If you require further information about this agenda please contact: jane.medici1@hounslow.gov.uk 020 8583 206475.

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

A meeting of the Standing Advisory Council on Religious Education will be held in the Committee Rooms 1 & 2, Civic Centre, Lampton Road, Hounslow on Monday, 29 February 2016 at 7:00 pm

**MEMBERSHIP**

**Group A - Faith Groups**

<table>
<thead>
<tr>
<th>Buddhist</th>
<th>Tusita Weerrakoon</th>
<th>Muslim</th>
<th>Najeeb Ahmed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Church</td>
<td>Alan Crabtree</td>
<td>Orthodox Christian</td>
<td>Gregory Wolcough</td>
</tr>
<tr>
<td>Free Church</td>
<td>Isabel Tayler</td>
<td>Pentecostal Christian</td>
<td>Maf Cavill</td>
</tr>
<tr>
<td>Hindu</td>
<td>Haresh Vyas</td>
<td>Roman Catholic</td>
<td>Mike Kenton</td>
</tr>
<tr>
<td>Hindu</td>
<td>Subodh Thaker</td>
<td>Sikh</td>
<td>Ranvir Singh</td>
</tr>
<tr>
<td>Jewish</td>
<td>Basil Mann</td>
<td>Sikh</td>
<td>Sarup Singh Mahon (Convenor)</td>
</tr>
<tr>
<td>Muslim</td>
<td>Faouzi Saffar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group B - Church of England**

Revd Rosemary Hoad, Elizabeth Wolverson (Chair), Jane Savill and Steve Line (1 vacancy)

**Group C - Teachers**

<table>
<thead>
<tr>
<th>Natalie Evans (Primary)</th>
<th>Rachel Lawrence (Secondary)</th>
<th>Louise Lawn (Special)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carly Tremblin (Primary)</td>
<td>Mehmoona Yousaf (Secondary)</td>
<td>Vacancy (Special Head)</td>
</tr>
<tr>
<td>Nasra Diri (Primary)</td>
<td>Marais Leenders (Secondary Head)</td>
<td></td>
</tr>
<tr>
<td><strong>Vacancy (Primary Head)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group D - LEA Representatives**

John Leeson (Humanist)
Eileen Crabtree (Convenor) (Vice chair)
Alamdar Hussain Shah
Penny Stephen
Cllr Mukesh Malhotra

**Co-opted Member**

Lesley Prior 
RE Consultant

**AGENDA**

**DECLARING INTERESTS**

Committee members are reminded that if they have a pecuniary interest in any matter being discussed at the meeting they must declare the interest and not take part in any discussion or vote on the matter.

Mary Harpley, Chief Executive
London Borough of Hounslow, Civic Centre, Lampton Road, Hounslow  TW3 4DN

Published on 17 February 2016
1 Apologies for absence, declarations of interest and any other communications from members

2 Election of Chair and Vice Chair

   Nominations are invited prior to the meeting.

3 Determinations - Lesley Prior (Pages 1 - 22)
   a) Wellington Primary School – expired 14 November 2014
   b) The Heathland School – expires 15 June 2016

4 Minutes of the meeting held on 24 June 2015 (Pages 23 - 27)

5 Notes of the inquorate meeting held on 2 November 2015 (Pages 28 - 31)

   The meeting held on 2 November was inquorate. No decisions were made; notes of the meeting are attached.

6 Holocaust Memorial Day Report - Eileen Crabtree (verbal report)

7 Annual Report - Lesley Prior (Pages 32 - 48)

8 Ramadan and Exam Advice - Lesley Prior and Mehmoona Yousaf (Pages 49 - 55)

9 Review of Agreed Syllabus - consultation process - Chair

10 Update on Current Developments in Religious Education Nationally - Lesley Prior

11 Date of Next Meeting

   The next meeting will take place at 7pm on Monday 27 June 2016 in the Council Chamber, Civic Centre.

   The Executive will meet at 9am on Monday 13 June 2016 in Area 9 of the Ante Chamber, Civic Centre.

12 Any Other Urgent Business
APPLICATION FOR A REVIEW OF A DETERMINATION FOR COLLECTIVE WORSHIP IN ACCORDANCE WITH THE SCHOOL STANDARDS AND FRAMEWORK ACT 1998

SCHOOL: Wellington Primary School
DATE OF APPLICATION FOR REVIEW: February 2016

HEADTEACHER: Mrs Debbie Norton

TELEPHONE NO: 02085706130

1. Please provide an updated analysis of the religious affiliation of the pupils at your school.

<table>
<thead>
<tr>
<th>Religious Affiliation</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHRISTIAN</td>
<td>99</td>
<td>18.9</td>
</tr>
<tr>
<td>HINDU</td>
<td>153</td>
<td>29.3</td>
</tr>
<tr>
<td>JEWISH</td>
<td>1</td>
<td>0.001</td>
</tr>
<tr>
<td>MUSLIM</td>
<td>155</td>
<td>29.6</td>
</tr>
<tr>
<td>SIKH</td>
<td>69</td>
<td>13.2</td>
</tr>
<tr>
<td>BAHÁ'Í</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>BUDDHIST</td>
<td>6</td>
<td>1.1</td>
</tr>
<tr>
<td>JAIN</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>SHINTO</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ZOROASTRIAN</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HUMANIST</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NO RELIGION</td>
<td>26</td>
<td>4.9</td>
</tr>
<tr>
<td>UNCLASSIFIED</td>
<td>4</td>
<td>0.7</td>
</tr>
</tbody>
</table>

2. Please describe any circumstances relating to the application for a Determination which may have changed since a previous Determination was agreed.

Data shows an increase in non-Christian children which has remained very diverse since last application.

3. Before making an application to review a Determination, the Governing Body must have been consulted.

   a) How did this take place? There was a committee meeting discussion and also a briefing given at a Full Governing Body meeting. Please see minutes.

   b) Views which Governors wished to convey to SACRE
Governors were of the unanimous opinion that due to the diverse nature of the schools community it was sensible to renew our determination.

c) Did Governors exercise their right to consult with parents?
Yes

d) If YES describe the nature and outcome of this consultation
Parents were consulted via a letter (Feb 2016) to all parents and there was parental representation on the governing body too. 85 reply slips were returned out of which 84 parents indicated their support for the renewal of our Determination. The family who did not support the application are Christians and they are new to the school.

4. It is for the Headteacher to decide what form the alternative worship will take, although SACRE should be informed of the proposed arrangements. Please attach:

a) The school's policy on collective worship – see attached

b) The school's plan for collective worship indicating: (See attached)

i) organisational arrangements (within policy)

ii) themes/topics featured in the collective worship programme

5. Who will be representing the school at the SACRE meeting when the application for renewal of the Determination is to be considered?

Mrs Natalie Evans & Mrs Debbie Norton

Please return this form and any attachments to:

Clerk to SACRE
Committee Services
London Borough of Hounslow
Civic Centre
Lampton Road
Hounslow
Middlesex TW3 4DN

or by e-mail to:
jane.medici1@hounslow.gov.uk
CRITERIA FOR ASSESSING DETERMINATIONS

- Consultation with School Governors
- Consultation with Parents
- Collective Worship Policy
- Current Practice
- Statistics for Faith Make Up of the School
- Legal Requirements Met
- Monitoring
Wellington Primary School
Governing Body Meeting

Minutes of a meeting held at the School on Thursday 26 November 2015 at 9.15 am

Present: Jonty Fulford (Chair), Debbie Norton (Headteacher), Mangal Chudha, Louise Gleeson, Penny Rixon, Farah Sayed
Attending: Kuldip Kahlon, Amanda Gaffney, Jill Sanders (Clerk)

Business Items:

<table>
<thead>
<tr>
<th>Item</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Any Other Business including any Correspondence Received Determination:</td>
<td></td>
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</tbody>
</table>

This related to collective worship, and the Headteacher, with the agreement of the Governing Body, had looked into it in more detail as the previous guidance dated from 1989. Advice had been sought from an advisor for religious education and community schools at the London Diocesan Board.

The legal requirement was for schools to offer a daily act of collective worship and that the majority of this should be wholly or mainly of a broadly Christian character. Where a majority of pupils were of non-Christian background the school could provide an act of worship more in line with its population, this is a Determination, reviewed every five years. The school had previously had this.

Composition of religious groups at Wellington School

<table>
<thead>
<tr>
<th>Religion</th>
<th>Number of children</th>
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</thead>
<tbody>
<tr>
<td>BAH Baha’i</td>
<td>1</td>
</tr>
<tr>
<td>BUD Buddhist</td>
<td>6</td>
</tr>
<tr>
<td>Christian</td>
<td>100</td>
</tr>
<tr>
<td>Hindu</td>
<td>150</td>
</tr>
<tr>
<td>JAI - Jain</td>
<td>1</td>
</tr>
<tr>
<td>Jewish</td>
<td>1</td>
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<tr>
<td>Muslim</td>
<td>151</td>
</tr>
<tr>
<td>No Religion</td>
<td>28</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>6</td>
</tr>
<tr>
<td>Sikh</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>519</td>
</tr>
</tbody>
</table>

Governors were informed that the school had no withdrawals from collective worship since 1989, so it worked well in a school of diverse backgrounds and many beliefs. The school had focused on core golden values with reflection, and not from any one religious viewpoint during the act of collective worship, where pupils...
closed their eyes and reflected. This went across all beliefs and religions. The school would wish to more broadly reflect its population during this daily act, although were currently obliged to be in the majority Christian. Governors were in agreement that the school was a community that came together. Governors agreed with this broader approach to worship that the school had been awarded and that the school should seek to renew this Determination and parents to be consulted in the early spring term.

15. Dates of Next Meetings

GB Meetings:
Thursday 24 March 2016
Thursday 7 July 2016

Committee Meetings:
Thursday 4 February 2016
Thursday 26 May 2016

16. Confidential Business including any items in the Head’s Report

There were no confidential items.

17. Meeting Overview

a) Did we provide challenge & support on the key improvement issues?
Governors had asked many questions for information.
Governors had queried assessments and how clear results would be.
Governors had highlighted the current extra burden on the Headteacher.
There would be training built into meetings.

b) Which issues did we need to focus on more for the next meeting?
New building and remodelling of the current building required continued focus - it was a major issue and challenge.
Ideas for the school and class libraries

The Chair summed the meeting up: very educational, we learned so much helpful to the Governing Body. You took more from meetings in the day, seeing the school working, seeing the children, talking to and hearing from staff.

