informed is SACRE to be able to advise the LA appropriately?		x	
4F	Partnerships with key stakeholders		x	
4G	Relations with the Academies sector		x	
Contribution of SACRE to promoting cohesion across the community				
5A	Representative nature of SACRE in the local community			x
5B	SACRE's understanding of the local community in its religious, cultural and ethnic dimensions		x	
5C	SACRE's engagement with the community cohesion agenda		x	
5D	SACRE's Links to LA initiatives promoting community cohesion	x		

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Proposed constitution 2016

1. The Name of the Association:

The name of the Association shall be the National Association of Standing Advisory Councils on Religious Education (NASACRE).

2. The Aims of the Association:

The aims of the Association shall be:

- 2.1 To assist the Standing Advisory Councils on Religious Education (SACREs) to fulfil their responsibilities
- 2.2 To represent their common concerns to other bodies
- 2.3 To assist in the training and mutual consultation of SACRE members
- 2.4 To encourage the development of SACREs
- 2.5 To undertake such other activities, appropriate to SACREs, as may benefit RE and collective worship

3. Basis of membership and duties:

- 3.1 Each SACRE shall be invited to join the Association, membership being renewable annually on payment of the annual subscription in place at that time. Representative members of each SACRE constitute the Council.
- 3.2 The Council shall meet at least once annually; this meeting shall be known as the Annual General Meeting (AGM). It will be deemed to be quorate when one quarter of member SACREs is represented.
- 3.3 Each member SACRE shall be entitled to send any number of representatives to the meetings of the Council, but on any matter on which the Council takes a vote, each member SACRE shall be entitled to cast one vote only.

3.4 The Council shall be responsible for review and amendment of the Constitution, as appropriate.

3.5 A majority of one half plus one of the Council shall be necessary for any amendment to the Constitution.

4. The Honorary Officers:

Honorary Officers shall be nominated by a SACRE and must be an officer to, or a member or co-opted member of, that SACRE.

These shall be elected for a period of two years and shall comprise:

4.1 The Chair

4.2 The Vice Chair

4.3 The Assistant to the Chair

4.4 The Secretary

4.5 The Treasurer

The Vice Chair / Chair / Assistant to the Chair is a 6 year term of office with 2 years in each Officer role, the Vice Chair being elected to automatically move into the next role after two years. At any one time, 3 officers will be on the Executive at different stages of these roles. If at any time, one of these Officers is unable to continue, the Executive may appoint a temporary substitute from the other two post holders until the next AGM, when the position will be regularised.

An Honorary Officer may relinquish their office at any time. If an Honorary Officer is absent from three consecutive Committee meetings they shall be deemed to have relinquished their office and would need to seek re-election at the next Council AGM if they so desired.

5. The Executive Committee (the Committee):

Committee members shall be nominated by a SACRE and must be an officer to, or a member or co-opted member of, that SACRE. Similarly, a person co-opted by the Committee would normally be an officer to a SACRE or a member of a SACRE, but in some cases their specific area of expertise might be deemed more significant than the aforementioned criteria.

The Committee shall comprise the elected Honorary Officers together with no more than eight other members elected by the Council. The Committee shall have the power to co-opt up to three additional members. The Committee shall include the following:

5.1 The Assistant to the Chair who shall be the previous Chair and shall assist for a period of two years

5.2 A Membership Secretary who shall monitor the membership, keep up to date records and work with the Treasurer to ensure members have paid their fees on time

5.3 A Communications Officer who shall have oversight of the Association's communications strategy and communications, including the NASACRE briefings sent to member SACREs

5.4 A Conference Organiser who shall have oversight of the Annual Conference in partnership with the Secretary and the Treasurer

5.5 A Development Officer who shall oversee the production of a development plan and report to the Executive and Council on its progress

With the agreement of the Committee, the roles set out in 5.1 – 5.5 may be shared between members of the Committee. Members of the Committee shall serve for a period of three years, at which time they must seek re-election by the Council at the appropriate AGM. Normally, members of the Executive Committee should not serve more than six years consecutively. Co-opted members shall normally serve for two years when a review by the Committee will take place; they may serve as a co-opted member for up to six years consecutively.

If a member of the Committee misses three consecutive Committee meetings they shall be deemed to have left the Committee.

The Committee shall be responsible for the planning of other activities and events in fulfilment of the aims of the Association.

6. Subscriptions and Finance:

There shall be a membership fee, which shall be fixed from time to time by the Council. This fee shall not be deemed as the payment for the Annual Conference for that part of the Conference that is not the Council.

7. Winding-up:

If for any reason the Association were to be dissolved, any assets remaining in the Association's bank account(s) shall be divided equally between those SACREs which were members at the time of the dissolution of the Association, once all other debts outstanding had been cleared.



