



**STANDING ADVISORY  
COUNCIL ON RELIGIOUS  
EDUCATION**

**AGENDA**

<b>6.00 pm</b>	<b>Tuesday 25 September 2018</b>	<b>The Campion School, Computer Suite</b>
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Members **29**: Quorum **9** ***BUT*** a minimum of **one** representative must attend from each group

**Representative Groups (current membership)**

**Group A**

**Representing  
Christian denominations and  
other religious  
denominations and beliefs (17):**

Dr John Lester, Baha'i faith  
Mrs Christine Seymour, Humanist  
Mr Om Dhir, Hindu  
Mr Sansar Narwal, Sikh  
Mr Kamal Siddiqui, Sunni Muslim  
Mr Tariq Mahmood, Sunni Muslim  
Rabbi Lee Sunderland, Jewish  
Saddhabhaya, Buddhist  
Mr Kevin Walsh, Roman Catholic  
Mrs Jenny Fox, Salvation Army  
Mrs Dawn Ladbrook, Evangelical Free Church  
Pastor Aloysius Peter, Pentecostal Church  
Mr John Smailes, Evangelical Free Church  
Mr Nasir Mubashar, Ahmadiyya Muslim  
Mr Luthaneal Adams, Pagan Federation  
Barry Smith, United Reformed Church

**Group B**

**Representing the  
Church of England (3):**

Mrs Sue Freeman  
Mrs Stephanie Ellner (Chairman)

**Group C**

**Representing  
teachers (4):**

Ms Linda Munday, (NUT-Primary)  
Kirsty Fanning, ATL  
Louise Linton  
Clare Beech

**Group D**

**Representing the  
Local Authority (5):**

Councillor Gillian Ford  
Councillor Stephanie Nunn  
Councillor Philippa Crowder  
Councillor Judith Holt  
Councillor Tele Lawal

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Wendy Brice-Thompson

**For information about the meeting please contact:  
Maureen Smith 01708 433665  
SACRE@haverling.gov.uk**

## **Protocol for members of the public wishing to report on meetings of the London Borough of Havering**

Members of the public are entitled to report on meetings of Council, Committees and Cabinet, except in circumstances where the public have been excluded as permitted by law.

Reporting means:-

- filming, photographing or making an audio recording of the proceedings of the meeting;
- using any other means for enabling persons not present to see or hear proceedings at a meeting as it takes place or later; or
- reporting or providing commentary on proceedings at a meeting, orally or in writing, so that the report or commentary is available as the meeting takes place or later if the person is not present.

Anyone present at a meeting as it takes place is not permitted to carry out an oral commentary or report. This is to prevent the business of the meeting being disrupted.

Anyone attending a meeting is asked to advise Democratic Services staff on 01708 433076 that they wish to report on the meeting and how they wish to do so. This is to enable employees to guide anyone choosing to report on proceedings to an appropriate place from which to be able to report effectively.

Members of the public are asked to remain seated throughout the meeting as standing up and walking around could distract from the business in hand.

Announcement of the arrangements in case of fire or other events which might require the evacuation of the meeting-room or building.

**Please turn off or mute any mobile phone**

**AGENDA ITEMS**

**1 APOLOGIES FOR ABSENCE - IF ANY, TO RECEIVE**

**2 NEW OR SUBSTITUTE MEMBERS**

To note any substitute members present at the meeting and welcome any new members.

**3 MINUTES OF PREVIOUS MEETING AND MATTERS ARISING (Pages 1 - 6)**

To agree as a correct record the minutes of the meeting held on 13 March 2018 (attached) and to authorise the Chairman to sign them and to address any matters arising therefrom.

**4 THE YEAR OF BELIEFS**

Members are asked to come to the meeting with proposals for their contribution to the event planned for the Year of Beliefs.

**5 NATRE SEF SUMMARY (Pages 7 - 36)**

Members are invited to discuss the NATRE SEF summary.

**6 UPDATE ON SCHOOL ACTIVITY**

To receive oral and written reports from the Primary and Secondary phase representatives and to comment on them or propose action as necessary.

**7 NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION (Pages 37 - 40)**

To receive oral and written reports and to comment on or propose action as appropriate.