Meeting closed at 12.15pm

Signed: _______________________________________

Date: _________________________________________
### Action Points from the Meeting

<table>
<thead>
<tr>
<th>Item</th>
<th>Action</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Requirement for three new co-opted Governors</td>
<td>All</td>
<td>Asap</td>
</tr>
<tr>
<td>4</td>
<td>Consult with absent Governors on all-day meetings</td>
<td>Chair</td>
<td>Asap</td>
</tr>
<tr>
<td></td>
<td>Consult with Mrs Sondh on new Finance and Pay Vice-Chair</td>
<td>Chair</td>
<td>asap</td>
</tr>
<tr>
<td>5</td>
<td>School to organise review of SEF and RAG ratings with Governors</td>
<td>HT/ chair</td>
<td>Next term</td>
</tr>
<tr>
<td>12</td>
<td>H&amp;S walk of school with caretaker</td>
<td>FS</td>
<td>Next term</td>
</tr>
<tr>
<td>14</td>
<td>Determination - consult with parents</td>
<td>School</td>
<td>Next term</td>
</tr>
</tbody>
</table>
1st February 2016

Dear Parents / Carers,

I am writing to consult with you regarding our proposals in relation to Collective Worship.

It is a legal requirement for all state schools in England to provide a daily act of collective worship for pupils, the majority of which must be “wholly or mainly of a broadly Christian character”.

However, because the pupils at Wellington Primary School come from a wide range of religious and non-religious backgrounds, we would prefer this act of collective worship to reflect the religious diversity of our pupils, making it more meaningful and meeting their needs. This educational approach promotes the spiritual, moral, social and cultural development of pupils and is addressed through themes that are relevant to and concern both religious and non-religious people, such as ‘Respect’. The collective worship is provided through whole-school, key stage and class assemblies across the week and the main religious festivals and occasions of the principal religious traditions are marked at the relevant times throughout the school year.

In order for us to provide collective worship of this nature, we need to apply to the Hounslow SACRE (Standing Advisory Council on Religious Education) to renew our determination. This provides an exemption from the legal requirement, allowing us to change the arrangements for collective worship because our multi-faith community makes it inappropriate for collective worship to be “broadly Christian”.

We have consulted with the full Governing Body at a meeting in November 2015 and they were in favour of our proposal to apply for a review of the Determination for Collective Worship.

As part of the application process, it is important for the school to consult the views of parents / carers. Please complete the slip below and return it to the school office by Friday 5th February 2016.

D. Norton

I support the application of Wellington Primary School for a review of a Determination for Collective Worship □ (please tick)

And / or I would like to make the following comment:

Parent / carer’s name ____________________________________________________________

Child’s name _________________________________________ Child’s class ______________

Please return this to the school office by Friday 5th February 2016
We believe this policy relates to the following legislation:

- Education Act 1944
- Education Reform Act 1988
- Education Act 1993
- Education (Special Schools) Regulations 1994

The following documentation is also related to this policy:

- Religious Education and Collective Worship (Circular Number 1/94) (DfE)

We are aware that we must by law provide religious education and daily collective worship for all our registered pupils but with the exception of those pupils who are withdrawn from these activities by their parents.

We believe collective worship to be a special act or occasion whose main purpose is to show reverence to God and involves pupils and teaching staff (and at times parents, governors and other visitors) coming together every day.

We will ensure that collective worship, which can take place at any time during the school day, will be wholly or mainly of a broadly Christian character reflecting the broad traditions of Christian belief without being connected to any particular Christian denomination.

We are aware that when we are planning collective worship we must by law that we take into account the ages of the pupils, their aptitudes and their family and religious backgrounds.

We acknowledge that parents have the right to withdraw their child from collective worship and we will, therefore, agree to any such requests. Alternative supervised arrangements will be made for all pupils excused collective worship.

We believe that in our daily collective worship when all members of the school come together, we try to create an occasion which produces a variety of responses, one of which is worship. We understand worship to be a special act or occasion whose purpose is to show reverence to God.

However, we believe we must conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school. Therefore, throughout the academic year we will hold collective worship that reflects other world religions as we want all children to feel included whatever their beliefs or background.

We would like everyone to take an active part in our collective worship but we are aware that teachers have the right to withdraw from the religious element of collective worship. We acknowledge the right of parents to withdraw their children from collective worship.
We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We acknowledge that children’s entitlement to acts of collective worship should not be affected by gender, culture, race or special needs. We will ensure that there are no barriers to this equality of opportunity.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

**Aims**

- To ensure that all pupils take part in a daily act of worship of a wholly or mainly of a broadly Christian character.
- To provide all pupils with an opportunity to worship God.
- To show pupils how to worship by participating and responding.
- To enable children to consider spiritual and moral issues and to explore their own beliefs.
- To promote and embed a common ethos with shared values and positive attitudes.
- To work with other schools and the local authority to share good practice in order to improve this policy.

**Responsibility for the Policy and Procedure**

**Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure collective worship takes place in the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- make effective use of relevant research and information to improve this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
Wellington Primary School

- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that daily collective worship will:
  
  - be well planned
  - be of a high quality
  - take place at a set time every day
  - take place as a whole school, phase group or a year group
  - be broadly Christian
  - incorporate reflection, prayer, song and readings
  - take into account the ages of the pupils, their aptitudes and their family and religious backgrounds
  - be sensitive to the individual faith and beliefs of all members of the school
  - promote a sense of community
  - be a special time in the school day
  - engage with everyone
  - be educational
  - promote spiritual, moral, social and cultural development

- nominate a member of staff to be responsible for the organisation and development of this policy but is aware that teachers cannot be directed to conduct collective worship;
- work closely with governors and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- plan collective worship for the school year;
- work closely with the Headteacher and governors;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments to ensure:
  
  - fire exits are clear and not blocked by furniture
  - pupils are supervised at all times
  - pupils enter and leave the school have in an orderly manner
  - pupils sit away from trailing electrical cables
  - pupils are kept a safe distance away from lit candles
Wellington Primary School

- pupils are aware of the evacuation of the school building procedure
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Governors

Governors will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- implement the school’s equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- during assembly time pupils be:
  - dignified and respectful
  - calm and reflective
  - able to behave in an appropriate manner
  - quiet, thoughtful and to listen carefully
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

We want children to participate not only in the hymns and prayers but to show their work and to raise issues that they have discussed in class.
Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be aware of their right of withdrawing their children from collective worship;
- be invited to attend class assemblies;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Organisation

The Education Reform Act states that collective worship need no longer be at the start of the school day, and worship may take place in a single act of worship or separate acts of worship in different age groups.

We have decided to hold a daily act of worship in each key stage and at different times.

The beginning of any school day is always hectic and we are concerned that rushing pupils through registration and then into the hall for worship is devaluing the occasion and making the pupils unsettled. Therefore, our aim is to move our time of worship to before and after mid-morning break.

There will be occasions when worship, because of unforeseen circumstances, will take place in individual classrooms and be conducted by class teachers.

Length, Time and Pace

We are aware that we have to fulfill a statutory amount of teacher-pupil contact time namely, 22½ hours for infants and 23½ hours for juniors. Collective worship is not included in this time. Therefore, our collective worship will be kept to 15 minutes with several minutes being allowed for the pupils coming in making a maximum of no more than 20 minutes.

Composition

Music - taped/CD music should be played at the beginning and end of collect worship which, if possible, fits in with the theme for the week.
Hymns - should be chosen to reflect the theme for the week or the day. Taped hymn singing will be used for the children to sing along with when it is not possible to use piano accompaniment.

Prayers - the children should be introduced to several prayers which we expect them to learn. The compilation of pupils' prayers should be actively encouraged and made into a book of prayers to be used at relevant times.

Provider - the provider may be the Headteacher, Deputy Head, class teacher, pupils, vicar, or outside speaker.

Theme - the theme to follow will be that planned by the co-ordinator.

**Activities**

In planning collective acts of worship we must bear in mind the following activities:

- singing, readings and storytelling, rituals, drama, music for listening, responses, audio-visual presentation, interviews, symbols, prayer, dance, visiting speakers and cooking

**Planning the Year**

When planning the year the co-ordinator will think carefully about the inclusion of the following:

- Feasting for Festivals
- World Faiths
- National
- World Events

Planning for the academic year will take place before the end of each half term and all staff will then be given a year plan of the proposed collective acts of worship.

**Involvement of Local Religious Groups**

We believe that the involvement of local religious groups is vital to the development of our pupils. Therefore, speakers from local religious groups will be invited to speak to our pupils when we celebrate collective worship.

**Involvement of Others**

We actively encourage the involvement of outside speakers such as the local Police, lollipop lady etc. who will be invited to take an active part in our collective worship on a set theme.

**Involvement of Parents**

Parents will be invited to attend their child's class assemblies which take place once every academic year.

**Achievements Assembly**
The assembly on Friday morning is an occasion when the whole school meets to share together the successes and achievements of individual pupils either in or out of school. Also, house points are awarded and birthdays celebrated.

**Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

**Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Monitoring the Effectiveness of the Policy**
Wellington Primary School

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and a governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

<table>
<thead>
<tr>
<th>Headteacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>D Norton</td>
<td>Dec 2014</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Chair of Governing Body:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Sondh</td>
<td>Dec 2014</td>
</tr>
</tbody>
</table>
# Wellington Primary School

## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

<table>
<thead>
<tr>
<th>Policy Title</th>
<th>The aim(s) of this policy</th>
<th>Existing policy (✓)</th>
<th>New/Proposed Policy (✓)</th>
<th>Updated Policy (✓)</th>
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</tbody>
</table>

This policy affects or is likely to affect the following members of the school community (✓):

- Pupils
- School Personnel
- Parents/carers
- Governors
- School Volunteers
- School Visitors
- Wider School Community

## Question

### Does or could this policy have a negative impact on any of the following?

<table>
<thead>
<tr>
<th>Equality Groups</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Yes</td>
</tr>
<tr>
<td>Disability</td>
<td>Yes</td>
</tr>
<tr>
<td>Gender</td>
<td>Yes</td>
</tr>
<tr>
<td>Gender identity</td>
<td>Yes</td>
</tr>
<tr>
<td>Pregnancy or maternity</td>
<td>Yes</td>
</tr>
<tr>
<td>Race</td>
<td>Yes</td>
</tr>
<tr>
<td>Religion or belief</td>
<td>Yes</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Does this policy help promote equality for any of the following?

<table>
<thead>
<tr>
<th>Equality Groups</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Yes</td>
</tr>
<tr>
<td>Disability</td>
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<tr>
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<td>Yes</td>
</tr>
<tr>
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<td>Yes</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Does data collected from the equality groups have a positive impact on this policy?

