

Hackney SACRE

Minutes of meeting: **14/10/20**

Chair: Sandra Hall

Advisor: Stacey Burman, Hackney Education (nee Hackney Learning Trust)

Clerk: Justin Feltham, Hackney Education



Group	Present	Apologies
1	Rev Andrew Letby, Priya Reid, Naftali Loewenthal (NL), Justin Madubuko	Rumana Rafiq, Dulmini Wimalasekera
2	Prebendary Rosemia Brown	
3	Sandra Hall –Chair (SH), Natalie Petzel (NP), Sheena Merchant (SM), Nasima Ephraim, Brenda Humphreys	
4	Cllr Harvey Odze, Cllr Jessica Webb, David Pollock, Cllr Kam Adams, Cllr Sade Etti	Cllr Katie Hanson
Advisor	Stacey Burman (SB)	
Observers	Sue Roberts (SR)	Anton Francic (AF)

No apologies received: Ruhi Altun, Sheikh Yasar Zaman, Omer Dogan, Raj Dharma, Lynn Hargreaves, Rev J Westcott, Michelle Byrne, Jon Pedlar, Nasima Ephraim - 18:10

Apologies received after the meeting: None

Item	Notes/discussion	Actions
1 Welcome, Introduction and Membership	<ul style="list-style-type: none"> Sandra Hall (SH) opened the meeting at 16:30 everyone introduced themselves including new member Rev Andrew Letby who is based in Hackney Mare Street and Dalston. The meeting was confirmed as being quorate. SB advised she has joined the Hackney Faith Forum and has made contact with a few members in order to increase the diversity in religions represented on SACRE. Subsequently, Rev Andrew Letby has joined SACRE as has Rabbi Roni and couple of other Muslim members that are new potential members too. SR has now left Hackney Education and had been invited to this meeting. SH passed on thanks on behalf of all members for her assistance over the years. SR advised she had enjoyed being an observer and working with SB and was pleased to see that the meeting was quorate as when SB was on maternity leave SACRE meetings were never quorate. She suggested that now that the meeting has moved to online it will allow the group to grow and become more strong and diverse. SR passed on her huge thank you to the chairs during her time and also SB for her work. Anton Francic will join in future. 	
2 Apologies	<ul style="list-style-type: none"> Apologies and absence were accepted from those who had informed the clerk/chair before the meeting as per above. Absence from the meeting from those who had not sent apologies was not accepted. PRB advised that she would speak with RJW to let us know if he still wishes to be a member of SACRE. 	
3 Minutes of previous meeting Actions from last meeting 3.2 Matters arising	<ul style="list-style-type: none"> The minutes from the last meeting were agreed as a true record, subject to the following amendments: <ul style="list-style-type: none"> No amendments necessary. Actions from last meeting: <ul style="list-style-type: none"> See separate action list. 	