COMMISSION REPORT

Religious Education Teaching and Training in England: current provision and future improvement

SUMMARY OF FINDINGS

Introduction

Religious education is a statutory subject of the basic curriculum of all maintained schools in England and Wales. In voluntary aided schools religious education is taught according to trust deeds or governors' policies. In community and voluntary controlled schools religious education is taught according to locally agreed syllabuses, and is supported by local standing advisory councils (SACREs). SACREs consist of representatives from four groups; the Church of England, 'other' faiths and denominations, teachers' associations and the local authority. Though varying in effectiveness, SACREs provide a unique opportunity for these four diverse groups to engage in dialogue and make a positive contribution to curriculum development in RE.

There have been significant developments in RE over recent years that have led to improvements in teaching and learning of the subject. For example, a partnership project in one local authority involving the interfaith centre, local communities, and members of two RE subject associations, linked schools in different local authorities to show how dialogue between pupils from different faith/belief and cultural backgrounds could produce positive results for individuals and communities. Other successful projects brought to the Commission's attention included those on dialogue among children from different faith/belief backgrounds, how to make links between RE and the local community, transition from Key Stage 2 to 3, engaging primary aged children in stories and artefacts from religious traditions, as well as research / publications on RE and intercultural understanding. There are many more.

As a subject, RE is well represented by active professional associations, whose members make a vital contribution to teacher confidence and competence. Ofsted reports that higher education institutions also contribute well to teaching and learning in RE, via the provision of PGCE secondary RE, which is generally in good health, and through the provision and publication of research underpinning developments in RE.

Terms of reference

The Religious Education Council (REC)'s Teaching and Training Commission was established by the REC in part fulfilment of its Partnership arrangement with the Department for Education and Skills (DfES). In building upon the Non-Statutory National Framework for RE, the Commission was set the following objectives:

1. To diagnose current limitations on and strengths in teacher confidence and competence in religious education (RE) in both community and 'faith' schools in England, based on evidence gathered in relation to initial teacher training (ITT) and continuing professional development (CPD).
2. To recommend remedial initiatives to address identified weaknesses in ITT and CPD for RE, including:
 - a. identification of examples of existing models of good practice across the range of primary and secondary ITT. Proposals to be set out to show how these might be rolled out to provide comprehensive cover for all intending primary teachers and secondary specialists;
 - b. identification of examples of existing models of good practice in CPD provision locally, regionally and nationally, together with proposals as to how access might be affordably extended to such supports for teachers from all schools. Relevant cost and quality considerations to include attention to the possibilities of greater regional collaboration than hitherto.
 - c. development of appropriate new models for CPD provision especially, with costed and detailed proposals to provide training for the vast majority of teachers of RE within the next five years.

In conducting its research and in writing this report, the Commission worked to both the current statutory arrangements for RE in England and the stated purposes of RE contained within the Non-Statutory National Framework for RE. These are that religious education develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views. It offers opportunities for personal reflection and spiritual development.

Teacher confidence and competence

Strengths

Religious education has a great strength in the expertise and commitment of those with specialist qualifications and experience in teaching the subject. Evidence presented in this report suggests that such teachers are highly committed to the subject's aims and worth, and that they share a desire to improve its effectiveness. These teachers work hard to raise the quality and status of RE provision in their schools and colleges, and to ensure that the subject engages and has a positive impact upon learners. Teachers, through SACREs and Agreed Syllabus conferences, are able to contribute directly to the development of the syllabus in their area, leading to an increased sense of ownership and commitment to the RE curriculum, and in turn, increased professional confidence and competence.

According to the primary and secondary teachers surveyed for this report, confidence in RE was highest and they were most effective where:

- they had been recipients of high quality initial teacher training and/or in-service professional development;
- they were well supported by senior managers in schools;
- they had access to specialist subject support;
- a wide range of different types of CPD was on offer in relation to their needs.

Weaknesses

Despite the advances made by RE over recent years, there is constant evidence of some persistent weaknesses in the subject, particularly in community schools. In both primary and secondary phases, voluntary aided schools fare better in terms of resources and time for RE, particularly in the 16 percent of schools that are Roman Catholic, where all the schools surveyed provided more than five percent of curriculum time for RE and all but three provided more than £1 per pupil annually for RE resources.

In the Primary phase:

- RE is rarely the focus for whole school development in primary schools and consequently teachers do not know enough about the range of religions and belief systems included in syllabuses to teach the subject effectively.
- Teachers are lowest in confidence in RE where they have had little subject specific training in their record of professional development.
- Teachers have had little or no training in how to apply appropriate pedagogies in RE.
- Many teachers have been inadequately prepared for changes to syllabuses following the publication of the Non-Statutory National Framework for RE. This has led to challenges for co-ordinators and RE teachers in community and aided schools concerning how best to plan, teach and assess effectively, for example, in relation to level descriptions, and how to use the range of resources effectively.
- Primary ITT courses generally provide minimal input on RE from Higher Education Institutions (HEIs) and other providers, compounded by lack of exposure to good

practice in the school-based portion of their training. There was rarely any knowledge of whether school-based mentors had any RE specialism as part of their own training. This is an historic shortcoming which has created a cycle of under-performance.

