

Annual Report 2022 - 2023



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Introduction

During 2022-23 Birmingham SACRE has continued with its statutory duty to advise the local authority on Religious Education and Collective Worship.

The new Agreed Syllabus for Religious Education has been implemented and taught during this year. Advisers, teachers and faith communities have been involved in updating the lesson planning materials which will now be housed within the City Council main website. The resources: primary and secondary planning, being made available to teaching staff across the city term on term.

Again, I wish to thank all of the volunteer members on the Agreed Syllabus Conference and SACRE who give so much of their time and commitment to enable the teachers in the city to have the support and materials to deliver Religious Education and Collective Worship. Many thanks also go to the teaching staff of Birmingham who deliver the syllabus to enable the dispositions to be lived in the lives of the pupils in Birmingham.

Also during this year, some of our members have been involved in an Arts Society project, focusing primarily on places of worship and enhancing an offer of resources for KS2 and lower KS3 pupils. This has proved to be both an exciting and rewarding endeavour, with national coverage in the Religious Education journal 'RE Today'. Our thanks go to Liz Dancey for driving this valuable piece of work.

As well as being outwardly focussing on producing resources for teachers, Birmingham SACRE has also begun to reflect on some of its own practices and protocols with the start of the review into the SACRE Constitution this year.

As we continue with our work with many other bodies both Birmingham-based and on a national level, it is our privilege to thank the volunteer members of SACRE for their time and continued efforts.

We would particularly like to mention and thank a few of the longer serving members of SACRE who have decided to hand over their membership to newer folk this year. We are indebted to you for your time, efforts and contributions.

Cllr. Brennan wishes to thank Cllr. Cotton for his commitment during his time as Chair of Birmingham SACRE and looks forward to continuing the work that SACRE conducts as contributing towards the city's community cohesion portfolio.

Regards,

Cllr. John Cotton and Cllr. Nicky Brennan
Chairs Birmingham SACRE

Overview SACRE Meetings

Full SACRE meetings during 2022-2023

- **19.9.22 September meeting – cancelled due to the State mourning of the late Queen Elizabeth II.**
- **1st December 2022 SACRE, Birmingham Library:** Co-option of Dr. Ruth Wareham, member of Humanists UK, agreed by all committees. Review of schools and academies attending Agreed Syllabus training. Primary and Secondary summary guidance on the Agreed Syllabus presented and reviewed. Updates on resources, website and launch of the new syllabus discussed.
- **16th February 2023 SACRE, BCC Woodcock Street:** The meeting centred round discussion of the Agreed Syllabus implementation: lesson plan update, website and promotion. Another large part of the meeting explored and discussed the updates to the Constitution. The meeting was not quorate so an extraordinary meeting to discuss the Constitution will be needed.
- **11th May 2023 SACRE, The Council House:** Quorate meeting to discuss the Constitution ready to present to the Education Legal team. All committees agree. Last meeting with Cllr. Jon Hunt as chair.
- **26th June 2023, BCC Woodcock Street:** First meeting with Cllr. Nicky Brennan as chair. Co-option of Paul Davies was agreed by all committees. Annual report 2021-22 was presented and agreed with a few amendments. Determination for Lozells Junior and Infant school was agreed. Main part of the meeting discussed the way forward with the current website to ensure compliance and user-friendliness.

The practice was continued of alternating SACRE meetings between afternoons and evenings on Tuesdays, Wednesdays and Thursdays to accommodate the attendance of as many members as possible.

For SACRE membership (see appendix) Officers

Dr. Kate Reynolds and Fiona Chamberlain, Birmingham City Council

Dr. Simone Whitehouse-James, RE Adviser, Services for Education

All other attendees at the invitation of SACRE

Paul Davies, Vyka Ltd

The statutory role and responsibilities of SACRE:

- To advise the Local Authority (LA) upon such matters connected with religious worship in community schools as the authority may refer to the council or as the council may see fit.
- To advise the LA upon such matters connected with religious education to be given in accordance with the agreed syllabus in community schools as the authority may refer to the council or as the council may see fit.
- To consider applications made by a head teacher for a determination which lifts the requirement for collective worship to be wholly or mainly of a broadly Christian character for some or all of the pupils at the school.
- To publish an Annual Report.
- To consider whether or not to require a review of the agreed syllabus currently adopted by the LA and to require a Statutory Conference to be called into being to review the agreed syllabus.

The Birmingham Agreed Syllabus for Religious Education 2022

A reminder of the approach...



This Agreed Syllabus is devised for schools in the diverse city of Birmingham; a city where many faiths flourish. For the purposes of RE, nine religious traditions have been noted to have a significant representation within the city (Baha'i, Buddhism, Christianity, Hinduism, Islam, Jainism, Judaism, Rastafari, Sikhism). The syllabus also represents those who have a specific non-religious worldview, for example humanism. Additionally, the syllabus takes into consideration the growing number of people who do not adhere to traditional religious beliefs or specific non-religious worldviews. The syllabus looks to positively influence the lives of all pupils in Birmingham, beginning their journey through RE from a familiar place. Hence, heritage and background are considered to be the best starting point for each pupil, whether this encompasses a religious affiliation or not.

Dispositions

The syllabus continues in the same direction as the 2007 syllabus with the learning driven through the 24 dispositions, in order that pupils not only gain knowledge of religious and non-religious worldviews but will also begin to understand and be concerned with what traditions are about, that is how to live well and in harmony with others.