<table>
<thead>
<tr>
<th>Equality Groups</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Yes</td>
</tr>
<tr>
<td>Disability</td>
<td>Yes</td>
</tr>
<tr>
<td>Gender</td>
<td>Yes</td>
</tr>
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<td>Gender identity</td>
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</tr>
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<td>Yes</td>
</tr>
<tr>
<td>Religion or belief</td>
<td>Yes</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Conclusion

We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

<table>
<thead>
<tr>
<th>Preliminary EIA completed by</th>
<th>Date</th>
<th>Preliminary EIA approved by</th>
<th>Date</th>
</tr>
</thead>
</table>
## Policy Evaluation

<table>
<thead>
<tr>
<th>Points to be considered</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Please supply evidence</th>
</tr>
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<tbody>
<tr>
<td>- Policy annually reviewed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Policy in line with current legislation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Coordinator in place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Nominated governor in place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Coordinator carries out role effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Headteacher, coordinator and nominated governor work closely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Policy endorsed by governing body</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Policy regularly discussed at meetings of the governing body</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- School personnel aware of this policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- School personnel comply with this policy</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- Pupils aware of this policy</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Parents aware of this policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Visitors aware of this policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Local community aware of this policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Funding in place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Policy complies with the Equality Act</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Equality Impact Assessment undertaken</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Policy referred to the School Handbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Policy available from the school office</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Policy available from the school website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- School Council involved with policy development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- All stakeholders take part in questionnaires and surveys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- All associated training in place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- All outlined procedures complied with</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Linked policies in place and up to date</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Associated policies in place and up to date</td>
<td></td>
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</tr>
</tbody>
</table>

A statement outlining the overall effectiveness of this policy
### Wellington Primary School

#### Policy Approval Form

<table>
<thead>
<tr>
<th>Policy Title:</th>
<th>Date when written:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Policy written by:</th>
<th>New Policy (✓ or x)</th>
<th>Revised Policy (✓ or x)</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Stakeholders consulted in policy production: (✓ or x)</th>
<th>Governors</th>
<th>Senior Leadership Team</th>
<th>Teaching Personnel</th>
<th>Support Personnel</th>
<th>Administrative Personnel</th>
<th>Parents</th>
<th>Pupils</th>
<th>Local Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
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<td>✓</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date when approved by Governors:</th>
<th>Date when presented to stakeholders:</th>
<th>Date when implemented:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Published on: (✓ or x)</th>
<th>School Website</th>
<th>School Prospectus</th>
<th>Staff Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### WELLINGTON COLLECTIVE WORSHIP THEMES 2014-2015

#### Summer 2015

<table>
<thead>
<tr>
<th>WEEK BEGINNING</th>
<th>THEME</th>
<th>REF:</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.04.15</td>
<td>Baisakhi</td>
<td>Sikh 14th April</td>
</tr>
<tr>
<td>20.04.15</td>
<td>Relationships</td>
<td>SEAL</td>
</tr>
<tr>
<td>27.05.15</td>
<td>Relationships</td>
<td>SEAL</td>
</tr>
<tr>
<td>5.05.15</td>
<td>Caring for the environment</td>
<td>World environment day 5th June.</td>
</tr>
<tr>
<td>11.05.15</td>
<td>Freedom</td>
<td>12th June World against child labour day.</td>
</tr>
<tr>
<td>18.05.15</td>
<td>Changes</td>
<td>SEAL</td>
</tr>
<tr>
<td>01.06.15</td>
<td>Feelings</td>
<td>Adapted from Islamic teaching.</td>
</tr>
<tr>
<td>08.06.15</td>
<td>Changes</td>
<td>SEAL</td>
</tr>
<tr>
<td>15.06.15</td>
<td>Ramadan</td>
<td>Islam 18th June</td>
</tr>
<tr>
<td>22.06.15</td>
<td>Honesty</td>
<td>SEAL</td>
</tr>
<tr>
<td>29.07.15</td>
<td>Growing up &amp; Moving on</td>
<td>SEAL</td>
</tr>
<tr>
<td>06.07.15</td>
<td>Growing up &amp; Moving on</td>
<td>SEAL</td>
</tr>
<tr>
<td>13.07.15</td>
<td>Taking Steps</td>
<td>SEAL</td>
</tr>
</tbody>
</table>

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19
# Collective Worship Themes 2015-2016

## Autumn 2015

<table>
<thead>
<tr>
<th>WEEK BEGINNING</th>
<th>THEME</th>
<th>REF:</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.09.15</td>
<td>New Beginnings Story ‘Bundle of sticks ‘ – the advantages of a cohesive group.</td>
<td>SEAL</td>
</tr>
<tr>
<td>21.09.15</td>
<td>Eid-al-Adha 2015</td>
<td>24.09.15</td>
</tr>
<tr>
<td>28.09.15</td>
<td>Being a good Friend and thinking of others.</td>
<td>Good Samaritan</td>
</tr>
<tr>
<td>05.10.15</td>
<td>Living with disability.</td>
<td>PAF 37</td>
</tr>
<tr>
<td>19.10.15</td>
<td>Thinking of others Dr Barnardo story</td>
<td>PAF 38</td>
</tr>
<tr>
<td>02.11.15</td>
<td>Anti- Bullying Week</td>
<td></td>
</tr>
<tr>
<td>09.11.15</td>
<td>Going For Goals</td>
<td>SEAL</td>
</tr>
<tr>
<td>16.11.15</td>
<td>Diwali stories</td>
<td>Diwali 17.10.15</td>
</tr>
<tr>
<td>23.11.15</td>
<td>Going For Goals</td>
<td>SEAL</td>
</tr>
<tr>
<td>30.11.15</td>
<td>Going for Goals</td>
<td>SEAL</td>
</tr>
<tr>
<td>07.12.15</td>
<td>Hanukah Jewish Festival (Festival of Lights)</td>
<td></td>
</tr>
<tr>
<td>14.12.15</td>
<td>Christmas The Christmas Story</td>
<td></td>
</tr>
<tr>
<td>WEEK BEGINNING</td>
<td>THEME</td>
<td>REF:</td>
</tr>
<tr>
<td>----------------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>07.09.15</td>
<td>New Beginnings</td>
<td>SEAL</td>
</tr>
<tr>
<td>14.09.15</td>
<td>New Beginnings</td>
<td>SEAL</td>
</tr>
<tr>
<td></td>
<td>Story ‘Bundle of sticks ‘– the advantages of a cohesive group.</td>
<td></td>
</tr>
<tr>
<td>21.09.15</td>
<td>Eid-al-Adha 2015</td>
<td>24.09.15</td>
</tr>
<tr>
<td>28.09.15</td>
<td>Being a good Friend and thinking of others.</td>
<td>Sikh community kitchen example</td>
</tr>
<tr>
<td>05.10.15</td>
<td>Living with disability.</td>
<td>PAF 37</td>
</tr>
<tr>
<td>12.10.15</td>
<td>Harvest – Seeds theme.</td>
<td>Christian</td>
</tr>
<tr>
<td></td>
<td>St Paul’s Church – Michelle Jordan Leading</td>
<td>2 Corinthians 9:10 Seeds to sow and bread to eat.</td>
</tr>
<tr>
<td>19.10.15</td>
<td>Thinking of others</td>
<td>PAF 38</td>
</tr>
<tr>
<td></td>
<td>Dr Barnardo story</td>
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<td>Anti- Bullying Week</td>
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<td>09.11.15</td>
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<td>SEAL</td>
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<tr>
<td>23.11.15</td>
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<td>SEAL</td>
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<td>30.11.15</td>
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<td>SEAL</td>
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<tr>
<td>07.12.15</td>
<td>Hanukah</td>
<td>Jewish Festival (Festival of Lights)</td>
</tr>
<tr>
<td>14.12.15</td>
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<td>The Christmas Story</td>
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### WELLINGTON COLLECTIVE WORSHIP THEMES 2015-2016

#### Spring Term 2016

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<tbody>
<tr>
<td>04.01.16</td>
<td>Good to be me</td>
<td>SEAL</td>
</tr>
<tr>
<td></td>
<td>*Guru Gobindh Singh birthday</td>
<td>Story – Each and everyone of us.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sikh</td>
</tr>
<tr>
<td>11.01.16</td>
<td>Good to be me</td>
<td>SEAL</td>
</tr>
<tr>
<td></td>
<td>Story Sunny side up</td>
<td></td>
</tr>
<tr>
<td>18.01.16</td>
<td>Responsibility for our community.</td>
<td>Love your neighbour as you love yourself – Mathew 22:39</td>
</tr>
<tr>
<td>25.01.16</td>
<td>Responsibility at home</td>
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<tr>
<td></td>
<td>A story about nobody.</td>
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</tr>
<tr>
<td>01.02.16</td>
<td>Being a good listener.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Story – Crocodile tears.</td>
<td></td>
</tr>
<tr>
<td>08.02.16</td>
<td>Chinese New Year</td>
<td>Confucian, Daoist, Buddhist</td>
</tr>
<tr>
<td>22.02.16</td>
<td>Good to be me</td>
<td>SEAL</td>
</tr>
<tr>
<td></td>
<td>Story – In the town of Trigatree</td>
<td>Developing awareness of cultural diversity</td>
</tr>
<tr>
<td>07.03.16</td>
<td>Birthday of Prophet Mohammed</td>
<td>Islam</td>
</tr>
<tr>
<td>14.03.16</td>
<td>Spring and new life.</td>
<td>The parable of the sower</td>
</tr>
<tr>
<td>21.03.16</td>
<td>Easter Story</td>
<td>Christian</td>
</tr>
</tbody>
</table>
At a meeting of the Standing Advisory Council on Religious Education held on Wednesday, 24 June 2015 at 7:00 pm at Committee Room 2, Civic Centre, Lampton Road, Hounslow.

Present:
Liz Wolverson (Chair)
Susan Roberts (Vice Chair)

31. Apologies for absence, declarations of interest and any other communications from members

Apologies were received from Isabel Tayler, Andrew Downes, Gregory Wolcough and Dr Ranvir Singh.

The Chair welcomed Subodh Thaker to the meeting and informed members that Susan Roberts had decided to resign from SACRE, she thanked Susan Roberts for her years of contribution to SACRE.

32. Minutes of the meeting held on 4 February 2015 and matters arising

The minutes of 4 February 2015 were agreed as accurate.

Matters arising:

Lesley Prior reported that Hounslow Heath had not received their determination letter and the clerk was asked to follow up and ensure that this had been sent out. Lesley Prior added that this was the duty of the clerk and should have been done earlier in the year.

Note: Subsequent to the meeting it was confirmed in an e-mail to Liz Wolverson and Lesley Prior on 10 July 2015 that a letter was sent to Hounslow Heath Junior School on 11 February 2015 and that letters were sent at the same time to Cranford, Alexandra, Hounslow Heath Infants and Springwell Infant and Nursery.

P.7 RE Books

It was reported that the package being marketed by Discovery RE had raised issues for other SACRE’s too. There was no mention on their website of the duty of local authorities to monitor RE programmes and the information was felt to be misleading and erroneous. It was reported that schools have been contacted by SACRE and made aware of this. Liz Wolverson reported that she had written to Discovery RE to inform them that they may not market their programme to Hounslow Schools as if it was supported by the SACRE as it did not meet the requirements for the local agreed syllabus and therefore did not carry SACRE’s approval. She reported that they had not been accommodating.

33. Determinations: Kingsley Academy and Heston Community School - DFE Application
The freedom of information request received from Daily Mail received the usual response with links to the annual report which contained the information requested.

**Note:** Subsequent to the meeting the reporter from Daily Mail contacted the clerk to inform SACRE that the list of schools with determinations was not on the annual report.

Lesley Prior confirmed that both Kingsley and Heston had previously had determinations, however, now that they were academies they needed to apply directly to the Department for Education for their new determinations. SACRE was of the view that it would be helpful to keep members aware of all applications. Kingsley Academy’s approval and Heston Community School’s application were attached to the Agenda for information purposes.