**8 ANY OTHER BUSINESS**

Any member may raise issues previously notified to either the Chairman or the Clerk (unless the issue relates to a matter arising from the meeting itself or is of an urgent nature, when the Chairman will determine whether to allow it or not).

**9 DATE OF NEXT MEETING**

To set dates for the meetings during the 2018-19 academic year.

**MAUREEN SMITH  
Clerk to SACRE**

## MINUTES OF A MEETING OF THE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

12 July 2018 (6.00 - 8.00 pm)

**Present:**

**COUNCILLORS:**

Judith Holt

**CHURCH REPRESENTATIVES:**

Mrs Stephanie Ellner (Chairman) and Mike Dean

**COMMUNITY REPRESENTATIVES:**

Dr John Lester, Mrs Pamela Coles, Mr Om Dhir, Mr Kevin Walsh, Mrs Jenny Fox, Mrs Dawn Ladbrook, Mr Luthaneal Adams and Barry Smith

**TEACHERS:**

Clare Beech

Apologies were received for the absence of Councillors Gillian Ford and Philippa Crowder.

All decisions were taken with no votes against.

The Chairman reminded Members of the action to be taken in an emergency.

**1 APOLOGIES FOR ABSENCE - IF ANY, TO RECEIVE**

Apologies for absence were received from Saddhabhaya, John Smailes, Nasir Mubashar, Councillor Philippa Crowder and Councillor Gillian Ford.

**2 NEW OR SUBSTITUTE MEMBERS**

Dawn Ladbrook and Councillor Judith Holt were welcomed as new members.

It was noted that this was the last SACRE meeting for Pamela Coles and Mike Dean.

**3 MINUTES OF PREVIOUS MEETING AND MATTERS ARISING**

The minutes were agreed as an accurate record of the previous meeting held on 13 March 2018. There were no matters arising.

**4 UPDATE ON SCHOOL ACTIVITY**

Members agreed to combine both agenda items 4 and 5.

## **5 LOCAL UPDATES**

Members referred to the local update report which had been provided prior to the meeting. Clarification was sought regarding the spelling of God (G-d) in the report and the Professional Advisor, Julia Diamond-Conway explained that many Jewish people referred to God in this way so as to not take His name in vain.

The Professional Advisor reported that the National Holocaust Centre were starting an outreach programme for Key Stage 2 in four East London boroughs including Havering; it was anticipated that this would include an Anne Frank exhibition.

SACRE Members agreed to the Professional Advisor's request to send an email to John Vickers confirming that the film themed on the Baha'i faith through the eyes of children, was an excellent resource.

## **6 NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION**

Members referred to the report and took a few minutes to discuss in small groups if there were any comments that they wished to raise to the wider group.

A Member stated that the report suggested that academies continued to ignore the statutory requirements in terms of the teaching of religious education. A Professional Advisor responded that academies were free to follow a religious education curriculum of their own choice or indeed write their own however that SACRE would continue to encourage academies to reflect on their teaching practices of religious education as demonstrated by the on-going website checks undertaken by the group. Members noted however that should an academy deliver their own curriculum, there were not set guidelines as to the required content however that the DfE had set out the expectation that there would need to be evidence of progress and that attendance at assemblies which include some religious teaching, was not adequate.

It was noted that more Ofsted Inspectors were now referring to Religious Education in their reports. Members were advised that HMI had increased the profile of Religious Education referring explicitly to the teaching of this subject at a recent Policy Exchange.

A Professional Advisor reported that those academies which had been highlighted as a concern during the website checks had been written to; a number had responded by updating their websites. Those academies who had not responded would be sent a reminder letter. Members noted that once the GCSE results were published in August, SACRE would have 3 comparative data sources; website, school

workforce data and GCSE outcomes to review in order to identify those academies not following the law in the respect of Religious Education teaching. It was agreed that website checks would be taken on an annual basis in the autumn term.

A Member sought clarification regarding a number of professional associations referred to within the report and were advised as follows:

NASACRE – National Association of Standing Advisory Councils on Religious Education

AULRE – Association of University Lecturers of Religious Education

AREIAC - Association of Religious Inspection Advisors and Consultants

NATRE – National Association of Teachers of Religious Education

The Professional Advisor confirmed that these associations were not Trade Unions.