- Few primary school teachers have any post-16 qualification in RE and there is a consequent unevenness in quality of RE compared to most other subjects.
- Well over half of RE subject leaders also lack any post-16 qualification in RE and many quickly move on to other areas of responsibility. This is leading to lack of direction and encouragement for their colleagues to improve their subject knowledge and skills through appropriate training. This in turn is resulting in a lack of high quality teaching and low expectations.
- Few community or voluntary controlled primary schools provide more than £1 per pupil in their annual budget for RE resources and even fewer provide the recommended 5 percent of curriculum time.

In the Secondary phase:

- Teachers with no formal training in RE are lowest in confidence where they find themselves teaching RE despite having little or no previous experience in doing so.
- Many teachers of RE have been inadequately prepared for changes to syllabuses following the publication of the Non-Statutory National Framework. This has led to challenges for co-ordinators and RE teachers in community and aided schools concerning how best to plan, teach and assess effectively, for example, in relation to level descriptions.
- Many RE subject leaders report that they are in charge of departments containing several 'non-specialists' and that this significantly limits the maintenance or raising of standards. With the exception of citizenship, RE is the subject where schools have the fewest teachers who are suitably qualified to teach the subject and this is having a negative impact on standards.
- HMI reports over many years reveal that subject leadership is generally weaker than in most other subjects. While there has been a general improvement in the leadership and management of RE, weaknesses remain in key areas such as the provision of specialist teachers, and the quality of self-evaluation and monitoring. This is also reflected in poor planning, in the use of inappropriate teaching methods, in the low expectations of teachers, and in assessment. In many schools such weaknesses in the management of the RE department have been undetected and uncorrected by senior staff. Weak leadership and management deprive RE classroom teachers of opportunities to improve and develop their expertise. In over one fifth of schools Ofsted judged that there is inadequate monitoring and evaluation of either RE teaching or performance.
- The pressure on staffing has become intense, as more and more young people engage in and opt for study of religions and philosophies at GCSE, A and AS level. Schools and colleges are responding by attempting to attract good teachers to meet the need, or by using non-specialists to cover the gaps, but often fail though insufficient numbers of adequately trained teachers.
- Many schools are currently failing to support those newly engaged in teaching RE with the sufficient depth and quality of professional development required to provide high

quality teaching and learning. When high quality trainees complete ITT courses they are not always supported effectively into the professional life – with some loss of impetus.

- As in the primary sector, few community and voluntary controlled secondary schools provide more than £1 per pupil annually for RE resources or the recommended 5 percent of curriculum time.
- There is a continuing problem of non-compliance in Key Stage 4 amongst nearly 20 per cent of secondary schools according to the 2004/5 Ofsted analysis. Although there has been some recent improvement in the proportion of schools meeting their statutory requirements in relation to RE, this is in danger of being undermined by limitations in staffing and by some schools feeling they can reduce time for RE without sanction under the differently focused Ofsted inspection process. At post-16 well over a third of schools with sixth forms were found to be non-compliant by Ofsted in 2004/5.

In Initial Teacher Training:

The Commission notes the following main areas of weakness in relation to training for **primary** phase teachers:

- the historical and continuing shortage of primary teachers with some expertise in RE leads to insufficient opportunity within trainees' school-experience for specialist mentoring and the observation of good practice;
- the lack of subject knowledge and understanding on the part of those beginning teacher training is due in part to their own background experience being affected by the legacy of lack of compliance amongst schools with Key Stage 4 and Post-16 legal requirements for RE;
- the insufficient input within ITT on the range of appropriate pedagogies for RE;
- the current lack of consistency in terms of standards for pupils' progress in RE in relation to national, local and trust deed guidance.