<p>4. Constitution</p> <p>4.1 Proposed Amendments</p>	<ul style="list-style-type: none"> ● SH advised that the updated constitution has now been discussed with Hackney Legal. SB confirmed that SH/SB/HO asked if the changes would be acceptable according to the Hackney Code of Conduct. The legal department advised that it was acceptable and so the constitution is now ok to be agreed by Hackney members. ● A vote to pass the new constitution was held. <ul style="list-style-type: none"> ○ All members present AGREED to pass the new constitution. ● It was agreed the election of the Chair and vice chair would take place at the Spring Term meeting. ● ACTION JF to add agenda items to Spring term and email members for nominations. 	<p>15/16 JF</p>
<p>5. Locally Agreed Syllabus</p> <p>5.1 Launch Event</p>	<ul style="list-style-type: none"> ● SB updated members on the Locally Agreed Syllabus. <ul style="list-style-type: none"> ○ The syllabus has been added to the Hackney Education website. ○ All schools have been notified and SB has spoken with HE LaMa Layleh on 14 October to ensure that Headteachers are advised at a meeting this w/c 19 October 2020. ○ Those teachers who are already in the networks delivered by SB and those that attend training have been working with the syllabus for a while. ● The launch event for the new syllabus has been postponed due to COVID, nothing can be planned in the current climate and this will be picked up when the current situation changes. 	
<p>6 Local Updates:</p> <p>6.1 RSHE in Hackney</p>	<ul style="list-style-type: none"> ● SB noted that the updated RSHE guidance was made available for members to read over the summer and asked if there were any comments. ● NL advised that in exploring the concept of childhood innocence there have been a number of studies carried out in the UK. NL read a quote that stated that childhood innocence is a natural state that should be protected from threat and that this innocence can be abused. We all have a wish to warn and guard children from abuse. ● NL noted that in the case of the orthodox Jewish community, childhood innocence is seen as essential for children and teenage young people. Although teenagers are more mature they are still innocent and there is a wish to preserve this. Safeguarding and protecting the children whilst still letting them know how to protect themselves and what type of behaviour should be reported is key. ● SB responded that she is aware that the RSHE standards from OFSTED and the DFE have implications for all schools, and is happy to work with them in interpreting the legislation so that they don't fall foul of OFSTED. ● SB noted that there is a need to look at what other support is being provided by Hackney Education for Haredi schools. More support could be offered. SB had asked what the best course of action is, i.e. whether to approach schools directly, but not been guided to do so. ● ACTION: SB will speak with AF regarding support provided by Hackney Education for Haredi schools. ● SB advised that the RSHE guidance also needs to be provided in Primary schools, but some Orthodox schools have advised they will not do this. However SB noted that they will have already fulfilled the RSHE with some of their curriculum. SB suggested it could be a good idea to produce some guidance for the Orthodox Jewish schools, which could note what needs to be taught and how they can teach it within their religion. NL agreed that this made a lot of sense but it is very sensitive. ● SB asked if there are particular Jewish organisations that SACRE could join up with to produce the document, ones that the Haredi schools are accepting of. NL noted that there are rifts in the Haredi community and so although some may accept guidance from one Jewish organisation another would not. Perhaps discussions could be held where ideas could be presented and then this would gently filter through the community. Seeing what the law states and where the red line is that they would not cross is key. NL added that in the sense of a democratic society the law should take account of preserving innocence and that when children mature too quickly they are losing something. 	<p>17 SB</p>

- DP added that there is a fundamental clash between the right of children to education and the right of religious groups not to impose their teachings on children. The law states parents have the right to withdraw pupils up to age of 15. The right then transfers to the pupil from 16 onwards. DP cannot accept childhood innocence, it is unproved they are unaware of sex and sexual feelings until the age of adulthood, and believes this is something that is natural and universal. Religious teachings may make them feel guilty about their feelings. He is very unsympathetic that parents should be able to impose views on their children, however the law allows it.
- NL noted that what the Jewish community is aiming for is that the adult man and woman should regard sex as something meaningful. It doesn't promote promiscuous relationships. In "traditional" society the English public school had very horrific behaviour with the whole abuse system. When there are the proper controls, and people are aware of sexuality then it can be controlled and not indulged in the wrong way. Sex education should be given in an appropriate way. NL is of the opinion that there shouldn't be the secularising of sex education, that it is a very important dimension of our lives and how we move forward is key.
- DP drew attention to the fact there are studies that show students who have had good sex education indulge in sex much later than those that don't, therefore good sex education is key.
- NL added that most children in the UK are exposed to a high level of sex in the media. There is a need for sex education to go along with this to counter incorrect information from the media. John Lennon even made a film to show his son which contained explicit ideas. He explained that Haredi children are not exposed to this media and so it changes the situation. They teach purity of thought.
- DP noted that children are going to be exposed to sexual imagery and advertising and feels there is a need to be able to understand it and realise it is not typical and that this is role of good sex education: an introduction on how to behave in a mature way.
- NL added that in the Haredi community sexual behaviour is not discussed. It is kept in a locked bedroom or for small discussion groups before marriage. Cultural sensitivity is an enormous demand in the current time.
- PRB added that she is in two minds and agrees with elements from both sides, but that there is a need to work out what age is appropriate to teach sex education. She believed that at 15 most children have already been exposed to some kind of sexual imagery, however this doesn't necessarily mean that if you haven't been given sex education that you will indulge. She pointed out that there are many factors to take into account such as the child, their age, and their background. However, the parents deserve a say as they will most likely be the ones to pick up the pieces if something goes wrong.
- HO added that he agrees with most of what NL has said. He suggested there is an organisation called CHINUCH UK and it may be useful to try to get a representative of the organisation to come and join a discussion on how to deal with the new RSHE guidance in Haredi and other Jewish schools, including looking at where the red lines are. HO believes that the Jewish community has no respect for OFSTED and that they are overstepping the mark and going beyond their remit by downgrading a school's rating on the basis they aren't teaching sex education. This is not in the DfE guidelines.
- NL left at 17:23
- SB advised that there are two parts to sex education, the first part teaches what makes up a healthy relationship. The second is an understanding of sex and to make sure that children are aware of what is right and acceptable, or wrong. SB also noted that by/in year 6 there is a requirement that children are taught about puberty, and this might include periods. The legislation is quite flexible with regards to when pupils study certain aspects.
- SB added that the guidance shouldn't be in contradiction of Jewish teaching on honesty and relationships, though there may be some elements where it could be seen as an issue. The schools will benefit from support as to how to manage the guidance. If CHINUCH are already working with the schools then what does SACRE want to achieve that schools need that isn't able to be provided elsewhere?