Members discussed the definition of ‘analagous’ with reference to the inclusion of Humanism representatives with a SACRE (referring to the Welsh Governments statement that it was for the Local Authority to decide upon the relevant composition of a SACRE) as the definition of how religions defined ‘analagous’ remained vague. A Professional Advisor explained that the guidance also stated that such definition was a matter for each local SACRE and that Havering SACRE, which already welcomed a Humanist representative, had been inclusive of all faiths for some years. A query was made as to whether, in that respect SACRE might need to invite a representative from the ‘Jedi’ religion, for example. The Professional Advisor responded that this would be a decision for the Local Authority to make, and not the SACRE however that this would be very unlikely as there would be the need to evidence that there was such an identifiable community within Havering.

## **7 ANNUAL REPORT**

Members agreed to adopt the report subject to the inclusion of the responses received by academies as a result of the website audits.

## **8 FEEDBACK FROM THE NASACRE CONFERENCE**

Luthaneal Adams was invited to present his feedback following his attendance at the NASACRE Conference held on 24 May 2018, which celebrated the association’s 25<sup>th</sup> Anniversary. The theme of the conference had been predominantly focused on reflecting the purpose of SACRE especially in the face of current issues around anti-Semitism and Islamophobia, in working together to increase community cohesion.

Details were provided regarding the various speakers and their chosen discussions themes which included the effect of the technological revolution on children and the subsequent generation divide, the role of schools in supporting children's education on coping with the negative elements of social media, and the development of interfaith dialogue.

Members were invited to contact Luthaneal Adams directly if they wished to hear recordings of the discussions undertaken.

It was noted that the recommendation to have a SACRE general email had already been set up with the clerk as its administrator (sacre@haverling.gov.uk). The clerk confirmed that she was happy to forward on emails received, via this inbox to the relevant SACRE Members.

Various materials produced by other SACREs had been brought along for Members to use for ideas which were passed around the group.

The Chairman thanked Luthaneal Adams for the informative report.

## **9 IDEAS FOR THE YEAR OF BELIEFS**

For the benefit of new Members, the Professional Advisor stated that the BBC had named 2019 as the 'Year of Belief's and therefore the SACRE had agreed to celebrate this also, with the specific remit around education, and invited ideas from Members.

Members agreed to setting up stalls which represented a number of different religions including a 'What does Faith taste like' event. Schools would also be invited to submit work for the displays as part of their Religious Education curriculum, which would also encourage parents to attend.

Members agreed that consideration should be given to re-establishing the Michael Edwards Awards (15 years since he had died).

Discussions were held regarding potential venues for the exhibition/stalls including the Queen's Theatre and Romford Market Place. Members noted that security and public liability insurance would need to be considered when looking at venues. It was agreed that transferring the pupils' work to the Central Library after the event would be a great opportunity to extend the event and might also attract further school visits. The Professional Advisor agreed to contact Councillor Gillian Ford to ascertain if there were any Havering events that SACRE could join in with which might avoid the need for additional public liability insurance costs. Luthaneal Adams agreed to speak with potential venues regarding costs and availability for the end of June 2019. The Professional Advisor highlighted that schools would



need to know about the event early in the autumn term in order to provide adequate time for planning. It was anticipated that the event would be advertised via Facebook, Havering Living Magazine and the Havering newsletter. Time FM would also be approached.

It was agreed to have a places of worship directory set up. A template would be distributed by the Professional Advisor for Members to update with their own places of worship details and forward onto colleagues of other faiths to do the same. Members suggested that other places, such as the Swaminarayan Temple in Neasden, should also be included in the directory, as although outside of the borough, were wonderful places to visit.

**10 NATRE SEF SUMMARY**

It was agreed to defer the discussion around the NATRE SEF Summary to the next meeting.

**11 ANY OTHER BUSINESS**

Members were invited to contact Maureen Smith, Head of Havering Governor Services should they be, or know colleagues who were, interested in becoming school governors as the service was keen to welcome volunteers from diverse groups. Contact could be made via the SACRE email or via the Havering website.

Kevin Walsh reported that the Hornchurch Passion Play would next take place in 2020 however that this September the group were hosting the National Passion Play Trust Conference, which was a great honour.