The Commission notes the following main areas of weakness in relation to training for **secondary** phase teachers:

- HMI reports indicate that a persistent problem with secondary RE training is the difficulty faced by providers in finding sufficient placements offering high quality mentoring and modelling good practice in the planning, teaching and assessment of RE;
- the lack of subject knowledge and understanding for those beginning teacher training as influenced by such factors as:
 - insufficient RE in their own educational experience where schools have failed to comply with Key Stage 4 and Post-16 legal requirements;
 - the growth of ethics and philosophy of religion, rather than study of discrete religions and texts, as option choices within A and AS level Religious Studies, leaving those students with only limited understanding of religion(s);
 - the fact that RE trainees are drawn from a wide range of disciplines, such as the human sciences and philosophy;

- RE trainees' planning, teaching and assessing are often weaker than for those specialising in other subjects. In understanding how to plan for pupils' progress in RE, trainees need to take account of a variety of RE syllabuses and variations in guidance on appropriate standards for each key stage;
- In **both primary and secondary** phases there is insufficient guidance on educating for spiritual, moral, social and cultural development for prospective teachers in subjects other than RE. Currently, there are no ITT standards that relate specifically to spiritual, moral, social and cultural development.
- There is also scope for additional work in providing opportunities for specialist trainees in RE to consider the relationship between their own faith/beliefs and the role of the RE teacher in community and/or 'faith' schools.

In Continuing Professional Development

The Commission's evidence demonstrates that while there is a significant amount of CPD on offer to teachers and that this is being provided from numerous sources (local authority advisers (and SACREs), unitary awarding bodies, diocesan and other faith/belief groups, independent national organisations and other independent consultants) it is not well-targeted, carries little status and is often incoherent. Moreover, several factors act as blocks to teachers' participation in CPD in RE:

- less than a quarter of those working for local authorities / SACREs who responded to our survey reported that there was a full-time adviser / inspector in RE in their authority;
- although RE subject leaders have a long list of training needs, many reported difficulties in obtaining sufficient funding for them to undertake the identified training. Phrases such as RE being 'a Cinderella subject', 'a poor relation' or 'sidelined' were frequent in teachers' responses to our survey. Many noted that there were specific 'priorities for numeracy and literacy' which took precedence and that 'funds do not allow' for training in RE;
- a worryingly high proportion of teachers responding to our survey mentioned 'Quick fix' training solutions such as those offered on websites as their only realistic means of accessing professional development;
- the shortage of specialist RE leaders in primary schools leads in some cases to insufficient prioritising RE training for subject leaders and their colleagues.

In addition, the Commission noted insufficient opportunities currently offered within existing CPD programmes nationally to address the following weaknesses in RE:

- lack of basic subject knowledge on the part of trainees and teachers as well as understanding of the proven pedagogies and their potential impact on pupils' progressive learning in RE;
- insufficient depth in levels of subject knowledge to engage theologically and philosophically with children in ways that are informed by the vitality of living religions and philosophies of life;
- need for more subject specialists who will promote the subject's contribution to pupils' spiritual, moral, social and cultural development and to social and community cohesion;

- need to boost teachers' awareness of variety of resources available to support good RE in different contexts;
- lack of confidence in how to use ICT effectively in RE for many teachers;
- lack of attention to the pupils' voice and experience in some RE classrooms and the need to relate materials to their interests and concerns, in line with the scope of the Non-Statutory National Framework for RE and including pupils with particular learning needs or difficulties;
- lack of consistent opportunity for incremental professional development ensuring that teachers have a range of experience before they become subject leaders.

In general, the lack of commitment to RE by senior leaders in some schools, illustrated in some cases by continuing non-compliance with legal requirements for RE, acts as a block to teachers' training in the subject. This results in lost opportunities for teachers to understand the potential of the subject to contribute powerfully to the depth and breadth of a young person's broad education and capacity for critical discernment where beliefs and values are concerned.

List of Recommendations

Underlying priorities

1. Training and support in RE for trainee, beginning and practising teachers needs to be improved if young people are to be confident of the own identity and well prepared for the rich cultural, religious, philosophical and ethnic diversity in Britain and the wider world and to play their part in building a more cohesive society.
2. Headteachers and senior managers need to be better prepared to assist and support their staff in acquiring the knowledge, understanding and skills required to promote the highest quality teaching and learning in the subject at all levels.
3. High quality RE teaching requires both an in depth knowledge and understanding of religious and other belief systems, and a thorough grounding in pedagogies proven to be effective for the subject. Such pedagogies will need to take account of the how children might learn FROM religion and well as ABOUT it. In terms of ITT and CPD, this in turn demands sufficient opportunities and sufficient depth in the training undertaken to allow for study of a range of methods and the opportunity to trial and evaluate them.
4. Progress in RE should be more firmly linked to standards and achievement. If pupils are to gain as much as they could from their experience of RE, teachers need to understand how to make judgements about levels of attainment and how they are connected to effective planning throughout the primary and secondary phases. In addition to this, schools, together with their school improvement partners, need to be actively encouraged to understand how effective RE can make a significant contribution to pupils' academic and personal development.
5. In order for these priorities to be met, RE needs to be given more prominence when inspectors make judgements about the balance and quality of the curriculum being provided by schools.