Dimensions of Learning

The Birmingham Agreed Syllabus Conference has decided that in addition to 'Learning About Religious Traditions' and 'Learning From Faith', 'Learning from Experience' and an evaluative element is also needed. 'Learning to Discern' enables pupils to be given the opportunity to engage more reflectively and critically in their understanding of religious and non-religious perspectives.



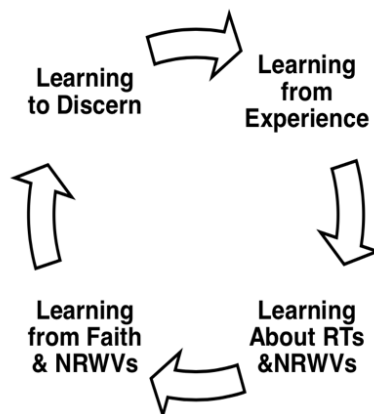
The dispositions are collectively developed through these four related dimensions. In each phase of a pupil's education, different aspects of the four dimensions will have a greater or lesser emphasis in terms of pupil outcomes. Each dimension will be explored at an appropriate level for every phase of a pupil's education. When planning, questions have been generated in order to prompt this development.

- Learning from Experience
- Learning about RTs and NRWVs*
- Learning from Faith and NRWVs*
- Learning to Discern.

Key:

*RTs- Religious Traditions

*NRWVs- Non-Religious Worldviews.



Resources

The teaching of the syllabus will continue to be supported by a series of bespoke lesson plans which are available online. These resources have been updated ready for the teaching of the new Agreed Syllabus.



Training for teachers delivered by Services for Education



Understanding the 2022 Agreed Syllabus for Religious Education – an overview. *An introduction to the main changes made in the new Agreed Syllabus. Taking place virtually over two hours.*

14th September and 10th January

Understanding the 2022 Agreed Syllabus for Religious Education – in detail. *A more comprehensive look at the new syllabus in the light of Religious Education as locally determined and the background to the dispositional approach. This training was delivered face to face.*

12th September

Primary RE Subject Leaders' Network. *A termly updates session for primary subject leaders to network and gain local and national updates. A face to face delivery.*

14th February and 15th May

New to Leading RE. *A face to face one and a half day course to immerse new leaders to the role of leading and managing the subject of RE, within national and local contexts.*

19th October and 24th January

Deep Dive into RE. *Half-day session on training in regards to the intention, implementation and impact of RE*

4th October and 21st March

Testimonials from in school support for teachers

"I wanted to thank you for supporting Billesley School by sharing your expertise with: RE, curriculum development and legislation knowledge. Without this support we are under no assumption that the success of empowering, re-inspiring teachers and giving the RE curriculum the fundamental uplift that it needed, would have not been as successful without.

Your presentation during our inset was delivered with a simple yet methodical approach, the adaptations made to support and encompass the needs of the school was simply phenomenal to be apart of. It would be great to have you back in a years time to see how we have progressed with it. Forever in your debt".

Ayesha McDaniel, Assistant Principal, Billesley Primary School

"Simone has been helpful towards me in my role at Cherry Orchard in helping to match the dispositions from the Agreed Syllabus to the Opening Worlds curriculum. Although this was challenging, I received good advice how to do this and was able to do this for the relevant documents. She has always been quick to respond when I have had a question and has guided me to get the information I need to know."

Mr Andrew Renhard BAQTS (Honours), Religious Education Co-ordinator, Cherry Orchard Primary School

"I was feeling very confused about Collective Worship, not only about the legality of it but also how to make it relevant and useful for our children in a SEND setting. Luckily a short Teams meeting with Dr Whitehouse cleared everything up. She was extremely knowledgeable and understood the challenge we faced making Collective Worship useful for such a diverse range of children in what is already a jam-packed timetable. I felt significantly more informed following our conversation and empowered to revitalise our collective worship provision."

Leigh Noble, Wilson Stuart

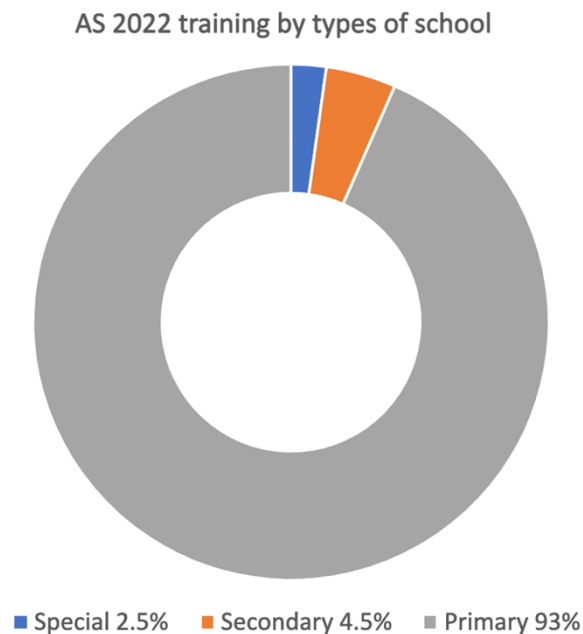
"The support we received from Simone was excellent. Very informative, up to date information regarding the new scheme of work and expectations. We were able to tailor the half day to suit our needs and felt that many of our queries were answered. Well worth investing the time and money to ensure that we are developing RE in school as it is expected. Very valuable."

Louise Spencer, Deputy Headteacher, Glenmead Primary School

"I've contacted Services for Education several times for advice with RE in school: planning, delivery and additional documentation. I've always found them very supportive and willing to help."