Lesley Prior reported that the DFE appeared to be following the local level model in seeking specific information before granting determinations. In future there would be two lists, one of SACRE controlled determinations and the other of DFE issued determinations. Clarity was still needed with regards to whether future freedom of information requests would be submitted to the DFE or whether they would continue to be sent to the Local Authority SACRE.

Basil Mann questioned how many local schools would now submit determinations to the DFE. Lesley Prior responded that all secondary schools, except for Heathland would now apply to DFE for determinations.

34. **SACRE Membership Update**

Subodh Thaker was welcomed as a new member.

A recent enquiry from a teacher’s union regarding SACRE membership had been referred to the annual report. Lesley Prior questioned whether the name of any unions teacher members belonged to should appear in the annual report in future. SACRE members agreed that union names should appear and Lesley Prior requested that all teachers provide her with information regarding the unions they represent.

35. **SACRE Annual Lecture**

Ranvir Singh spoke at the 2015 annual lecture and the text was subsequently circulated and also put onto the website. Local MP Seema Malhotra had attended and provided the welcome address. The lecture was well attended with representation from local schools, governors, parents, teacher trainees and SACRE, the local MP Seema Malhotra had also attended.

SACRE members were invited to consider who could do the next lecture and asked to propose names of individuals who would have something to say about RE. Liz Wolverson suggested that an MP be invited to give a talk on RE. MP Seema Malhotra was suggested as she had recently spoken at the Sixth Form Conference – it was felt that she showed real commitment to RE in her talk. Basil Mann confirmed that Seema Malhotra came across as a ‘good friend’ of RE.

Cllr Malhotra suggested asking MP Ruth Cadbury, who has a strong Quaker background,
to speak at the next Conference together with MP Seema Malhotra. He reported that Ruth Cadbury held strong views about RE and would be another good choice.

36. SACRE AGM

The National SACRE AGM had been attended by Lesley Prior. Lesley Prior made it clear that she had not been sponsored by Hounslow to attend the National AGM although Hounslow was fortunate in having her to represent their interests.

The keynote speaker had been Charles Clarke. Following on from the AGM he published, together with Professor Linda Woodhead, a report called ‘A New Settlement: Religion and Belief in Schools’. This was launched in the House of Lords on 15 June 2015, reports of this, including photographs where shared by Lesley Prior (who had attended the launch) at the meeting. Links to this report with the proposals it contains are available on the NASACRE website. A podcast of Charles Clarke’s speech was reported to be available through a link on the NASACRE website.

Lesley Prior suggested that the report should be read by SACRE members and that discussions at the next SACRE meeting be based on this. The report cover deals with issues of religious education, collective worship and faith schools.

Jane Savill questioned whether most SACRE were represented at the annual conference. Lesley Prior could not confirm how many Local Authorities had SACRE represented although there had been about 100 individuals present.

Lesley Prior expressed her hope that members would have a look at the website and see the updates and resources from the conference, which were now available online for use in schools for meetings and for the teaching of pupils. One of the proposals in the report had been around the decision that collective worship in schools should no longer be statutory. Jane Savill suggested that this decision should be devolved down to head teachers. Lesley Prior reported that Hounslow schools had a good record of collective worship compared with schools nationally.

Another recommendation put forward in the pamphlet was that locally agreed syllabus should be replaced by a National Agreed Syllabus determined by a National Standing Advisory Council for Religious Education. A further recommendation was that local SACRE be given a new role including participating in consultation about the content of the National RE curriculum and helping with local implementation of this curriculum.

Lesley Prior reported that a briefing paper was due to be produced by NASACRE.

Lesley Prior reported that she had also attended the Woolf Institute’s commission on Religion and Belief in British Public Life: community, diversity and the common good chaired by The Rt Hon the Baroness (Elizabeth) Butler-Sloss of Marsh Green GBE.

Liz Wolverson reported that the press had incorrectly spoken of ‘religious Instruction’ rather than what is now called ‘religious education’. She was not confident that the proposals would take effect.

Jane Savill questioned whether this would generate long term changes or whether it would lose the focus of the DfE and nothing actually happen.
37. **Annual SACRE Sixth Form Conference**

The Chair thanked Cranford Academy for hosting the Sixth Form RE Conference and particularly thanked Mehmoona Yousaf for her contribution in making the conference a success.

Mehmoona Yousaf thanked SACRE for the opportunity to organise the event and reported that of 195 returned evaluations, following the conference, only 5 had said they would ‘maybe’ recommend attendance while a further 10 had said ‘no’ they would not recommend attendance. The balance of the evaluation had agreed that ‘yes’ they would recommend attendance. She said that pupils had enjoyed the day. She added that it was unfortunate that because it had been held during Ramadan many of the pupils had been unable to enjoy the food provided. The keynote speaker, Ranvir Singh had started promptly and had kept the attendees captivated with his lively and interesting lecture. The panel exercise had been particularly successful with one of Jane Savill’s pupils successfully stepping in to fill a place on the panel at the last minute. Some of the workshops had been delivered by Cranford and IOE students, an experience which had empowered the sixth formers to engage directly in the issues. Seema Malhotra had ended with a short speech on the important of RE and the challenge of extremism today.

Cllr Malhotra had sat on the panel and had taken a range of questions, this had been very useful.

Thanks were given to Jane Savill, her students and the schools for their contribution to the success of the event.

Dates for next year’s event are to be finalised, Lesley Prior suggested 17th June 2016 or a Monday or Tuesday around that time.

Basil Mann requested an invitation and the opportunity to participate in the next conference as the representative of a very small number of Jewish students in the borough.

Liz Wolverson reported that attendees had found these conferences to be exciting events in the past.

Lesley Prior will circulate possible dates for the next conference.

Mehmoona Yousaf reported that Cranford would welcome the opportunity to host the next conference.

38. **Update on Current Developments in Religious Education Nationally - Lesley Prior**

Lesley Prior agreed that this had been covered within her feedback on the NASACRE AGM.
39. SACRE Website update

Lesley Prior concluded that this item had been covered adequately while providing feedback on the National SACRE AGM.

40. Budget

The budget was agreed as presented by Liz Wolverson. £6000 have been allowed for in the budgeting for this year, this includes the cost of the 6th form conference, some days of Lesley Prior’s time towards this and the writing of the annual report. The total number of days included in the budget for Lesley Prior amounts to 7 days at a cost of £400 a day for preparing for and attending SACRE Executive and SACRE meetings. Additional costs on the budget included the cost of administrative support for the 6 meetings held annually, the annual SACRE subscription, attending the National SACRE conference and the cost of the annual SACRE lecture.

Lesley Prior reported that if Hounslow SACRE were required to review the agreed syllabus a separate budget would need to be agreed.

41. Dates of Meetings for 2016

It was agreed that the next SACRE meetings would be held on:
- 2nd November 2015
- 29th February 2016

SACRE Executive meetings will be on:
- 29th September 2015
- 2nd February 2016

Dates for SACRE meetings in June and November 2016 are to be confirmed.

42. Any Other Urgent Business

Group D met briefly and reported that they had agreed that Eileen Crabtree had been nominated as the new convener for Group D.

Basil Mann reported that he was available to visit schools and any other faith events to promote and highlight Jewish education in Hounslow.

Mehmoona Yousaf again thanked SACRE for holding the 6th Form Conference at Cranford.

Liz Wolverson reported that with the resignation of Susan Roberts Hounslow SACRE would need to appoint a new Vice Chair, she further proposed the possible appointment of a new Chair to SACRE in the autumn and welcomed self nominations and nominations by members to be placed on the agenda for the meeting in the autumn.

The meeting finished at 9:35 pm.
At a meeting of the Standing Advisory Council on Religious Education held on Monday, 2 November 2015 at 7:00 pm at Committee Room 3, Civic Centre, Lampton Road, Hounslow.

Present:


Penny Stephen

Apologies for Absence

Revd Andrew Downes, Rosemary Hoad, Steve Line, Jane Savill and Alamdar Hussain Shah.

Apologies for absence, declarations of interest and any other communications from members

The Chair welcomed the members and accepted apologies from Revd Andrew Downes, Revd Rosemary Hoad, Steve Line, Jane Savill and Alamdar Hussain Shah. John Drake was welcomed to the meeting.

With the absence of the majority of Group B the meeting was not quorate, however, SACRE members agreed to continue the meeting on an informal basis on the understanding that no decisions or actions could be agreed. As a result Item 3 was deferred until the next meeting and Liz Wolverson agreed to continue in the role of Chair for the time being.

Minutes of the meeting held on 24 June 2015 and matters arising

The Chair requested that the finish time of the previous meeting be corrected in the minutes.

Matters arising

Basil Mann reported changes to religious choice of schools would mean that schools could, in future, identify 2 specific faiths for their school.

The election of a new chair and vice-chair (nominations invited before the meeting)

This item was deferred until the next meeting.

Annual report with Determinations appendix

Lesley Prior requested that members check the report for accuracy. Penny Stephen agreed to provide exam data once this was available although some
delay was anticipated.

Lesley Prior requested the following information:

- The name of the member who attended the last NASACRE AGM.
- Details from the Sixth Form Conference (Schools attending: Green School, Cranford and Lampton with a total of 256 Sixth formers from these schools)
- An updated list of determinations for the year.

The following changes to Annex A were requested:

- Penny Stephen’s name to be added.
- Eileen Crabtree’s name to be added to the LEA list.

An updated list of members had been provided to Lesley Prior.

The Chair asked members if they were happy for the signing off of the report to be held over until the next meeting – members were happy with this.

Annual Lecture – 4th February 2016 - Council Chambers

Seema Malhotra is to be invited to give the lecture following her successful talk at the 6th Form Conference.

LSE Multi-faith centre

Lesley Prior reported that the Chaplain of the LSE Multi-faith Centre would welcome visits to the centre. She explained that the centre was hosting Camden and Islington’s annual lecture and she encouraged all members to attend the event which was being held on the 23 February 2016. It will be an early evening event although times are not yet confirmed. Charles Clerk is due to be the keynote speaker.

Current developments in RE Education

Lesley Prior reported that the proposals made by Charles Clerk and Linda Woodhead were still under consideration.

It was reported that Hounslow’s RE syllabus was issued in 2011 and would be due for review in 2016.

Secondary RE / GCSE (an outline of concerns and statutory duty) – Mehmoona Yousaf

Mehmoona Yousaf provided an update of syllabus changes following her attendance at a recent training course. She reported that:

- The syllabus was to become more rigorous
- There would be an emphasis on ‘pure’ religion rather than religion in the context of life and philosophy
- Greater emphasis on the depth of knowledge exhibited in exam responses was anticipated
- There would be a change in the grading system
The short course would no longer count towards league tables and due to this and its lesser value to schools, would no longer be available in some schools.

Some schools had already made radical changes in removing RE as a choice.