Recommendations

A. For initial teacher training

DfES should work together in partnership with the REC to support a range of initiatives in ITT. (See Part E of this Report for more details)

The Commission recommends that the following **low-cost initiatives** be undertaken, developed or extended in order to improve or supplement current provision for ITT:

1. Guidance for providers of ITT and TRS degrees:

Guidance should be commissioned to:

- address the underprovision of opportunities for primary ITT trainees to observe and teach RE in schools where mentors/tutors have considerable experience and/or expertise in the subject;
- address the underprovision in terms of sufficient specialist staff and programmed time to meet the needs of primary ITT;

- address the underprovision of specialist courses in religions and beliefs on ITT programmes/courses
- address the underprovision of training in pupils' spiritual, moral, social and cultural development in general primary ITT courses;
- address the need to raise awareness of RE teaching as a prospective career, by, for example, providing opportunities for trainees to work, where possible and appropriate, with 'gifted and talented' and/or post-16 students in schools, and encouraging HEIs offering undergraduate theology and religious studies (TRS) degrees to include a 'religion and education' module within the degree options.

2. Understanding planning and assessment in RE

In order to assist trainees' understanding of effective planning and appropriate assessment of standards in RE, guidance should be commissioned by the DfES and QCA, with its partners in the REC, to encourage local authority agreed syllabus conferences and faith communities to include progressive levels of attainment such as those exemplified in the Non-Statutory National Framework for RE within their next revised agreed or aided schools' syllabus.¹

3. Standards for qualified teacher status (QTS)

The TDA should include in the guidance accompanying its revised standards for qualified teacher status (QTS) specific reference to the ability of all primary and secondary trainees to:

- examine how their own beliefs and values may influence their teaching;
- provide opportunities for pupils' spiritual, moral, social and cultural development;

and of all primary trainees and secondary RE specialist trainees to:

- understand the main features and purpose of the Non-Statutory National Framework for RE and its position within the current statutory arrangements for RE including agreed and aided school syllabuses;
- organise visits to places of religious interest.

In its standards for primary teachers, the TDA should continue with its plans to include specific opportunity to include teaching of RE as part of their school experience.

4. Inspection

Ofsted inspection arrangements should ensure that:

- in its next revision of the inspection handbook for ITT providers, specific reference is made to the preparation of trainee teachers for providing the opportunities listed in point 3 above ;
- attention is paid to the provision of training for RE in its inspection of Primary ITT providers.

The Commission also recommends that DfES and TDA provide **additional funding and support** for the following initiatives:

¹ cf. DfES, 2007, *Curriculum Review: Diversity & Citizenship* (The Ajegbo Report), ref. DFES-00045-2007, p.10.

1. **Further and extended training opportunities, including bridging and booster courses**, with e-support, that help teachers from non-traditional degree backgrounds gain the knowledge, skills and depth of understanding required to teach the subject effectively. These will include:
 - a two year route PGCE as favoured in several other shortage subjects;
 - an expanded programme of Booster courses for those who already have some, but not sufficient subject knowledge;
 - a ‘diploma’- style longer course, e.g., a pre-PGCE or GTP distance learning (DL) course for those who have not undertaken any formal study of religions, plus financial support to address needs of trainees;
 - an intensive online subject knowledge course for late entrants.
2. The setting up of **an on-line support community**, developing from booster and bridging courses and continuing post-qualification, in order to sustain these developments.
3. Continued **support for school-based mentors/tutors** through a blend of face-to-face courses/conferences and online provision.
4. Financial support in terms of training fees and expenses for **faith/belief communities or representatives** thereof, to enable them to expand their capacity and contribution beyond their own institutions, particularly in engaging trainee teachers in examining:
 - the content of individual religions and beliefs, the diversity that exists both among and within faith/belief communities, and
 - the interface between trainees’ own beliefs and the responsibilities of the RE teacher in both community schools and those with a religious character.

B. For continuing professional development

Without high quality CPD and support for SACREs, the impetus generated by publication of the Non-Statutory National Framework for RE will be greatly impeded. DfES, in partnership with the REC member bodies should therefore work to support a range of professional development opportunities related to schools’ and individual teachers’ needs. (See Part E of this Report for more detailed, costed proposals.)

The Commission recommends that the following initiatives be undertaken, developed or extended, in order to improve or supplement current provision for CPD in religious education:

Policy

1. Development of Advanced Skills Teachers (ASTs) and Leading Teachers in terms of specific support for RE in community and ‘faith’ schools.
2. Further RE programming on Teachers TV such as video footage of RE lessons that can be used for analysing and evaluating teaching and learning.
3. Extended online support for trainers and mentors of new teachers, for example, through RE-Net.