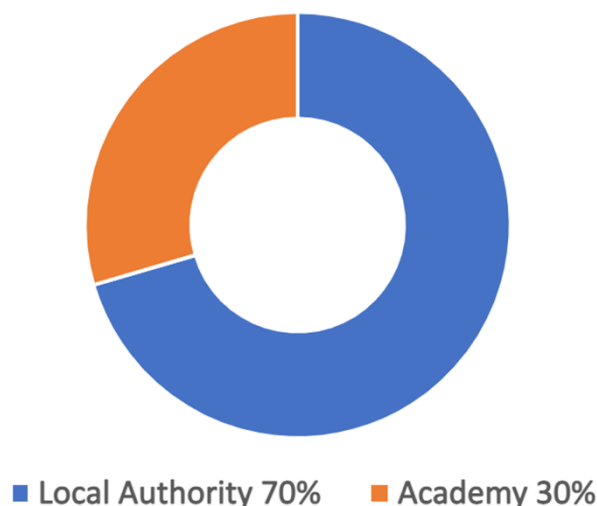
Training for the syllabus

Hybrid training was been made available to teachers and, many took the opportunity to top up their knowledge of the Birmingham approach with an online overview course, whilst others opted for a face to face more detailed look at RE, the origin of the dispositions and the new syllabus.



The vast majority of training was accessed by primary teachers (93% of the total percentage of schools accessing training). With the majority of schools in Birmingham being primary schools, this was no surprise. Secondary schools made up 4.5% of schools attending the training, with Special schools being 2.5%.

AS 2022 Training by L/A or Academy



As local authority schools, to be legally compliant, need to adhere to and implement their locally agreed syllabus, 70% of the school attending training were LA schools. Academies who have opted to deliver and follow the Agreed Syllabus made up 30% of those attending the training. Academies, in accordance with many of their Trust Deeds do not have to follow the locally agreed syllabus. Many in Birmingham do, supporting a local approach that has been devised by communities in their city, favouring the dispositional approach rather than a nationally rolled out scheme.

Continued support with implementation

During this time of implementation, teachers were given further support through asking questions on telephone and emailing their queries. Other schools decided to devote one of their training sessions to the implementation of the 2022 Agreed Syllabus. SACRE also published more simplified guidance for teachers: primary and secondary on the Birmingham Agreed Syllabus.

What's New in the Agreed Syllabus?

Whilst the dispositions are staying, there are some changes and updates to the 2022 Birmingham Agreed Syllabus. Below, you will find an overview of the changes made and what has been introduced.

Dimensions of Learning

Learning from Experience and Learning to Discern have been added as attainment targets alongside Religious Traditions and Learning from Faith. Each of the dimensions of learning is to be used in an age-appropriate manner at each Key Stage:

Learning from Experience: stimulating the general understanding of the disposition from pupils' experiences.

Learning to Discern: enabling a critical (or critically aware) and reflective response to religious and non-religious traditions presented.

Learning about Religious Traditions: prompting the acquiring of knowledge and understanding of the religious traditions and non-religious perspectives, where appropriate to the disposition.

Learning from Faith: opening up the opportunity to respond to the religious and non-religious ideas explored in their widest sense.

EXPERT GUIDANCE FOR SECONDARY SCHOOL TEACHERS

THE BIRMINGHAM AGREED SYLLABUS FOR RELIGIOUS EDUCATION

An Introductory Guide to Understanding the Latest Birmingham Agreed Syllabus for Religious Education for Secondary School Teachers

SIMONE WHITEHOUSE
OCTOBER 2023



The Constitution

During this year SACRE also undertook a long overdue review of its constitution, which still is ongoing.





Liz Dancy

<https://Birmingham-faith-visits.theartsociety.org>

Under the direction of Liz Dancy, with the support of Simone Whitehouse-James, the Arts Society has worked with faith groups in Birmingham, to provide a suite of free online resources to support visits to places of worship. The Sikh, Hindu, Muslim, Jewish, Christian and Buddhist places are supported with resources for Key 2 and 3. These contain: illustrated guides, quizzes to support with subject vocabulary and films to introduce the main features of belief and each building. Volunteers from the Arts Society teamed up with people in places of worship to provide authentic images, stories and information about both faith and mortar. These also included some of the current and former members of Birmingham SACRE. The resources can be used to enhance planning which schools are already using and also to prepare or follow up visits from a trip to a faith community. Liz Dancy was also asked to write an article for RE Today explaining the scope and methodology of the project.





for the classroom

Bridging communities:

free resources to support school visits to six places of worship in Birmingham Liz Dancy



Liz Dancy

The Arts Society Birmingham, a member Society of The Arts Society which is a leading arts education charity, has recently launched a suite of free resources to support school visits to Sikh, Muslim, Jewish, Hindu, Christian and Buddhist places of worship.

Aimed at key stages 2 and 3, for each place of worship there are:

- a four-page illustrated guide
- a quiz to consolidate vocabulary
- three short films to introduce the main features of the belief community

The resources may be downloaded free of charge at: birmingham-faith-visits.theartsociety.org

Background to the project

The Arts Society has nearly 400 local societies and over 70,000 members. For several years, its volunteers have designed Trails of Discovery for churches throughout the UK. In 2016, Dr Florian Schweizer, the

Collaboration with teachers

Teachers know the value of a well-planned visit to a place of worship, but many feel they are stepping outside their comfort zone when planning a visit to an unfamiliar place of worship. Dr Simone Whitehouse, Education Adviser for RE in Birmingham, told the team of volunteers that teachers are sometimes hesitant to organize visits because of a lack of confidence and not wanting to get things wrong when engaging with people of faith.

