



**The Merton
Standing Advisory Council
on
Religious Education**

**Annual Report
for 2012 - 2013**

February 2014

INTRODUCTION

I am pleased to send you Merton SACRE's Annual Report for the academic year 2012-2013. Every SACRE is required to publish a report and make it available to schools and the wider public.

The main focus for SACRE over the last year has been:

- Updating the Directory of Places of Worship in Merton and getting it up and running and online. The updating is still in progress.
www.merton.gov.uk/learning/directoryplacesworship.pdf
- Broadening our role to support schools with a range of questions related to RE and the faith and belief communities in Merton. This has included giving advice to schools at the time of the murder of Lee Rigby and discussions re pupils opting out of RE.

Merton is a unique and religiously diverse community to grow up in. Our children need to be helped to navigate this local as well as global world. This year we have continued to see the challenges of global terrorism and parallel risks in stereotyping people, faiths or belief groups. RE as a subject and RE teachers in particular do so much to challenge this stereotyping. We will seek to help schools to understand and celebrate the diverse faiths present in Merton and help them to be informed with the hope that they will recognize that those who may disagree on many things can still live side by side in harmony.

We would particularly like to thank David Crispin for his diligent support and work with the Merton SACRE.

Peter Kendrick Chair of Merton February 2014

SACRE MEETINGS

Peter Kendrick was re-elected chair at the autumn meeting of SACRE. Three meetings were held during the academic year and minutes are available from the LA.

What did the meetings cover:

The SACRE responded to the emerging National Picture on RE via the RE council review. They considered the new draft programmes of study. This was in the context of the evolving national position on the curriculum and the changing nature of school provision. SACRE discussed how to champion and support RE in Merton Schools.

www.merton.gov.uk/learning/schools/standing-advisory-council-on-religious-education.htm

RELIGIOUS EDUCATION

The Agreed Syllabus for Religious Education in Merton Schools

[http://www.merton.gov.uk/learning/merton revised agreed syllabus 2008a.doc](http://www.merton.gov.uk/learning/merton%20revised%20agreed%20syllabus%202008a.doc)

Standards

SMSC References in school Ofsted reports inspected 13 - 14

Rutlish

The curriculum and students' spiritual, moral, social and cultural development are strengths.

The provision for students' spiritual, moral, social and cultural development is a strength and the school successfully creates a cohesive culture, taking advantage of the school's history and traditions. Students learn well, behave well, have a strong work ethic, and are increasingly involved in supporting the community through fundraising, food distribution and links with schools abroad. The school is effective in ensuring equality of opportunity for all students.

SMART centre

The centre promotes well a strong community spirit with a successful emphasis on the students' moral and social development.

Merton Abbey

The range of subjects that pupils learn about is designed to ensure that they experience a variety of activities which broaden their cultural horizons and prepare them well for the next phase in their education.

The school provides good stimulus for pupils' developing understanding of moral issues, for example carefully chosen stories or global debates on fair trade. The level at which bullying is discussed is very sophisticated and this deepens pupils' understanding, not only of right and wrong but also of the dynamics of human relationships and the social skills needed to navigate them successfully.

Assemblies are often led by representatives of different faiths and give pupils the chance to reflect on elements of spirituality from a range of perspectives. This ensures they are well prepared for the diverse society in which they live.

Pelham

Leaders ensure the curriculum provides opportunities for discussing deep philosophical questions. Certain subjects lend themselves to debating issues of morality, such as the rights and wrongs of how Tudor society dealt with criminals. Topics studied are supplemented by trips to relevant places of interest, and visitors bring learning alive. In this way, pupils' spiritual, moral, social and cultural development is well provided for.

Ricards lodge

The curriculum is broad and balanced at all stages. It is regularly reshaped to meet their changing needs and aspirations. It provides equality of opportunity for all and positively promotes the spiritual, moral, social and cultural development of students. An extensive range of extra-curricular activities are attended by large numbers of students.

Liberty

Spiritual, moral, social and cultural development are promoted through celebrations of festivals including Black History Week, and fostering generosity of spirit through encouraging pupils to go out of their way to help others. Pupils tend the school allotments and take pride in the produce they have grown.

Hollymount

The school develops pupils' spiritual, moral, social and cultural qualities strongly, ensuring that they are respectful towards others.

Bond

Their spiritual, moral, social and cultural development is strong, so that they respect one another's values.