4. Identifying and encouraging 'training schools' with expertise in RE to share good practice.

In order for the initiatives listed above to have the desired impact on pupils' learning in RE, DfES, together with REC partner organisations, should take the following steps:

5. support a project ongoing within the REC to develop 'Subject Standards' for CPD in RE, reflecting the phases of professional development for teachers;
6. direct School Improvement Partners (SIPs) to include RE in their checklist of targets for improvement to be agreed with schools and ensure SIPs are aware of the place and scope of religious education in both community schools and aided schools with a religious determination;
7. support the proposal for the inclusion of the role of RE in training for headteachers and senior managers when they examine the schools' contribution to community cohesion and pupils' spiritual, moral, social and cultural development;
8. support the proposal for local authority agreed syllabus conferences and faith communities to include progressive levels of attainment such as those exemplified in the Non-Statutory National Framework for RE within their next revised agreed or aided schools syllabus;
9. publish plans for any professional development elements of a national strategy for RE sufficiently early for schools to consider training opportunities within their professional development planning cycle.²

Provision

The following proposals for training and projects for RE improvement should be referenced to the Non-Statutory National Framework for RE, in terms of skills, breadth of study, and expected standards of pupils' performance at different ages, as articulated in a range of agreed and aided school syllabuses.³

Where appropriate successful completion of courses should result in an award or certification to encourage a greater impact on teaching and learning.⁴ In order to ensure effective dissemination or implementation in school, courses should contain an element of school-based evaluation of the impact on teaching and learning.

1. Two day appetizer/refresher – intensive courses for beginning teachers or those needing a (re-)introduction to the principles and practice of good RE.
2. Ten day courses on effective leadership of primary RE.
3. Ten day courses for secondary teachers with other specialisms (TWOs).
4. 'Expert teacher' and Masters level courses for primary and secondary teachers.
5. Specialist RE input into short courses for returners, overseas trained teachers and trainees following PGCE in Humanities.

² TDA regulations for performance management, 2006, for implementation in September 2007.

³ See Introduction on p.6 for the legal context in which RE is arranged.

⁴ cf. Ofsted, 2004, *Making a difference: The impact of award-bearing in-service training on school improvement*, HMI 1765.

6. A substantial programme of daytime courses with school-based assignments and e-support, modelled on the five, ten and twenty day GEST funded courses of the mid-1990s, with partnership between HEIs and LAs.
7. Short, non award bearing training courses with a focus such as visits to religious communities.
8. A variety of ICT-based routes to suit different needs, eg, distance learning (or hybrid) MA and other courses.
9. Specific RE development programmes run by faith/belief groups, to encourage their members to consider RE teaching as a career and to introduce them to the principles and practice of the RE teacher. Each programme will be informed by the principles enunciated in the aims, objectives and standards of the Non-Statutory National Framework for RE and meet the needs of the faith/belief groups involved.
10. Professional development for headteachers and senior managers, e.g., inclusion of RE issues in *Leading from the Middle* (LftM), *Leadership Pathways* and *National Professional Qualification for Headship* (NPQH) training as well as in-service training.
11. A programme of twilight clinics and school visits by a regional network of RE advisers or consultants, including opportunities for intensive one-to-one support for teachers, such as coaching to improve classroom planning and practice for both community and aided schools.
12. Supported action research for teachers working with pupils as a means to improve the quality of RE in schools and effecting change in teachers' practice.
13. A project to produce a comprehensive overview of CPD provider capacity and potential in each region of England.
14. Development of distance learning packs to boost subject knowledge in RE, drawing on HEI-level expertise in religions, theology, philosophy and ethics.
15. A strategy for encouraging and enabling individuals from ethnic minorities and those from faith/belief communities to become RE teachers.
16. Development of guidelines for an 'Expert RE Teacher' portfolio.

The full report (100pp) can be ordered price £7.50 from:

REC PO Box 60501, LONDON W2 7ZG or,

by email from: info@religioueducationcouncil.org

(please make cheques payable to RE Council)