To achieve curriculum impact, the visit must be integrated into the scheme of work. Unless children are prepared carefully, a group visit can result in only superficial appreciation of what has been observed.

There is the additional challenge of planning for a broad spectrum of abilities, including those with special educational needs, those with short concentration spans and those who do not take part in the visit. Time is also needed for reflection and follow-up in the classroom. The resources are designed to support these challenges.

Virtual tours

A generous grant from Westhill Endowment enabled The Arts Society to overcome the challenge of restricted travel during the pandemic by creating virtual tours. Existing material from Birmingham's Faith Encounter Programme was edited and updated with new film to create three short classroom clips.

The films are proving to be an inventive and effective way to enhance opportunities for children to interact with different religious communities, enabling them to understand the ways in which religious beliefs and concepts are 'lived out' in daily lives.

CEO of The Arts Society, suggested that this activity should be extended to other places of worship to reflect the UK's diversity of religion and belief. The Society approached Faith Leaders in the multicultural city of Birmingham to enlist their support.

Collaboration with places of worship

Encouraged by a positive response, a small team of volunteers from The Arts Society Birmingham collaborated with key people in six places of worship. The development of resources involved listening, responding and building trust, ensuring that the place of worship had complete ownership of the content. As a result, the resources, which focus on images, heritage and culture, have a valuable authenticity.

The illustrated guides act as a 'bridge' between the classroom and the place of worship. (Picture 3) They enrich the quality of the visit for the children and provide often much-needed background information for the accompanying adults. They include some fascinating parts of the building that appeal to children's natural curiosity but often have to be omitted from the tour due to time constraints. Crucially, the resources encourage children to be curious and reflective and help them to see similarities as well as to celebrate difference.

The Arts Society team with colleagues at GHSVJ



Lord Venkateswara shrine, Balaji

Liz Dancy, Coordinator of the project, with Nasreen Kouser, Faith Guide of Birmingham Central Mosque

Illustrated guides

Early feedback: 'Extraordinary resources' free online

From advisers

Jill Stalberg, RE Adviser, Birmingham Diocese, has used the resources with groups of teachers, and said:

I showed the wonderful free website resources to church school primary RE subject leaders, as well as to Early Career Teachers. Each group was excited by the potential of the resources for enhancing their teaching. The three high quality bite-sized 'tours' films for each of the featured places of worship, led by engaging local guides, go beyond showing significant features; they give teachers and pupils a great insight into the spirituality of worshippers. Superbly produced leaflets can be downloaded to supplement the information presented in the films.

From teachers

Toni Woodward, Subject Leader for RS at King Edward VI Camp Hill School for Girls, Birmingham:

The short video clips allow pupils to hear the voices of religious people explaining key beliefs, symbols, artefacts and buildings where they worship, which is invaluable for an RE teacher especially when it may be difficult for an actual trip to be arranged.

Anifa Ravat, RE Lead, Hillary Primary School, Walsall:

These guides are both educational and inspiring. They provide a snapshot view into the core themes and aspects of religious life for many people in the ethnically diverse and culturally rich society that we live in.

Joanne Rockies, Key Stage 1 and RE Lead, Ellsworth CE Primary, Sandbach, Cheshire:

Because our church school is located a distance from a major town or city, the opportunities to visit other faiths' places of worship are very limited. The resources, although tailored to West Midlands schools, were incredibly useful during our school Faith Day. They contained so much key information and were beautifully presented. The children enjoyed comparing similarities and differences between the religions and their places of worship.

From faith guides

The combination of films and written materials seem to be strengthening lines of communication between places of worship and schools by giving faith guides and teachers greater confidence. Post-COVID-19, the faith guides are responding to an increasing number of invitations to visit schools and are delighted to have the resources to take with them.

Nasreen Kouser, Faith Guide at Birmingham Central Mosque, said:

Teachers and children who have watched the videos before coming to the mosque are well prepared and more engaged. The general layout and colourful pictures in the illustration guides are easy for children to follow and understand. A number of teachers have commented on how the resources have improved their subject knowledge of Islam and the place of worship. The schools that are unable to visit the mosque have found the resources highly valuable for their school assemblies and for their class teaching.

From leaders at the places of worship

There has been unanimous approval of the resources from Birmingham faith leaders. Rabbi Yossi Jacobs, Chair of Birmingham Faith Leaders and Chief Minister of Birmingham Hebrew Congregation, has congratulated The Arts Society for its vision. Majool Ahmed, Chairman of Birmingham Central Mosque Trustees, has thanked the Society for the opportunity to be involved 'in this vital and much needed project'.

Dr S Kanagaratnam, Chairman of Balaji Temple Board, echoed these sentiments.

The resources that The Arts Society have produced in the form of leaflets and videos on faith communities are extraordinary. They are of immense help to all the children and the teachers who come to Balaji temple to learn about our Hindu faith.

From Westhill Endowment

Julie Grove MBE, Westhill Trustee and Chair of the Grants & Projects Committee, said:

Westhill was pleased to support this initiative because it resonated wonderfully with the charity's objectives of enhancing religious education and enabling different people to build bridges with each other and so transform their lives and the life of their communities. We are delighted with the project's outstanding success in producing resources that are educationally appropriate, fully accessible, exciting and engaging for both pupils and their teachers.

Arts-related activities

The resources will be expanded with some arts-related cross-curricular activities in 2022. These activities are not related to a specific religion but are designed to be fun, broad and inclusive. They are intended to encourage exploration of the rich tapestry of culture and heritage found in our places of worship and experienced through the arts.