Concerns were expressed by members that:

- the changes meant RE at A level and GCSE would be boring and tedious with a focus on doctrinal study.
- that the changes could backfire with a focus on ‘religions’ rather than ‘religion’.
- While the return to longer, academically challenging essays would appeal to the more academic students there was concern that there was less focus on the diverse skills of students or on increasing life skills.
- the lack of critical thinking skills
- the lack of an emphasis on understanding of local communities
- the 50% increase in the size of the curriculum content with no increase in allocated time
- that it appeared to be aimed, primarily, at the more able cohort of students.

Liz Wolverson expressed concern that SACRE had not raised objections to the changes and questioned why this was the case. Penny Stephen reported that the consultation had been run for 30 days over the 2014 Christmas period which meant that many interested parties would have missed it.

The changes where being implemented by the DFE and it was intended that they would be implemented from 2016. Accreditation had not yet been given as some minor changes had been requested. Currently there were no grade descriptors or guidance for A and As levels and no approved text book.

Liz Wolverson questioned what could be done and how teachers and students could be supported at this stage. It was suggested that it may be possible to bring back a Hounslow specific qualification when SACRE review the syllabus.

Ranvir Singh confirmed that at this stage the short course would remain an option locally.

It was reported that the changes had been imposed on the exam board by the All Party Parliamentary Group on RE (this group is currently dormant) and that this had been lead by Nick Gibb.

Lesley Prior offered to find out who was driving the changes within the RE Council when she attended the RE Council meeting.

SACRE discussed making some representation on this at the meeting.

6th Form Conference

It was confirmed that the next 6th Form conference would be held on 17 June 2016. All members were invited to attend and Lesley Prior requested volunteers for the panel discussion. Cllr Malhotra, Najeeb Ahmed, John Lesson and Basil Mann offered to do this.
Liz Wolverson informed members that she would only be available for the afternoon session.

NASACRE Agm 17th May 2016 – selection of an LBH SACRE representative

Members discussed the need to send a representative to the NASACRE AGM and Gregory Wolcough offered to attend on behalf of SACRE.

Holocaust Memorial Day - Hounslow - Tuesday, 26th January 2016

Basil Mann will forward an invitation to the Clerk of SACRE for all SACRE members to attend this event.

New update calendar

Members were invited to send additional useful dates to the Clerk to add to the calendar.

Date of Next Meeting - 29 February 2016

Any Other Urgent Business

1. Cllr Malhotra reminded members that Diwali was taking place the next week and that there was due to be an event on the 8th November at Lampton School – everyone was welcome to attend. Details would be forwarded to members.
2. Concerns were raised about Ramadan coinciding with GCSE and A level exams for the next 4 or 5 years. It was questioned whether any guidance was available on how schools could support pupils. It was reported that not only was there a clash with exams but that the next few years were due to be some of the longest fasting days experienced recently due to Ramadan falling over the middle of the summer months.
3. Guidance had been prepared previously by SACRE and Lesley Prior will bring this and additional examples of guidance to the February meeting. Lesley Prior will do additional research to find out what is being done elsewhere.
4. Liz Wolverson reported that it was important that no child should be prevented from fasting if that was their choice and asked whether anyone knew what happened in Norway where long days were common in the Summer.
5. Cllr Malhotra reported that Waltham Forest had issued some guidance and offered to forward this.
6. Penny Stephen reported that schools would be signposted to local religious leaders for guidance, Penny will let local schools know that SACRE will produce guidance on this matter.
7. Najeeb Ahmed will provide support and guidance in the matter to SACRE.
8. Cllr Malhotra reported that objections had been raised to mixed faith marriages taking place at the Gudwara and expressed concern that disturbances may take place.

The meeting finished at 8:35 pm.
FOREWORD AND SUMMARY 2

1.0 RELIGIOUS EDUCATION 3
  1.1 Agreed Syllabus 3
  1.2 Standards in Religious Education 3
  1.3 Religious Education Achievement Programme (R.E.A.P) 4

2.0 IN-SERVICE TRAINING: RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP 4
  2.1 Short Courses 4

3.0 COMPLAINTS 4

4.0 COLLECTIVE WORSHIP 5
  4.1 Determinations 5
  4.2 Determination Renewals 5

5.0 MATTERS REFERRED TO SACRE 6

6.0 LINKS WITH OTHER BODIES 7

7.0 HOLOCAUST MEMORIAL DAY 8

8.0 ANNUAL LECTURE 8

9.0 ACADEMIES 9

10.0 SIXTH FORM CONFERENCE 9

11.0 CHANGES IN MEMBERSHIP 10

12.0 SACRE CONTACT OFFICERS 10

13.0 MEETINGS 11

14.0 SACRE MANAGEMENT 11

ANNEX A: SACRE MEMBERSHIP 12

ANNEX B: DETERMINATIONS LIST 15

ANNEX C: GCSE EXAM RESULTS BY SCHOOL, 2015 17
Foreword

SACRE has continued to meet regularly throughout the year and once again is indebted to Lesley Prior who not only provides outstanding professional support for SACRE and to schools but is also able, with her activities as part of the national debate, to ensure that we remain knowledgeable and at the forefront of matters regarding RE and Collective Worship.

Hounslow SACRE continues to flourish at a time when some other SACREs have diminished. I am most grateful to the members of SACRE for their regular attendance and keen interest in supporting schools.

We have to say goodbye this year to Susan Roberts who has been one of the longest serving members of SACRE. Susan has also been Vice Chair and the Convenor of Group D. She has always been a passionate advocate for RE, but now having come to the end of a long teaching career Susan has embarked on a whole new direction for her life which will use her many skills to the full and we would like to thank her and wish her well for the future.

Elizabeth Wolverson
Chair of SACRE
1.0 RELIGIOUS EDUCATION

1.1 Agreed Syllabus

At the SACRE Meeting on 11th November 2009, members decided that a revision of the Agreed Syllabus had become necessary and voted to institute an Agreed Syllabus Conference.

The first Meeting of the Agreed Syllabus Conference (ASC) was held on 10th February 2010. Further Meetings of the ASC were held on 7th June 2010, 20th October 2010, 8th February 2011 and 15th June 2011.

The text of the current syllabus was agreed on 15th June 2011. It was issued to schools as a CD Rom and is also available via:


1.2 Standards in RE

SACRE used to monitor standards in RE by carrying out an annual analysis of OFSTED reports. In 2014-2015, SACRE members continued to regret the fact that current OFSTED arrangements make it extremely difficult for them to carry out this statutory duty, as the necessary evidence is no longer available. SACRE members therefore sought other ways in which to monitor standards in RE, such as an analysis of results of public examinations in RE.

In previous years, examination results for all schools in the Authority were included in this report with such an analysis. In 2014-2015, SACRE members agreed once again that the difficulties encountered in obtaining accurate and reliable data rendered this analysis ineffective.

The Annual SACRE Sixth Form Conference for RE includes some opportunities for teachers and SACRE members to gather qualitative feedback about standards in RE. This feedback is reported to SACRE in the Autumn Term.
1.3 Religious Education Achievement Programme (REAP)

From 1\textsuperscript{st} September 2001 the REAP course was available as a statutory means of fulfilling the Key Stage 4 requirements of the revised Agreed Syllabus. Schools were able to adapt the course to meet local needs. Schools were also responsible for standards and certification and the Authority offered a framework of support, advice, training and assistance with moderation in order to maintain consistency in the award of grades.

However, changes to the provision of support for RE in 2014-2015 and the requirements of the new agreed syllabus mean that REAP is no longer used in the majority of schools. The syllabus makes it clear that RE should be taught to all pupils (unless they have been withdrawn from the subject by a parent or guardian), regardless of whether or not they are studying for a public examination.

It should be noted that this requirement applies to ALL secondary schools, including those which have opted out of local authority control.

2.0 IN-SERVICE TRAINING: RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

2.1 Short Courses

The Authority no longer offers a basic programme of in-service training.

In 2014-2015, SACRE noted with regret that funding was no longer available to offer termly meetings for Subject Leaders for RE in primary and special schools as a result of further constraints on its own budget.

Newly Qualified Teachers

SACRE was pleased to note that the majority of all Newly Qualified Teachers in Primary Schools continue to receive some input on RE as part of the Authority’s induction programme for teaching staff.

All Newly Qualified Teachers in RE Departments in Secondary Schools are also offered advice, help and support but this is no longer funded by the Authority.

3.0 COMPLAINTS
No complaints on either Religious Education or Collective Worship were referred to SACRE for investigation in the year 2014 – 2015.

4.0 COLLECTIVE WORSHIP

4.1 Determinations

A list of schools which have been granted Determinations will be found in Annex B.

4.2 Determination Renewals

At the SACRE Meeting on 4th November 2014, the following schools were granted a renewal of their Determinations in relation to Collective Worship:

- Orchard Primary School
- Springwell Junior School

Other schools also submitted applications for the renewal of their determinations at this meeting but they were refused by SACRE. These schools were invited to prepare revised applications in accordance with statutory requirements and submit them at the next SACRE Meeting in February 2015.

Members noted that the determination for Wellington Primary School also expired at this meeting, but no renewal application had been received, so that school's determination would cease to have effect in accordance with Section 395 (subsection 5) of the Education Act 1996 (c.56). As a result, the school must now revert to the legal requirement to provide Collective Worship that shall be wholly or mainly of a broadly Christian character.

At the same SACRE Meeting, members noted that the Determinations previously granted to the following schools had also expired:

- Kingsley Academy (formerly Hounslow Manor School)
- Lampton School
- Norwood Green Junior School
- Westbrook Primary School (formerly Andrew Ewing Primary School)

As these schools had since become academies, SACRE advised that any renewal of their Determinations should be made directly to the Department for Education in accordance with the appropriate protocols in such cases. It was reported that renewals of their Determinations would be sought from the DfE by Kingsley Academy, Lampton School and Norwood Green Junior School and the Consultant to the SACRE offered to support them in this process. SACRE requested that it be kept updated with the status of applications in respect of those schools that had
converted to academy status. The headteacher of Westbrook Primary School, also an academy, indicated that it did not intend to seek such a renewal.

At the SACRE Meeting on 4th February 2015, the following schools were granted a renewal of their Determinations in relation to Collective Worship:

- Alexandra Primary School
- Cranford Primary School
- Hounslow Heath Infant and Nursery School
- Hounslow Heath Junior School
- Norwood Green Infant and Nursery School
- Springwell Infant and Nursery School

At the SACRE Meeting on 24th June 2015, members noted that the Determinations previously granted to the following schools had also expired:

- Chiswick Community School
- Heston Community School

As these schools had since become academies, SACRE advised that any renewal of their Determinations should be made directly to the Department for Education in accordance with the appropriate protocols in such cases. The Consultant to the SACRE offered to support them in this process. SACRE once again requested that it be kept updated with the status of applications in respect of those schools that had converted to academy status.

SACRE Members have been issued with a list of criteria to be used when considering applications for Determinations (or renewals of Determinations).