MEMBERS ORGANISATIONS OF THE RELIGIOUS EDUCATION COUNCIL OF ENGLAND AND WALES

Al-Khoei Foundation
Association of Christian Teachers - ACT
Association of Jewish Teachers
Association of RE Inspectors Advisers and Consultants - AREIAC
Association of University Departments of Theology and Religious Studies
Association of University Lecturers in Religion and Education (UK)
Baptist Union of Great Britain
Bloxham Project
Board of Deputies of British Jews
British Humanist Association
Buddhist Society
Catholic Association of Teachers, Schools and Colleges
Catholic Bishops' Conference
Catholic Education Service for England and Wales
Christian Education
Church in Wales, Division for Education
Church of England Board of Education
Clear Vision Trust (Buddhist)
Council of African and Afro-Caribbean Churches
Council of Christians and Jews
Culham Institute
Farmington Institute for Christian Studies
Federation of National and Regional RE Centres
Free Church Education Unit
Independent Schools Religious Studies Association
Institute of Jainology
Inter Faith Network for the United Kingdom
ISKCON Educational Services
Islamic Academy
Islamic Cultural Centre
Muslim Council of Britain
Muslim Educational Trust
National Association of Standing Advisory Councils on RE
National Association of Teachers of Religious Education (NATRE)
National Council of Hindu Temples (UK)
National Society (Church of England) for Promoting Religious Education
National Spiritual Assembly of the Baha'is of the United Kingdom
REEP: The Religious Education and Environment Programme
Religious Society of Friends (Quakers)
Roman Catholic National Board of RE Inspectors and Advisers
Shap Working Party on World Religions in Education
Sikh Education Council
Stapleford Centre
Subject Centre for Philosophical and Religious Studies (Higher Education Academy)
Union of Muslim Organisations of UK and Eire (UMO)
Archdiocese of Russian Orthodox Parishes: Episcopal Vicariate of GB & N. Ireland
Vivekananda Centre London
Wales Association of SACREs - WASACRE
Working Group on Sikhs in Education - WORKSE
World Congress of Faiths

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The geography of anti-Muslim hatred in 2015: Tell MAMA Annual Report

We are going through a turbulent period in our country economically, socially and around the place of migrant and minority communities in the United Kingdom. Many gains have been made since the Windrush generation arrived on the cold shores of this country to work and minority communities have by and large felt settled. The scourge of extremism and issues around identity plague some young people though there have been no major fissures in community relations since the horrendous murder of Stephen Lawrence in the early 90s. His murder was a turning point for our country.

Yet, today we are in a turbulent environment where some politicians think that pointing to posters showing Syrian refugees who are visibly racially and religiously different, is perfectly normal political campaigning. We are in a period where post Brexit, some feel that their hatred and prejudice has been legitimised and we are in a period where terrorism and extremism fuels anti-Muslim hatred.

The upside of this is that anti-Muslim hatred plays into the hands of violent extremists from Muslim communities. It gives credibility and credence to those who say, “see they don’t want you (Muslims) in Europe, so why don’t you go to Syria and Iraq.” These radicalisers rarely give their lives in their extremism, but they generate a lost youth who die in the deserts of a foreign land in the Middle East. This is one of the legacies of anti-Muslim hate, mixed in with a victim culture and with extremist ideology.

We must redouble our efforts collectively to tackle all forms of hate where we find them. In that struggle, we must defeat the forces of anti-Muslim haters who stealthily promote their poison. Muslims are part and parcel of the development of this country and their place in society needs to be defended and protected. We will continue to play a role in a country that values pluralism and which values human rights.

Offline figures trebled in the 2015 calendar year:

The number of offline incidents have trebled from 146 in 2014/15 (12 months to March 2015) to 437 ‘offline’ incidents in the 2015 calendar year. This shows an increase of 300 per cent and there was an increase over time on the previous reporting period by 200 per cent.

‘Offline’ incidents happened in-person between a victim (or property) and a perpetrator.

Anti-Muslim hate impacts Muslims when they travel, shop and socialise in public

Our data shows that the hotspots of anti-Muslim hate occur when Muslims use public and private transport networks, walk in public spaces of cities, and where they do their shopping.

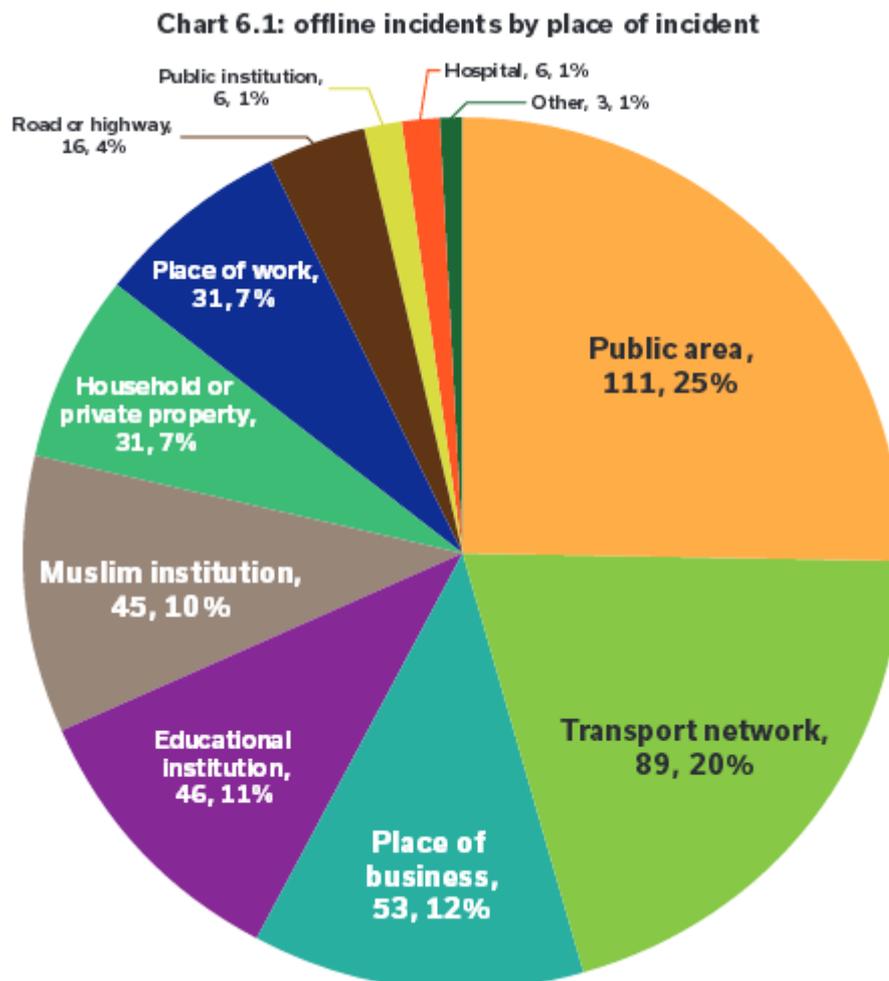
The largest proportion of victims are Muslim women, perpetrators are overwhelmingly male