Dr Schweizer said, 'The Arts Society believes that the arts enrich our lives. We hope that these resources contribute to greater understanding of and positive engagement with other cultures through the lens of arts and architecture.'

Your feedback is welcomed via the Contact Us tab at birmingham-faith-visits.theartsociety.org or by email to birminghamfaithvisits@gmail.com

Liz Dancy is Project Coordinator of Birmingham Faith Visits

Standards and monitoring of RE

Correspondence with schools

At each SACRE meeting the Religious Education adviser feeds back on the correspondence with schools. This can take many forms:

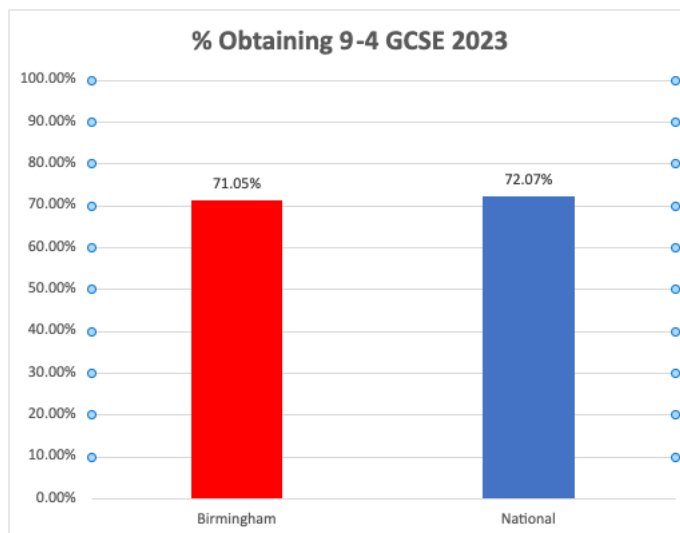
- Phone calls and emails asking for advice
- Reports on work carried out with individual schools, such as working with new RE leads, working with current RE leaders, observing lessons, working with a school council, training a governing body
- Training for whole staff groups
- Training delivered at Services for Education to teachers
- Reviews of schools for Religious Education or SMSC
- Schools contacting to share good practice
- Schools asking to review their documentation

Ofsted

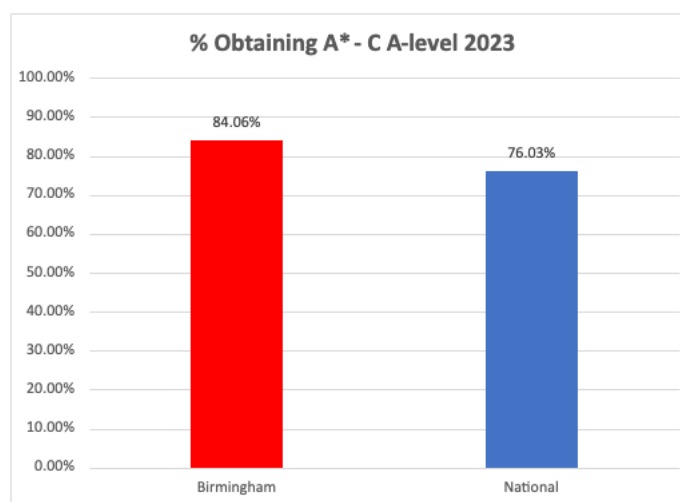
Ofsted reports are read and scrutinised and the SACRE is informed of comments in regard to Religious Education, Collective Worship, SMSC or as to whether a school was subject to a deep dive in RE. Letters are sent to schools where good practice has been identified. Where an ofsted report reveals concern, the RE adviser writes to the headteacher on SACRE's behalf to arrange suitable support. Likewise, where there is not a comment about Religious Education, a school is asked to write to SACRE to explain their current practice.