5.0 MATTERS REFERRED TO SACRE

During the year, SACRE members considered the following:

- Minister of Education’s (Lord Nash) letter to SACREs
- DfE Guidance on Promoting Fundamental British Values as part of pupils spiritual, moral, social and cultural development

Both documents highlight the importance of the contribution RE makes to the curriculum.
No other matters were referred to SACRE for consideration in the year 2014 – 2015.

Hounslow SACRE has never received any complaint about either RE or Collective Worship.

6.0 LINKS WITH OTHER BODIES

The Hounslow SACRE is affiliated to The National Association of SACREs (NASACRE). Lesley Prior represented the Hounslow SACRE at the NASACRE AGM and Conference in Birmingham on 21st May 2015. Full details and copies of the relevant presentations can be found at:

http://www.nasacre.org.uk/conference-and-agm/2015/materials

Login details are required to access the presentations. These are available from the RE Consultant at: lesley.prior@london.anglican.org

The Rt Hon Charles Clarke, former Secretary of State for Education was the keynote speaker. Charles is currently Visiting Professor in Politics at the University of East Anglia and also a Visiting Professor in Politics and Faith at the University of Lancaster. The University has established a department of Politics, Philosophy and Religion, within which he is doing some teaching and lecturing. With Professor Linda Woodhead, also at the University of Lancaster, he has worked on a paper on the future of religion in schools and this was the main subject of his address. The full paper can be found at:


If SACRE members would like to hear Charles Clarke’s speech from the NASACRE AGM, then they will need to login to the NASACRE website to gain access to a podcast. The link is available here, but please note that login details are required in order to access it successfully. http://www.nasacre.org.uk/conference-and-agm/2015/materials

Other speakers at the AGM included Professor Denise Cush of the University of Bath Spa and Mary Myatt, Senior Ofsted Inspector and RE Adviser. Their presentations are also available on the NASACRE website.

Lesley Prior, SACRE Consultant for RE, was Chair of NASACRE from 2013-2015 and will continue to serve as Assistant to the new Chair from 2015-2017. Lesley is also a member of AREIAC (Association of RE Inspectors, Advisers and Consultants) and former Chair of the London/South East Regional Groups of AREIAC, a member and former Chair of the Shap Working Party on World
Religions in Education and a member of the RE Council of England and Wales. Lesley represents England on the European Forum of Teachers of RE (EFTRE). She is in regular contact key members of the RE community.

Lesley is also Senior Lecturer in Religious Education at Roehampton University. She regularly contributes to the Primary and Secondary PGCE programmes and a range of other Initial Teacher Training courses at Roehampton University, the Secondary PGCE in RE at The Institute of Education, University of London and other courses in various academic institutions. She is a member of the Association of University Lecturers in RE (AULRE).

In 2014-15, Lesley’s role as RE Adviser to Community Schools for the London Diocesan Board for Schools has also enabled her to work with teachers and other staff within the Authority as well as in other areas of the country.

7.0    HOLOCAUST MEMORIAL DAY

On 22nd January 2015, SACRE members and others gathered at the Civic Centre in Hounslow to commemorate those who suffered in the Holocaust and all other victims of prejudice and oppression. Over a hundred people attended this poignant and moving event.

This year’s theme was ‘KEEP THE MEMORY ALIVE’. The guest speaker was Ernest Simon, an Austrian born Jew who had survived the Holocaust after travelling to England as part of the Kindertransport. In his informative speech, Mr Simon explained how his immediate family was also fortunate to survive the war. He had few memories of his long train ride through Europe to the Hook of Holland and the ensuing boat trip to England, but he recognised how incredibly fortunate he had been. He also reminded everyone that human beings are still capable of inflicting suffering on each other today. He stated that hatred is never far away as the rise in anti Semitism in Europe makes all too clear.

Basil Mann (Group A) once again played a key role as part of the organising group for this event. Members thanked him for his contribution and also agreed that it was good to see so many people from SACRE present to support it.

8.0    ANNUAL LECTURE

The fifteenth Hounslow SACRE Annual Lecture took place on Tuesday, 10th March 2015. The speaker was Dr Ranvir Singh, SACRE Member (representing the Sikh community on Group C)
Ranvir offered a unique perspective on RE as he is involved in Religious Studies as a teacher, an examiner, a teacher trainer, a producer of resources, a member of a faith group, an activist in interfaith relations, a member of SACRE and as a parent. Most recently, he has been involved in the curriculum and qualifications review as a member of the Board of the Religious Education Council of England and Wales.

Ranvir shared a kaleidoscope of issues facing Religious Education in 2015, offering glimpses from the standpoint of each of his roles. These included British values and SMSC, the marketplace of examination reform, the possibilities of Religious Studies, ‘dangerous’ RE and enquiry-based learning, inclusion, a basis for citizenship, the advantages of locally determined and supported RS, and parental expectations in the Religious Education classroom.

A transcript of his lecture is available at: http://www.hounslowservicesforschools.co.uk/sites/default/files/ranvir_singh_-_sacre_speech_2.doc

The lecture was attended by SACRE members, teachers, trainee teachers, governors and friends and one of the two local MPs for the Authority, Seema Malhotra (Feltham and Heston).

9.0 ACADEMIES
At the SACRE Meeting on 29th February 2012, members discussed the place of RE in Academies and whether or not teachers from Academies could or should be members of Group C. It was noted that whilst Academies are not obliged to follow the Locally Agreed syllabus for RE, they do have an obligation to provide RE and Collective Worship. At present, all Academies in the London Borough of Hounslow are following the Locally Agreed Syllabus for RE and members hope that this will continue to be the case. Teachers from Academies continued to be members of Group C on SACRE in 2014-15, as their schools are using the Locally Agreed Syllabus and their membership of SACRE is supported by the appropriate Unions.

10.0 SIXTH FORM CONFERENCE
The Conference (sponsored by SACRE) took place on 20th June 2015 at Cranford Community College and was attended by over 250 Sixth Formers The young people represented a wide range of religious and secular belief systems. They came from several schools, including:

- Cranford Community College
- The Green School for Girls
- Lampton School
The theme for the day focused on the key question: ‘IS BRITAIN A CHRISTIAN COUNTRY?’. The conference was an opportunity for young people to explore this question through various ways which enabled them to interact it and with each other. They were encouraged to think critically and explore new ideas.

Participants were joined by members of our local communities. The conference also included an address on the place of religion in contemporary society by Dr Ranvir Singh (see above) and a former Head of RE at Cranford.

The Sixth Formers then participated in a variety of workshop activities which were planned and delivered by beginning teachers from the Secondary PGCE in RE at The Institute of Education, University of London.

Evaluations clearly show that once again, the day was a tremendous success. Particular thanks must go to Mehmoona Yousaf (Group C) and her colleagues at Cranford Community College for hosting such a worthwhile event and to Jane Savill (Group B) who is the Subject Leader for the Secondary PGCE in RE at The Institute of Education, University of London. Their commitment and enthusiasm make this event possible.

11.0 CHANGES IN MEMBERSHIP

In 2014-2015, SACRE bade farewell to several members. Their contributions to the work of SACRE are much appreciated.

All have played vital roles in promoting the work of SACRE and enhancing the quality of RE and CW in schools across Hounslow.

Members were particularly sorry to receive the resignation of Susan Roberts, Convenor of Group D and Vice Chair. Her contribution to the work of SACRE over many years has been immensely valued, and she will be much missed.

12.0 SACRE CONTACT OFFICERS 2014 - 2015

Jonathan Regal
Jane Medici    Clerk to SACRE    Tel: 020 8583 2061
e.mail: 

Civic Centre, Lampton Road, Hounslow, Middlesex, TW3 4DN

Lesley Prior    Independent Adviser for RE    Tel: 020 8392 8163
e.mail: lesley.prior@roehampton.ac.uk
13.0 MEETINGS

Meetings of SACRE were held on:

- Tuesday, 5th November 2014
- Wednesday, 4th February 2015
- Wednesday 24th June 2015

The SACRE Executive Committee met on:

- 30th September 2014
- 6th January 2015
- 12th May 2015

14.0 SACRE MANAGEMENT

Ms Elizabeth Wolverson (Group B) continued as Chair and Ms Susan Roberts (Group D) continued as Vice Chair. The following Convenors were in post at the end of the academic year 2014-2015.

Group A (Faith Communities)
Convenor: Mr Sarup Singh Mahon (Sikh)

Group B (The Church of England)
Convenor: Ms Liz Wolverson

Group C (Teachers)
Convenor: Ms Mehmoona Yousaf (Cranford Community College)

Group D (Local Education Authority)
Convenor: Ms Susan Roberts
MEMBERSHIP - According to records and alongside requirements of the Constitution

The SACRE shall consist of four groups forming a total of 41 members appointed by the Authority in accordance with the following pattern:

**Group A** - Christian and other religious denominations reflecting the principal religious traditions in the area

<table>
<thead>
<tr>
<th>Group A (Quorum/3)</th>
<th>Faith Groups</th>
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<tbody>
<tr>
<td>1 representative from each of the following groups: Buddhist, Jewish, Orthodox Christian, Pentecostal Christian, Roman Catholic.</td>
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</tr>
<tr>
<td>Tusita Weerrakoon</td>
<td>Buddhist</td>
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<tr>
<td>Basil Mann</td>
<td>Jewish</td>
</tr>
<tr>
<td>Gregory Wolcough</td>
<td>Orthodox Christian</td>
</tr>
<tr>
<td>Maf Cavill</td>
<td>Pentecostal Christian</td>
</tr>
<tr>
<td>Mike Kenton</td>
<td>Roman Catholic</td>
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<tr>
<td>Two further members may be appointed from other World Faiths as may be determined by the SACRE from time to time.</td>
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<tr>
<td>2 representatives from each of the following: Free Church, Hindu, Muslim, Sikh</td>
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<tr>
<td>Najeeb Ahmed</td>
<td>Muslim</td>
</tr>
<tr>
<td>Faouzi Saffar</td>
<td>Muslim</td>
</tr>
<tr>
<td>Ranvir Singh</td>
<td>Sikh</td>
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<tr>
<td>Sarup Singh Mahon</td>
<td>Sikh (Convener)</td>
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<tr>
<td>Isabel Tayler</td>
<td>Free Church</td>
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<tr>
<td>Alan Crabtree</td>
<td>Free Church</td>
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<tr>
<td>Haresh Vyas</td>
<td>Hindu</td>
</tr>
<tr>
<td>Subodh Thaker</td>
<td>Hindu</td>
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</table>
**Group B**  -  Church of England

<table>
<thead>
<tr>
<th>Group B (Quorum/2)</th>
<th>Church of England</th>
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<tbody>
<tr>
<td>6 representatives of the Diocese of London</td>
<td></td>
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<tr>
<td>Revd Andrew Downes</td>
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<td>Revd Rosemary Hoad</td>
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<tr>
<td>Steve Line</td>
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<td>Jane Savill</td>
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<tr>
<td>Liz Wolverson</td>
<td>Convener</td>
</tr>
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</table>

Members of Group A and B must:

1. Represent their denominational group.
2. Have a knowledge and interest in the education of children.
3. Be conversant with the educational system in the London Borough of Hounslow.