Abbotsbury

The curriculum effectively meets pupils' academic needs. It promotes their personal development well and celebrates the diversity within the school so that all feel valued.

The curriculum continues to be a strength of the school, leading to good achievement and spiritual, moral, social and cultural development

The Sherwood

The curriculum promotes pupils' spiritual, moral, social and cultural development effectively by providing enriching experiences for pupils. For example, older pupils visited a partner secondary school to take part in lessons such as cookery and design technology

Gorringe

The curriculum is broad and balanced. It promotes pupils' spiritual, moral social and cultural development well.

The curriculum is broad and balanced and is supported by a wide variety of additional activities that interest pupils and support their spiritual, moral, social and cultural development. All pupils have equal opportunities in what the school has to offer

Lonesome

The curriculum is broad, balanced and covers all the requirements of the national curriculum. It is extended by a range of visits and visitors which pupils appreciate. They are also enthusiastic participants in a good range of sporting activities, often in partnership with other local schools. The provision for pupils' spiritual and moral development is good. Opportunities for social and cultural development are more limited overall because of more limited opportunities for art, music and drama. The promotion of social development is good in the Nursery and Reception classes.

Garden

The curriculum promotes pupils' spiritual, moral and social development, but opportunities to build on the rich cultural dimension within the school are less developed.

Religious Studies Examinations 2013:

In 2013, 1,064 entries were made in RS in the GCSE full course. This represented 66% of the school cohort; much higher than the national figure of 36%. The 2013 GCSE A*-C outcome was also higher than the 2012 outcome. Below is a summary of the grades awarded in Merton schools compared to the national (2012 equivalents is in brackets, where appropriate)

	A*-A	A*-C	Average point score per entry
LA	37.3%	82.8%(78%)	44.4
National	28.8%	72.1%	41.7

Source: LA RAISE online summary data

A level and Pre-U

At A level and Pre-U qualifications, 41 candidates sat RS/Theology exams. The pass rate was 100% and at A level, the pass rate at A*-C was a 100%.

Continuing Professional Development (CPD) for teachers

A training workshop was run for subject leads.

Complaints concerning RE

No complaints were received under Section 23 of the Education Reform Act 1988 regarding Religious Education in Merton schools

Collective Worship Determinations

There are no Determinations in Merton

Complaints

No complaints were received under Section 23 of the Education Reform Act 1988 regarding Collective Worship in Merton schools.

GENERAL

Links with other agencies

Merton SACRE is a member of NASACRE and a representative attends national meetings. Full reports are given at the SACRE meetings so that all members are aware of current topics and issues. Members of SACRE are also representatives on the Merton Inter-Faith group and this facilitates communication between the two committees.

A member of SACRE did attend the NASACRE AGM meeting in London and reported back to SACRE

List of organisations to which this SACRE report has been sent

A copy of this report will be placed on the SACRE section of the Merton LA website and relevant officers will be informed.

www.merton.gov.uk/learning/schools/standing-advisory-council-on-religious-education.htm Where possible schools will be alerted to this new report.

The National Association of SACREs (NASACRE) will also receive a copy.

Contacts

If you have any issues that you would like to raise with the Merton SACRE, please contact the, LA clerk to SACRE penny.garry@merton.gov.uk or the Chair, Peter Kendrick scrc@lineone.net

Appendix 1: SACRE Membership

Standing Advisory Council on Religious Education

Group A: Christian, Other Faiths and Beliefs

Buddhism	Mr P Lom
Free Churches	Mr P Kendrick (Deputy Mrs S Rogers)
Hinduism	Vacancy
Humanism	Ms A King
Islam	Mr S Sheikh (Deputy Mr M Irfan)
Judaism	Mr M Freedman
Roman Catholic Church	Mr W Doris
Sikhism	Mr B Singh

Group B: Church of England

Mr Colin Powell

Ms Lilian Zwarts

Group C Teacher Associations

ATL	Mr N McManus
NASUWT	Vacancy
Voice	Vacancy
NUT	Mr R Kay-Kreizman
NAHT/SHA	Ms K Seamer

Group D: Local Authority

Councillor Laxmi Attawar

Councillor Linda Taylor

Councillor Richard Williams

Co-opted Members

Baiha'i Faith	vacancy
Ahmadiyya Muslim Association	vacancy

David Crispin Consultant (Independent Advisor) attended SACRE meetings (until July 2013)

Keith Shipman, Merton Education Inclusion Manager now attends the SACRE Meetings (since October 2013)