Examination Results

GCSE Results

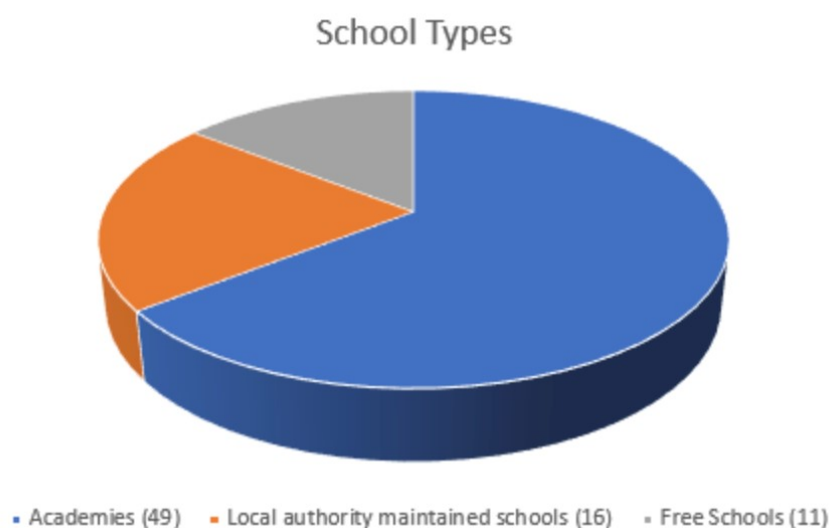


A level and AS results

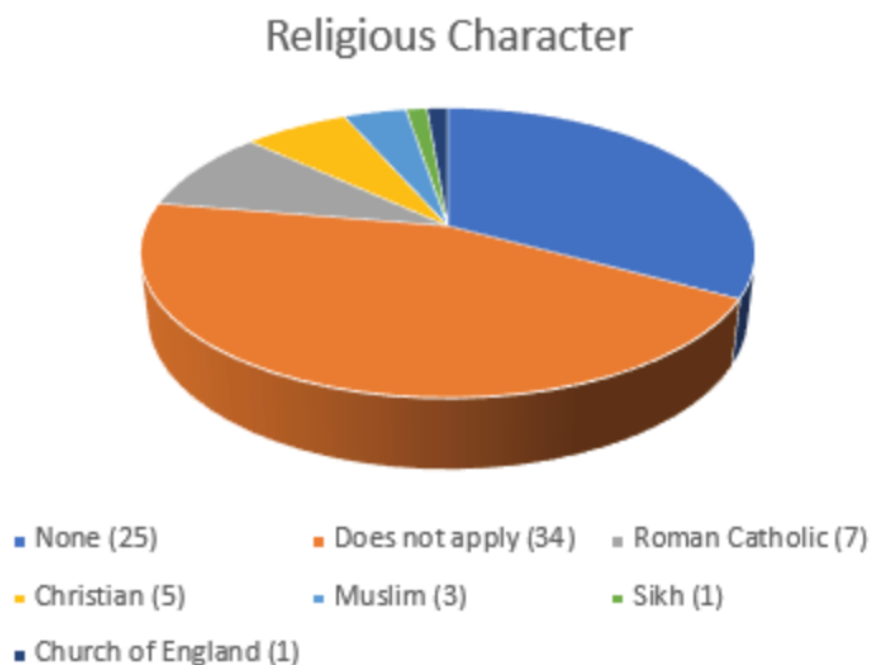


**Data from the School Workforce Census collected November 2022
Provided by NATRE**

Secondary schools by type of school

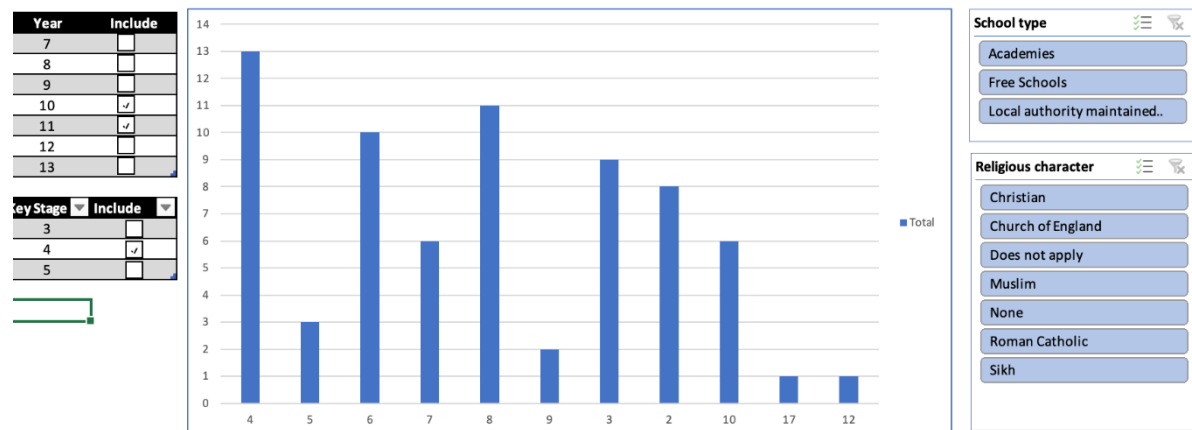


Secondary schools by religious character

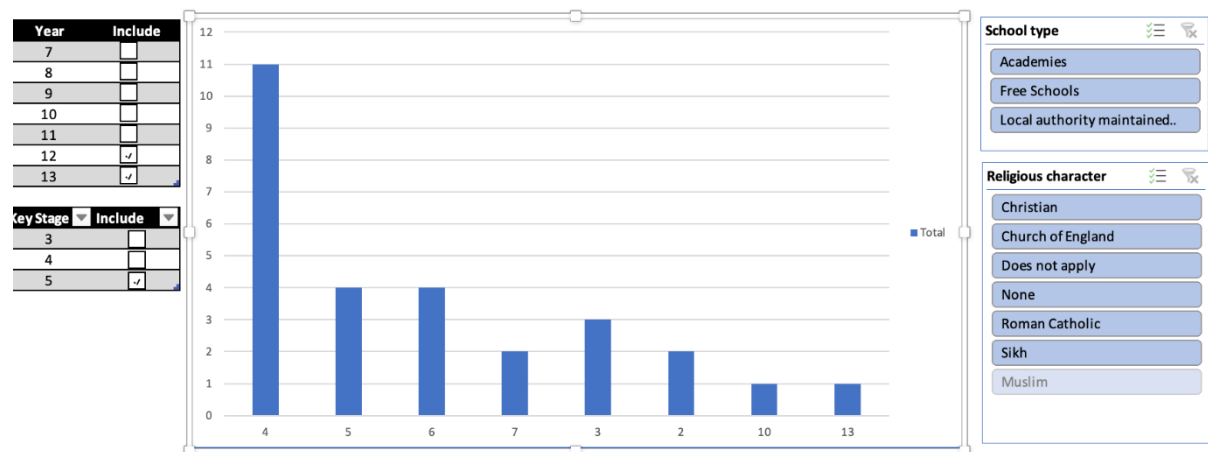


The following 3 charts show the number of hours RE/RS is taught at specific Key Stages. The 'y' or vertical axis denotes the number of schools and the 'x' or horizontal axis denotes the number of hours RE/RS is taught.