**Group C**  -  Teachers

<table>
<thead>
<tr>
<th>Group C (Quorum/3)</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Head Teachers (1 Primary, 1 Secondary, 1 Special School)</td>
<td></td>
</tr>
<tr>
<td>8 Classroom Teachers (4 Infant, Junior and Primary, 3 Secondary, 1 Special)</td>
<td></td>
</tr>
<tr>
<td>Nasra Dirir</td>
<td>Alexandra Junior School</td>
</tr>
<tr>
<td>Natalie Evans</td>
<td>Wellington Primary School (NASUWT)</td>
</tr>
<tr>
<td>Louise Lawn</td>
<td>Marjory Kinnon School (NUT)</td>
</tr>
<tr>
<td>Rachel Lawrence</td>
<td>Lampton Academy</td>
</tr>
<tr>
<td>Marais Leenders</td>
<td>Brentford High School</td>
</tr>
<tr>
<td>Carly Tremblin</td>
<td>Lionel Primary School (NUT)</td>
</tr>
<tr>
<td>Mehmoona Yousaf</td>
<td>Cranford Community College</td>
</tr>
<tr>
<td>Vacancy</td>
<td>Special School Head</td>
</tr>
<tr>
<td>Vacancy</td>
<td>Primary School Head</td>
</tr>
</tbody>
</table>

Members of Group C must further:

- Have a commitment to Religious Education and Worship.
- Have experience of teaching Religious Education and/or involvement in school worship.
- Have knowledge about current practice of Religious Education and worship in schools.
- Be representative of the teacher associations of the area.
Group D - Authority - 6 representatives of the LEA

**Group D (Quorum/2) LEA Representatives**

- Eileen Crabtree (Convener)
- Alamdar Hussain Shah
- John Leeson
- Penny Stephens
- Cllr Mukesh Malhotra

*All members of the SACRE shall be appointed annually by the Education Committee.*

**Others Attending**

<table>
<thead>
<tr>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesley Prior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>RE Consultant</td>
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</table>
### SCHOOLS WHICH HAVE BEEN GRANTED DETERMINATIONS IN RESPECT OF COLLECTIVE WORSHIP:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>EXPIRES</th>
</tr>
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<tbody>
<tr>
<td>Alexandra Primary School (formerly two separate schools)</td>
<td>4th February 2020</td>
</tr>
<tr>
<td>Berkeley Primary School</td>
<td>8th November 2016</td>
</tr>
<tr>
<td>Andrew Ewing Primary (now an academy named Westbrook Primary School)</td>
<td>17th November 2014 (did not seek a renewal from the DfE)</td>
</tr>
<tr>
<td>Chiswick Community (now an academy)</td>
<td>expired 7th June 2015</td>
</tr>
<tr>
<td>Cranford Primary School (formerly two separate schools)</td>
<td>4th February 2020</td>
</tr>
<tr>
<td>Cranford Community College (now an academy)</td>
<td>15th October 2013 (renewed through the DfE)</td>
</tr>
<tr>
<td>Grove Road Primary</td>
<td>12th November 2018</td>
</tr>
<tr>
<td>The Heathland School</td>
<td>15th June 2016</td>
</tr>
<tr>
<td>Heston Community (now an academy)</td>
<td>expired 7th June 2015</td>
</tr>
<tr>
<td>Hounslow Heath Infant and Nursery</td>
<td>4th February 2020</td>
</tr>
<tr>
<td>Hounslow Heath Junior</td>
<td>4th February 2020</td>
</tr>
<tr>
<td>Kingsley Academy (now an academy, formerly Hounslow Manor School)</td>
<td>17th November 2014</td>
</tr>
<tr>
<td>Lampton School (now an academy)</td>
<td>17th November 2014</td>
</tr>
<tr>
<td>Norwood Green Infant and Nursery</td>
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</tr>
<tr>
<td>Norwood Green Junior School (now an academy)</td>
<td>17th November 2014</td>
</tr>
<tr>
<td>Orchard Primary School</td>
<td>15th November 2019</td>
</tr>
</tbody>
</table>
Spring Grove Primary School 26th June 2018
Springwell Infant and Nursery School 4th February 2020
Springwell Junior School 15th November 2019
Wellington Primary School expired 14th November 2015
## GCSE Exam Results by School, 2015

### GCSE Religious Studies, 2015

Number of pupils achieving A*-C in religious studies by school

<table>
<thead>
<tr>
<th>DE Estab</th>
<th>School Name</th>
<th>Achieved A*-C</th>
<th>Entrants</th>
<th>% Achieved A*-C</th>
<th>Total Key Stage 4 Pupils</th>
<th>% Entered</th>
</tr>
</thead>
<tbody>
<tr>
<td>3134024</td>
<td>Brentford School for Girls</td>
<td>111</td>
<td>143</td>
<td>77.6%</td>
<td>144</td>
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</tr>
<tr>
<td>3134020</td>
<td>Chiswick School</td>
<td>117</td>
<td>186</td>
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<td>201</td>
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<tr>
<td>3134029</td>
<td>Cranford Community College</td>
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<td>56.0%</td>
<td>161</td>
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<tr>
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<tr>
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<td>Lampton Academy</td>
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<tr>
<td>3134600</td>
<td>The Green School</td>
<td>127</td>
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<td>92.7%</td>
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<td>94.5%</td>
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<tr>
<td>3134028</td>
<td>The Heathland School</td>
<td>227</td>
<td>261</td>
<td>87.0%</td>
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</tr>
<tr>
<td>3137005</td>
<td>Marjory Kinnon School</td>
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<td>0.0%</td>
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<tr>
<td>3137006</td>
<td>Oaklands School</td>
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<td>0</td>
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</tr>
<tr>
<td></td>
<td>Hounslow</td>
<td>1390</td>
<td>1705</td>
<td>81.5%</td>
<td>2607</td>
<td>65.4%</td>
</tr>
</tbody>
</table>
GUIDANCE TO SCHOOLS ON ARRANGEMENTS FOR MUSLIM PUPILS DURING THE MONTH OF RAMADAN

First Issued: November 2001, Hounslow LEA and Hounslow Central Mosque

Updated: February 2016, Hounslow SACRE
(with additions and amendments from Guidance produced by the LB of Redbridge and the LB of Tower Hamlets)

Background

Though it is easy to describe the features of Islam as a world religion, it must not be forgotten that Islam, at root, implies a relationship between human beings and Allah, the One God. A ‘Muslim’ is a person who submits to the will of God, the result of this obedience being ‘Islam’ (‘submission’). It is through this submission that, Muslims believe, a person finds peace: note the similarity between the words Islam, Muslim and salam (‘peace’). Fasting during the month of Ramadan is one expression of submission to the will of Allah.

Fasting (sawm) during the twenty-nine or thirty days of Ramadan is one of the five basic duties of Islam. These duties are called ‘pillars’ in that they strengthen a Muslim’s life as pillars support a building. The other pillars are: the declaration of faith, prayer/worship five times daily, paying an annual tax on disposable wealth and making the pilgrimage to Makkah.

During the daylight hours of Ramadan, Muslims are supposed to refrain from eating, drinking and sexual activity. It is a time when they try to be even more aware of Allah (God). Muslims will also try to live a better life generally during Ramadan – by trying not to use bad language or think ill of others, for example.

There are variations in timing due to geographical location and timetables showing when daylight begins and ends during each day of Ramadan are published by Muslim communities online and may often be printed in local newspapers. Apps are also available to indicate when fasting should begin and end each day during the month.

Fasting during Ramadan binds the Muslim community (ummah) together, both locally and world-wide. Even those Muslims who, for whatever reason, do not pray five times daily will try to keep the Ramadan fast.

There are exemptions to the Ramadan fast. Children and young people below the age of puberty are not expected to fast. Those who are ill, those who are travelling and pregnant or nursing women need not fast if it would be harmful to their health. Menstruating women should not fast. Such people will be expected to make up for days missed later, however. Those who accidentally break their fast should also fast an equivalent number of days later.

As well as obeying God’s laws (the requirement to fast is stated in the Qur’an which Muslims believe to be God’s words) and leading to a greater consciousness of God, Muslims believe that fasting has many benefits. For example: it strengthens self-discipline; it creates sympathy for the poor and the destitute; it reminds them that they belong to a larger Muslim community.

It is the practice for Muslims to rise before dawn and to share a light meal (sahur or sehri) with the family. Having stated the intention to do so, fasting then takes place during daylight hours. Just before the end of the fast at dusk, many Muslims will gather at the mosque and, immediately after the end of the fasting day, share a light snack (sometimes including dates and water) as did the Prophet
Muhammad with his companions over 1400 years ago. After prayer, people will return home in order to share an evening meal (iftar) to which family and friends are often invited.

Ramadan is also associated with the holy Qur’an. During the ‘Night of Power’ (Laylat ul-Qadr) which comes on an odd numbered day during the last ten days of Ramadan, Muslims remember the occasion when Muhammad was give the first words of the Qur’an to recite: the title Qur’an means ‘recitation’. (Words continued to be revealed to Muhammad for the remainder of his life). Some Muslims spend the last ten days of the month in the mosque (a practice called itikaf, ‘seclusion’) during which they can pray and read the Qur’an in the company of others.

Muslims use a lunar calendar which creates a year eleven days shorter than the solar year more familiar to Westerners. This means that Ramadan begins eleven days earlier each year according to the non-Muslim calendar and so gradually moves back through all the seasons. This has implications for fasting in that, when Ramadan occurs in the summer, for example, fasting is more arduous because there are more daylight hours and it is hotter.

The sighting of the new moon at the end of Ramadan marks the start of the tenth month, Shawwal, which begins with the festival of Id ul-Fitr (the festival of breaking the fast). Coming straight after the austerities of Ramadan, Id ul-Fitr is a joyous occasion (it is forbidden to fast on Id ul-Fitr). After prayers, often held in the open air, people give presents, wear new clothes and visit relatives. The greeting is Id Mubarak, ‘happy id’, which is also printed on greetings cards exchanged at this time. Just before Id ul-Fitr, Muslims must give money (fitrana) so that those who cannot afford to do so are also able to celebrate the festival.

The Practice of Fasting – Implications for Schools

Fasting (Saum) is part of the yearly life of a Muslim and is a requirement on all those who have reached puberty and are healthy. This will directly affect many Muslim pupils in secondary schools but may affect some children below the age of 12 in primary schools as well. Children below the age of 12 who are very enthusiastic may be encouraged by their parents and or carers to fast only on certain days such as Friday, Saturday and Sunday. Some younger pupils maybe encouraged to complete the fast for only half of each day in order to get accustomed to the practice. Other families may have different customs in helping children to prepare for observing Ramadan when they are older. Schools should discuss such cases on an individual basis with the family concerned will wish to make suitable arrangements to support pupils in observing these customs.