Muslim women are more likely to be attacked than men in most settings. The largest proportion of perpetrators are white males. This means that the largest proportion of incidents involves Muslim women, usually wearing Islamic clothing – be it the hijab, abaya or niqab. Verbal abuse from men often carries misogynistic, racist and Islamophobic overtones.

Verbal abuse and assaults were most common incident types in offline cases

Of the 'offline' cases, 219 involved verbal abuse and 74 involved assault (including common assault, battery, as well as attempted and grievous bodily harm).

Offline incidents by where they occurred



Incidents often occur near major public transport areas

It appears that areas near arterial roads in metropolitan areas experience a relatively higher level of anti-Muslim hate crime. Similarly, 84 per cent of all incidents in London recorded by Tell MAMA and the MPS occurred within 200 metres of a bus stop and 48 per cent of all incidents occurred within 100 metres of a bus stop.

Far-right, nativist hate speech about Muslims and Islam online is being normalised

A majority of cases reported to Tell MAMA in the online sphere concerned hate speech, harassment and bullying on Facebook and Twitter. Our analysis found that nativist, far-right language construed Muslims as violent rapists or terrorists and a cultural threat to Britain. Our data reveals that 45 per cent of perpetrators of online incidents are verifiably supportive of the far-right. If we could not prove far-right affiliation, it demonstrates that far-right narratives are being normalised in online discussions which directly and indirectly target Muslims online.

The full report can be viewed at www.tellmamauk.org/

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Note of Bromley SACRE meeting 27/9/16 at Holy Trinity Church Rooms

Attended by:

Roger Bristow, Cllr Keith Onslow, Virginia Corbyn, Steve Varney, Cllr Russell Mellor, Cllr Robert Evans, Arvinder Nandra, Saiyed Mahmood, Jane Walker, Denise Angel, Edlene Whitman, Christopher Town

On-going support for SACRE from Bromley will be through Kieran Osborne (formerly HT of Hayes Secondary), not able to attend this meeting

Terms of reference date from 2007 although they have been amended in minor ways since then. Points raised were as follows:

- Most Bromley schools are now academies – the LA is not responsible for academies, therefore as an LA body, the SACRE does not have any responsibility or authority within academies
- SACRE now has no specified budget – any proposed work would need to be bid for and then commissioned by Bromley
- How do we do a job of work without a budget?
- What is the position of our Agreed Syllabus in academies?
- Will we continue to meet?
- Can we continue to have school visits? – these are valued by SACRE members and, apparently, by RE subject leaders
- How will SACRE continue to ensure good quality RE in Bromley schools?
- Suggestion – ask schools what they would like from SACRE and base our work on this
- Are there ways to draw up new terms of reference to take into account that most Bromley schools are now academies?
- As the LA remains responsible for the safeguarding of all children and young people in Bromley, are there ways in which SACRE can plug into this? Eg: moral development?
- There is a desire by SACRE members to advise, encourage and support good RE to continue the work of past years
- Are there ways to be involved in MATS/federations/teaching alliances in order to support RE?
- Collective worship – the law has not changed although practice is variable – do we have a role here?

Action to be taken before the next meeting

- Meet the Portfolio Holder (Cllr Peter Fortune) and the Director of Education (Jane Bailey) to discuss the role of and budget for SACRE
- Seek views of secondary and primary headteachers through their meetings if possible

Next meeting – Weds 9th Nov. 6pm at the Civic Centre

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