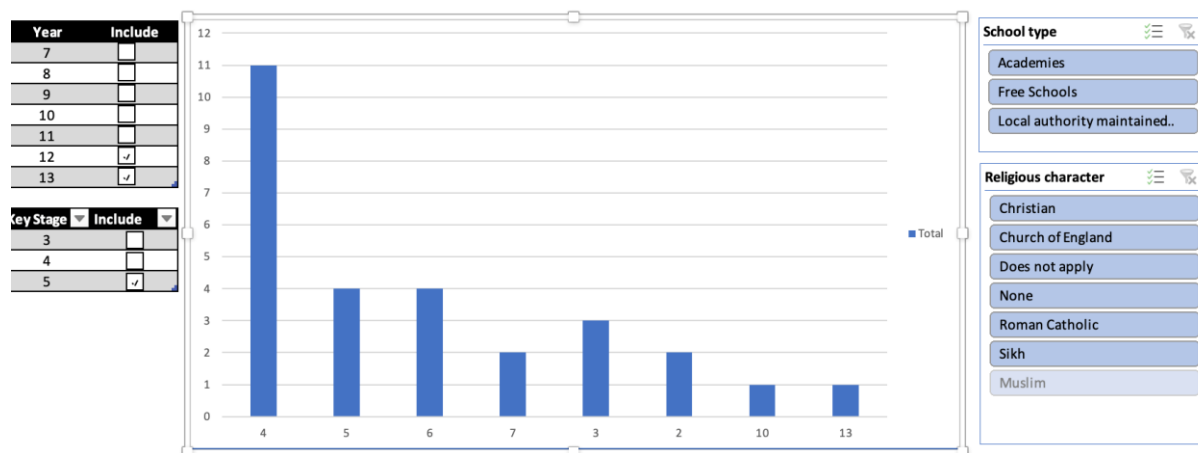
Key Stage 3



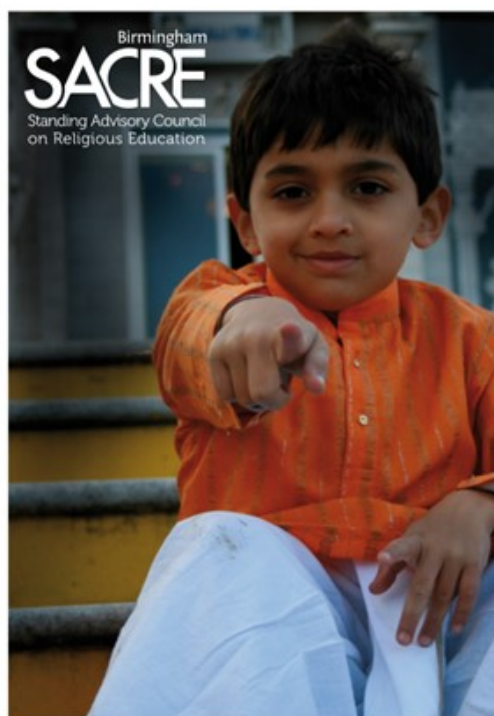
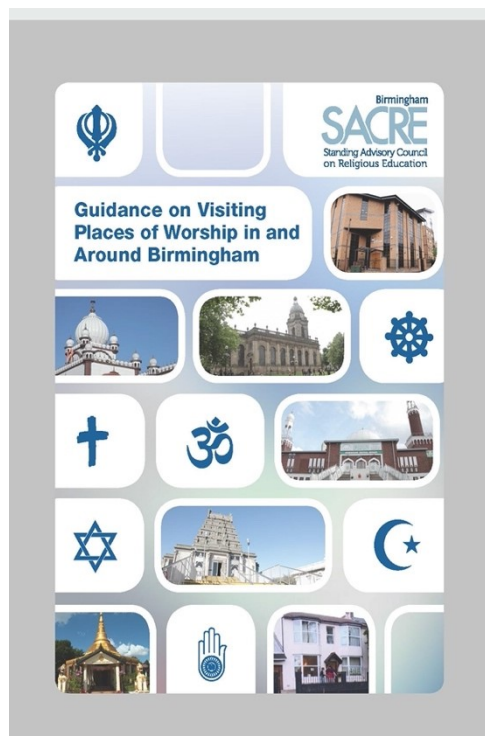
Key Stage 4



Key Stage 5



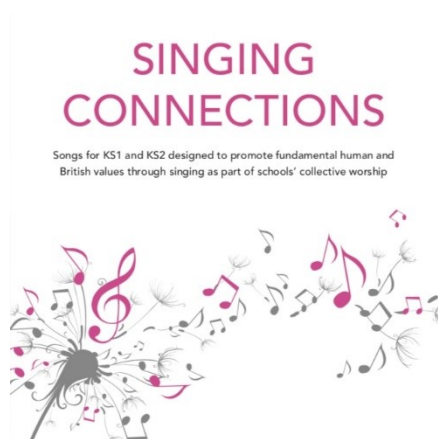
Resources supporting Religious Education



The resources (lesson plans, resource sheets and films) to support the teaching of Religious Education in Birmingham are currently being updated to be in line with the 2022 Agreed Syllabus for Religious Education.

Resources supporting Collective Worship

Singing Connections is a resource developed with colleagues from the Music Service containing music and lyrics which can be used in Collective Worship.



Determinations for Collective Worship

The 1988 Education Reform Act (ERA) states that ‘the majority of Acts of Collective Worship must be wholly or mainly of a Christian character. They should reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination’.

However, it recognises that, although the spiritual traditions of the country are Christian, in some schools the spiritual/cultural make-up includes significant numbers of pupils of many faith traditions and increasingly, a growing number of pupils from non-religious worldviews and pupils from a background termed as ‘nones’ (in that the families do not adhere to a religious nor non-religious worldview).