<p>6.2 Teacher Training inc Primary Linking Programme</p>	<ul style="list-style-type: none"> ● SH suggested that it might be a good idea to set up a working party so that those interested could discuss and meet with other organisations and primary/secondary school representatives. They could then report their findings as to the best way to progress at the next SACRE meeting. SB, SH, RB and SE all expressed a desire to be part of the working party. ● ACTION: JF to email all members asking for those who wish to be a part of the working party let him know. SB will then organise a date for the working party to discuss. ● SB advised that the teacher training was discussed in the last SACRE meeting. ● SB has been working with the Faith and Belief Forum, which is a charity, with regard to a programme they currently run where schools can link together and run an interfaith event. ● All schools which attend the borough training will receive CPD from the Faith and Belief Forum on how to hold interfaith events in their own schools. ● SH noted that we have received funding from Carl De Cruz and his family who will pay for this CPD to be delivered. SB noted that so far 18 schools have signed up to 'be linked' as part of the programme and will attend training which is scheduled for 10 November. ● SB added that there will also be a secondary school online training session on November 24. Discussions were held over the summer about the syllabus and, ostensibly, they wanted to look at Alevism and so they will be discussing an agenda nearer the time. ● SH asked if other SACRE members could attend the Faith and Belief Forum session in November. SB advised they could and that meetings are normally 13:30 until 17:00. SM advised she would like to attend. ● ACTION: JF to email members asking that, if they wish to attend the Faith and Belief Forum session, they let him know and then SB will forward on information. ● SH asked if the Faith and Belief Forum worked with secondary schools as well. SB advised that they do but what they do for primary is different to secondary so at present they are just looking at primary CBD sessions. DP reminded all that there is a secondary school session on November 24. SB added that this is not part of linking the programme. 	<p>18 JF/SB</p>
<p>6.3 Annual Reporting</p>	<ul style="list-style-type: none"> ● SB discussed the annual report, which normally includes GCSE and A-Level information, but due to COVID-19 and the issues around exam results, the usual way of analysing the data isn't possible. This will mean a delay to the annual report. ● There was some discussion about the contents of the SACRE report and how far it could and should go in reporting on support they had been provided. ● SH asked if normally, when an annual report is written by SACRE, if it includes this information about the network support? SB responded yes. ● It was then noted that SACRE has previously been very clear that schools should not have to pay for the training/networks provided, which is subsidised as part of SACRE, supported through HE. However, traded services are part of her other role as a RE advisor and therefore this element doesn't currently go in the SACRE report. ● It was further noted that the SACRE report is a public document that goes to the DfE. Therefore, although in previous reports the analysis has been included, the report doesn't go into further detail about support provided to individual schools, as this also confuses SB's role as a RE consultant with her role in SACRE. ● DP asked if the report can be drafted anonymously to state x school was supported this way and also advise what the RE advisor did separately? ● There is a concern for SB not having to duplicate her work or have to write two reports, but she is not sure that SACRE should make public in the report what support each individual school was given. Some support is because they attend the network, whilst some support is traded 	<p>19 JF/SB</p>