As fasting is a responsibility as well as an obligation in Islam it is important that pupils are supported during the fast. It is also vital that everyone in the school community realises that while Ramadan is an opportunity for Muslims to focus more fully on their spiritual life, this should always be within the framework of their usual routines. It is therefore equally important that Muslim pupils realise that Ramadan is not an opportunity to try to gain special individual rights within the school.

Schools will wish to recognise the importance of Ramadan to Muslim pupils through the curriculum, collective worship and other opportunities.

All staff need to be aware of some of the effects of prolonged dawn to dusk fasting, for example sleepiness, mood swings and headaches. A family’s sleep time can alter dramatically. Some pupils will need to reduce the physical exercise that they take during fasting while others will wish to continue as normal. Fasting is not regarded by Muslims as an opportunity to avoid aspects of life but rather to cope with normal life under different circumstances.

New and supply staff may need to be made aware of the importance of Ramadan and the school’s responsibilities.
Implications for Specific Areas of the Curriculum during Ramadan

Pupils can still participate in Cooking activities and Food Technology lessons as normal, but if they are fasting they will not be able to taste the food themselves.

In Drama and Music lessons, some Muslim pupils may have greater reservations in partaking in singing, listening to music and dancing in a mixed environment and teachers may want to remain mindful of, and sensitive to, this.

Schools may wish to plan alternative activities in Physical Education which are less strenuous and avoid holding major sporting competitions and events during Ramadan.

There can be particular concerns around Swimming lessons. During Ramadan, some Muslim parents would advise fasting children who are going swimming to be particularly careful not to swallow water. If water is inadvertently swallowed this does not mean the fast is broken, as the intention was not to drink. Accidental swallowing of water in normal circumstances may not invalidate the fast, but since swimming will almost certainly result in the swallowing of water, other Muslims would say that it is better for fasting children not to swim at all during Ramadan or would wish to forbid them from doing so completely. Schools may wish to consider the dates of Ramadan in the school calendar when planning the swimming programme. Any request for withdrawal from swimming should be considered carefully by schools. The schools should inform parents of National Curriculum requirements and of the effect of withdrawal on the whole school community but, in the final analysis, discretion should be used.

Schools are advised to use their discretion when making modifications to any teaching and learning activities during Ramadan, and all decisions, of course, need to be weighed against the educational value of these activities and the requirements of the National Curriculum.

Other Issues

It is generally accepted (by most Muslim scholars) that use of asthma inhalers by those fasting during Ramadan is permitted and doesn’t break the fast.

Any oral medicine or injection with nutritional benefit cannot be taken by a person who is fasting. Such medications or injections can be taken after the fast is over. Injections which have no nutritional value can be taken. Where conditions are more serious, a pupil’s family should be consulted and medical advice obtained from her/his GP.

Spitting whilst fasting is not encouraged by Shariah law, and swallowing saliva does not invalidate the fast as it is a necessary bodily function. It is in any case contrary to health and hygiene protocols and schools should discourage it.

Prayer during Ramadan

During Ramadan, a greater effort is often made by many Muslims to observe the practice of offering the five daily prayers and other prayers too. For this reason, some schools may wish to consider making appropriate arrangements to help them to do this.

Before praying Muslims are required to wash (ablutions) as a physical preparation. The washroom should be separate from the room used for prayer. It is not necessary for shower rooms to be provided as Wudu (ablution) applies only to prescribed parts of the body, including the feet, but running water must be available nearby. The essential times of prayer are:

1. After first light and before sunrise (Fajr)
2. Between the sun reaching its height and mid-afternoon (Dhuhr)
3. Between mid-afternoon and sunset (Asr)

4. After the sun has finished setting (Maghrib)

5. In the dark of the night (Isha)

If it is not possible to make the prayers at the appointed times they can be made as soon as possible afterwards. Schools can arrange their own timetable for prayers and a prayer room can be made available at the end of the school day.

Muslims do not require a leader to make the prayers, although normally there would be a leader in the mosque. Congregational prayers are preferred but not essential. Such prayers would not require the whole of the lunch break and where large numbers of pupils are involved it may be possible for a number of groups to pray over the period of the lunch break. It is usual for males and females to pray separately but if not convenient they may pray together but in separate groups. Senior pupils who are Muslim may be happy to help with the organisation of prayers in school at lunchtime. Schools may wish to involve parents or members of the local Muslim community in the supervision of pupils during their prayer times, subject of course to the usual checks.

It is important that:

- Everyone in the school knows why prayer rooms are being made available and those non-Muslim members of staff and members of the support staff who are involved in supervision are fully briefed and know what is expected of them.
- Schools are advised that they can seek support from the local Muslim community which may be required in some circumstances.

**Examinations during Ramadan**

Islam is based on the lunar calendar and, therefore, moves each year. It is inevitable that statutory tests and some examinations in secondary schools will take place during Ramadan. Members of staff need to be aware that some pupils may find the rigour of preparing for an examination while fasting difficult. Schools should consider rescheduling internal examinations. Forward planning is essential and schools will be issued with the dates for Ramadan for future years.

**Parents’ Evenings and School Functions during Ramadan**

Fasting is difficult for both adults and young people and the timing of the fast, from dawn to dusk, means that all food preparation and consumption must take place over a few hours every evening and very early morning. This makes it difficult for parents to attend meetings or other functions in the evenings during Ramadan. If it is possible to avoid parents meetings during Ramadan while continuing to provide close and effective home-school contact the benefits are considerable.

**Attendance and Religious Observance**

Schools are reminded that pupils may be withdrawn from school for required religious observance and that such occasions are regarded as authorised absence for the purpose of registration. This might include, for example, Id-ul-Fitr (1 days) and Id-ul-Adha. Some pupils will attend school after observing prayer in the mosque. Schools with a particularly high number of Muslim students may wish to use an occasional day to celebrate Id-ul-fitr.
Advice for Fasting Pupils and Students

- A pre-dawn meal (suhur) is absolutely essential as this will replace breakfast during the month of Ramadan. This pre-dawn meal should be wholesome and filling in order to sustain energy for many hours. It is important to include slowly-digested foods. Complex carbohydrates are foods that will help release energy slowly during fasting and are found in grains and seeds like barley, wheat, oats, cereals, semolina, beans, lentils, wholemeal flour and basmati rice. Fibre-rich foods are also digested slowly; these include bran, wholewheat, grains and seeds, potatoes with the skin left on, all types of bread and breakfast cereals, vegetables such as green beans and fruit such as apricots, prunes or figs.

- The meal which breaks the day’s fast (iftar). This meal could include dates following the Prophetic traditions. Try to eat a healthy balanced diet, enjoying some protein from meat/fish or lentils and some vegetables. Try to eat as you would normally and remember to eat only a moderate amount, especially of fat and sugar.

- There will be ample time between iftar and suhur to eat and drink. Take extra special care to drink plenty of water during this time. It is good to sip small amounts whilst praying, doing revision, reading and other activities. This will keep you strong for the long fasting hours and will help prevent dehydration and headaches.

- Avoid beverages containing caffeine such as tea, coffee and cola. Reduce the quantity consumed before Ramadan to prevent headache, irritability and mood swings.

- Taraweeh (night prayer) is the prayer performed during the month of Ramadan. It is advisable to perform 8 units of prayer (rakaats) at your nearest mosque to save time to help gain enough rest/sleep.

- Try to have your lunch break separately from the students who are not fasting to avoid temptation created by hunger.

- Abstain from doing too much physical activity such as sports, running for the ‘bus, and generally rushing. Take the opportunity to rest when you can and avoid the dehydrating effects of sitting in hot sunshine.

- Try to plan your day ahead. Check the examination timetable carefully on the night before an examination. Prepare your clothes, schoolbooks, pens and so on in advance to avoid rushing around in the morning.

- If your health is put at risk due to the fast, for example because of dehydration or injury, you can break your fast as your health is more important. Islam teaches that Allah has given permission in the Qur’an to break the fast in these circumstances. Islam does not require you to harm yourself in fulfilling the fast. If a fast is broken, the days will need to be made up by fasting at a later date when your health is better.

- It is really important that if you have a medical condition, especially one that requires regular medication that you see your GP before Ramadan begins to discuss treatment options that do not interfere with your fast. You can also talk to your Imam.

- A consultation with your GP or community pharmacist before Ramadan starts should provide an opportunity for you to discuss your options such as using inhalers, taking tablets or receiving injections that will allow you to control your medical condition whilst completing a fast safely.
Advice for Parents and Carers

- Ensure that your child is eating healthily and balance the food from all the major food groups
- Ensure that your child is waking in time to have Suhur (the meal before fasting begins) every day
- Ensure that your child is well hydrated between iftar and suhur
- Ensure that children who are exempt from fasting do not fast completely (under the age of puberty and/or severely unwell)
- Encourage children to prepare school books, clothes and so on the night before so there is not rush in the morning
- Ensure that your child is taking any medication prescribed by their doctor. With the permission of the doctor, some medication, such as hayfever tablets might be taken during non-fasting hours. Consider reducing visits to and from family and relatives during Ramadan when that coincides with school study/exam times
- Try to encourage children to resume their studies if they become lethargic
- Fasting for children under the age of seven or eight is not advisable. It is a good idea to make young children aware of what fasting involves.

The following guidance from the NHS may be helpful:

http://www.nhs.uk/Livewell/Healthyramadan/Pages/healthyramadanhome.aspx

Should a School make any other special provision during Ramadan?

This is a matter for a school’s discretion but the following may be considered:

- being aware of the impact of Ramadan on meetings for parents (in that Muslim parents may find attendance at such meetings difficult because of involvement in customs associated with Ramadan);
- making sure that all staff are aware that it is Ramadan and its possible implications for school;
- including a statement in the staff handbook (which might refer to the existence and whereabouts of this briefing paper);
- allocating to a teacher special responsibility for Muslim pupils during Ramadan (this may be a Muslim teacher);
- dedicating specific assemblies to Ramadan so that the whole school community can learn about its place in Muslim life;
- informing teachers of the approach taken in school towards matters related to Ramadan;
• arranging a meeting with Muslim parents prior to Ramadan to discuss issues such as lunchtime arrangements;

• resources permitting, making a supervised quiet room available for Muslim pupils during Ramadan and especially for those Muslim students who are sitting public examinations during this time. There is a greater need for this during the coming years as Ramadan falls in the height of summer and temperatures are more likely to be higher and so a cooler space would be greatly appreciated.

Exams during Ramadan
Exam boards will not make special considerations for students fasting during Ramadan.

How should schools help students who are sitting examinations during Ramadan?
From 2015 onwards the month of Ramadan coincides with the period of public examinations (GCSEs and A levels etc). Some Muslim parents may advise their children not to fast when they have public examinations but those children who normally fast are quite likely to fast whether they have examinations or not. Other students may modify their original decision to fast or not based on a number of factors, not least how they cope with the exams whilst fasting.

Schools will wish to support families of fasting pupils by reinforcing messages about staying fit and healthy during Ramadan. It is not for schools or individual members of staff to try to influence students to fast or not, since this is matter of personal choice and conscience.