In these schools an application can be made to SACRE for a Determination which lifts the requirement that the majority acts of collective worship should be ‘wholly or mainly of a Christian character’.

Schools with a current determination for Collective Worship

School	Date determination granted by SACRE	Date of Expiry/ Renewal
Blakesley Hall Primary School	April 2022	April 2027
Bordesley Green Primary School	April 2022	April 2027
Kings Heath Primary School	September 2021	September 2026
Ladypool Primary School	September 2019	September 2024
Lozells Junior and Infant School	September 2023	September 2028
Somerville Primary School	September 2016	September 2021 extension
Starbank Primary School	April 2017	April 2022

Links with other bodies

National Bodies:



Local Bodies:



ENCOUNTER
PROGRAM



Local involvement:

Advice on issues within the community:

- Religious observance
- Places of worship to visit in Birmingham
- Birmingham trained faith guides to speak in schools

matters concerning

1 RELIGIOUS EDUCATION

- What is the suggested time for RE?
- How can pupils work be recorded in RE?
- How can I be sensitive to religious adherents when planning teaching activities when using material from religious life?
- How do I find out about places of worship and planning a visit?

matters concerning

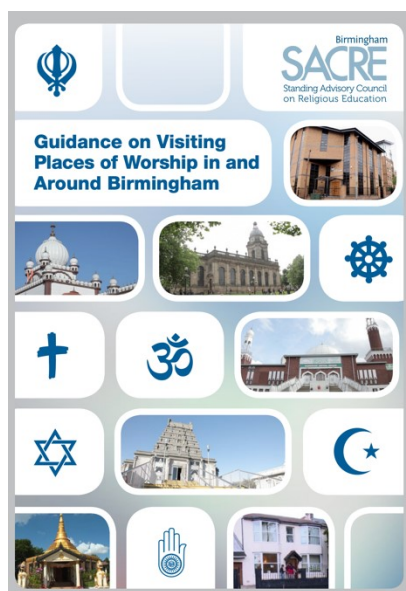
2 COLLECTIVE WORSHIP

- How can I deliver Collective Worship in a way that is inclusive, educational and spiritual?
- What is a determination?
- How do I apply for a determination?
- What is the difference between a determination and a religious designation?
- What is the parental right to withdraw?
- What is the procedure for visitors at Collective Worship?

matters concerning

3 RELIGIOUS ADHERENCE

- What is the guidance concerning leave of absence for religious observance for staff?
- What is the guidance concerning pupil absence for family religious observance?
- Can pupils wear religious symbols and clothing in school, including for PE?
- Do pupils have to take part in music, drama and dance?
- What about Relationships and Sex Education (RSE)?
- What happens in PE with showering and changing?
- How are pupils' dietary requirements met at school?
- How is religious practice facilitated for pupils?



SACRE Membership Appointments 2022-23

<u>COMMITTEE A</u>	
<u>NOMINATING BODIES</u>	<u>NOMINATED REPRESENTATIVE</u>
Ahmadiyya Muslim Association	Waqar Ahmedi
Baptist Churches	Reverend Siôr Coleman
Buddhist Community	Dr. Maung Kyi
The New Jerusalem Church	Bishop Melvin Brooks
Duke Street Chapel	Janet Hopton
Fellowship of Independent Evangelical Churches (FIEC)	Matthew Cook
Hindu Community	Mayur Parekh
	Vandna Dey
Jewish Community	Rabbi Shmuel Arkush
Methodist Church	Keith Dennis
Muslim Liaison Committee	Gulamraza Dattoo
	Zahida Hussain
	Rabia Ahmed
	Sara Visram
	Shamin Akhtar
	Shamsul Arifeen
	Sheikh Nuru Mohammed
Orthodox Church	-
Roman Catholic Church	Ben McArdle
	Maggie Duggan

Sikh Community	Gopinder Kaur
United Reformed Church	-

COMMITTEE B

<u>NOMINATING BODIES</u>	<u>NOMINATED REPRESENTATIVE</u>
The Church of England	Dr Rachel Jepson
	Patricia Williams
	Jill Stolberg
	Jill Appleton
	Canon Dr. Andrew Smith
	Evelyn Murphy

COMMITTEE C

<u>NOMINATING BODIES</u>	<u>NOMINATED REPRESENTATIVE</u>
ATL	Andrew Hopton
NAHT	Sarah Hewitt-Clarkson
NASUWT	Alan Jones
	Clare Kelly
	-
NEU	Samantha Dawson-Smith
	Sandra Mitchell
ASCL	Ron Skelton
Community Education and Early Years	Jane Hetherington

<u>COMMITTEE D</u>	
<u>NOMINATING BODIES</u>	<u>NOMINATED REPRESENTATIVE</u>
The Local Authority	Guy Hordern
	Cllr. Bushra Bi
	Cllr. Barbara Dring
	Ian Garrett
	Cllr. Gurdial Singh Atwal
	Cllr. Sybil Spence
	Cllr. John Cotton (Chair)
	Peter Fowler
<u>CO-OPTED</u>	
<u>NOMINATING BODIES</u>	<u>NOMINATED REPRESENTATIVE</u>
Baha'I Community	-
Rastafarian Community	Jennifer Moses
Jewish Community	Paul Rostern-Smart
Church of the Latter Day Saints	David Cook
Jain Community	Arvinder Jain
Humanists UK	Dr. Ruth Wareham
Higher Education	-
	Paul Davies