<p>6.4 Hackney Faith Forum</p>	<p>and so they receive it because they paid for it. For example, SB carried out a lot of support work at XXXXX School, but this was a traded service and paid for. It was not included in the report, so as to avoid others/schools perhaps complaining about why they did not receive support.</p> <ul style="list-style-type: none"> ● SM added that those schools who have achieved good results are sent congratulations from SACRE. By the same token the schools that aren't achieving good results are written to, to see how they can be supported. SACRE's remit is really only to ask if they need some help. ● Following a discussion about the crossover between the RE consultant and SACRE advisor role SH proposed that the annual report goes ahead as normal for the academic year just gone, and if further clarification of SB's roles is needed then members of SACRE can have a discussion with her line manager. ● SH suggested that SB can continue to do RE networks for primary and secondary and provide other support through these networks, but support for individual schools through SACRE isn't possible with her time constraints. Individual schools are contacted with regards to items of concern but additional help isn't generally offered unless it is traded. ● JF suggested that a letter of congratulations continues to be sent to those schools performing well and a separate one is sent to schools that don't perform well. Those that don't perform well can be invited to the RE networks that SB provides. ● ACTION: SH/SB to send suggested letters of "congratulations" for those schools that perform well and an "invite to RE networks" for those that don't perform as well, following receipt of data and analysis accordingly. <p>● SB has been attending Hackney Faith Forum on behalf of SACRE. It is a remarkable group and one of the reasons she joined is to make all of the faith groups aware of the work SACRE does and the syllabus, in the hope it will enable more of the faith groups to engage and support RE in the classroom.</p> <p>NP left the meeting 18:00</p> <ul style="list-style-type: none"> ● SB advised that, as part of the Syllabus, students are meant to look at diversity in religion and world views, but pupils are often taught through textbooks which don't represent this. For example on the Jewish Sabbath some Jewish people drive whereas others don't drive. The diversity of this is unclear when just reading textbooks. ● Therefore SB is suggesting to create resources where groups from the faith forum could potentially be interviewed in order to provide another teaching aid. This will maximise exposure and interaction with practitioners and create useful resources from real practitioners. ● This could include sermons to help GCSE students, and AB suggested providing last Sunday's sermon on harvest festival, which included traditions of Jewish people and how to give thanks for God's goodness and other ideas. ● One of the issues SB has previously uncovered faced by schools is arranging visits to places of worship. She suggested it would be good to have a video tour of the local places of worship, with which pupils would be more familiar. Electronic resources would also support the current need for online or blended learning provision by schools. ● The results could be put on SACRE's website for anyone to use. ● SB asked for SACRE's permission to proceed with this idea. ● SACRE members AGREED for SB to progress with the idea of creating alternative teaching resources from different groups in conjunction with Hackney Faith Forum. ● AL advised he could also provide pictures or videos of items in church. ● SB also advised SACRE that the CPD team at Hackney Education are looking at diversity within Islam and Judaism including Haredi, as well as including Alevis. A recorded webinar for all Hackney schools will be created to support the syllabus with regards to teacher subject knowledge. A further webinar which identifies the links between Judaism, Christianity Islam and the old and New Testament will also be produced by SB. 	<p>20 SH/SB</p> <p>21 Agreed</p>
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	<ul style="list-style-type: none"> ● HO requested that future SACRE meetings are not held on full council meeting dates. ● JF noted that SACRE meetings from May onwards will be added to the council calendar. 	
8 Any Other Business (AOB) 8.1 Alevi in Hackney 8.2 Including future Agenda Items 8.3 A.O.B	<ul style="list-style-type: none"> ● ACTION SB will check with RA if he wishes to add anything to the webinar on Alevism. ● Nothing was requested to be added ● SB mentioned the current situation around Black Lives Matter and the discussions around decolonising the curriculum. This could have an impact on the world of RE. ● SB added that she is aware of it already as part of the syllabus and is trying to link it together with the RE. For example getting schools to look at why the person was deemed worthy of a statue in the first place and how society has changed. It is good to use it as a learning point rather than sweeping it under the carpet. For example, looking at British values now compared to in the past, and using/comparing with quotes from religious texts to support this. ● HO added that it concerns people's attitude to other people and so is a RE matter. 	27 SB
Close	<ul style="list-style-type: none"> ● Meeting closed at 18:33 	