Members passed on their thanks and gave a fond farewell to both Pamela Coles and Mike Dean as it was their last SACRE meeting. It was noted that there was not currently a replacement representative for the Methodist Church.

**12 DATE OF NEXT MEETING**

The following dates were agreed for future meetings:

Tuesday 25 September 2018: Champion School (to include a website audit exercise)

Thursday 28 February 2019: Venue tbc.

Thursday 16 May 2019: Venue tbc.

All meetings to start at 6pm.

Meeting closed at 8pm.

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**Chairman**



# SACRE RETool

# SACRE Havering

# The SACRE RETool: Reporting and Evaluating Toolkit

## Introduction

The essential role of the SACRE is to support its Local Authority (LA) and the local authority's schools in meeting the entitlement of pupils across the local authority to engage in high quality Religious Education and Collective Worship. In an educational context where standards and accountability are at the top of the agenda, a SACRE's work has become increasingly challenging and diverse, but also more rewarding and stimulating. Good SACREs will therefore tackle their responsibilities and opportunities with enthusiasm, whilst recognising the need for realistic and ongoing appraisal and self-review.

In many ways SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the local authority on matters of religious education and collective worship. Like school governors, members are unpaid volunteers who give up their time to support religious education (RE) and collective worship locally.

This Reporting and Self-Evaluating Toolkit is an amended version of the original SACRE SEF (2004). It takes account of changes in inspection arrangements and in the role of local authorities, and of the development of maintained schools independent of their local authority. It is designed to help individual SACREs evaluate their role and, in particular, to consider their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the local authority and other key stakeholders.

The Toolkit highlights five key dimensions of a SACRE's work and provides exemplification of good practice. A SACRE that uses this self-evaluation guidance should gain a clear picture of its strengths, identify areas for further development, and establish its key priorities for action.

The DCSF publication "Religious education in English schools: Non-statutory guidance" (2010) ("the Guidance") remains the most recent official statement in this field: <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>. The Guidance sets out the responsibilities of SACREs and Local Authorities as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document.

## Rationale

The RETool focuses on the following five aspects of the work of SACREs:

1. promoting improvement in the standards, the quality of teaching, and provision in RE
2. evaluating the effectiveness of the locally agreed syllabus
3. promoting improvement in the provision and quality of collective worship
4. managing the SACRE and building the partnership between the SACRE, the LA and other key stakeholders
5. contributing to cohesion across the community and the promotion of social and racial harmony.

Each aspect forms a section within the RETool matrix and each section is divided into focus questions to help SACREs explore their provision. Descriptors for 'Developing', 'Established' and 'Advanced' practice will enable SACREs to evaluate their standing within each focus question.

In the final column SACREs may wish to identify any issues and action points within that focus as appropriate. Key priorities can then be identified at the end of each section to inform the development of an action plan.

The intention is that, over time, exemplars of good practice from different SACREs will be made available on an open website, together with annual reports, as a way of adding further support to SACREs and local authorities. Clearly the capacity of any SACRE to make the most of this will be dependent on the extent of the support it receives from, and the quality of its relationship with, its Local Authority.

SACREs are invited to use the format of this RETool to compile their annual report to their local authority. A copy of the annual report should also be lodged electronically with the central database [memsec@nasacre.org.uk](mailto:memsec@nasacre.org.uk) When compiling their report, SACREs could either use the entire RETool document, or copy sections of text from it into another document; the annual report could focus on specific areas in any given year.

## Section 1. Standards and quality of provision of Religious Education

***How effectively does the SACRE, in partnership with the LA, evaluate standards and the quality of provision for RE in schools?  
How effective are the strategies to improve standards and the quality of provision?***

In principle, every pupil is entitled to RE of the highest quality. At its best RE will be one of the most popular, relevant, stimulating and truly educative elements in the curriculum. This potential gives SACREs both a benchmark for their aspirations, and a spur for their actions.

A core duty of a SACRE is to gain an overview of the quality of the RE provision in local authority maintained schools and to develop effective strategies to promote the highest standards. SACREs may also request information from Academies, academy chains and Free Schools where they educate pupils from the local authority which appointed SACRE. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to approach the achieving of this overview with some sensitivity and astuteness.

Information to assist the SACRE in carrying out its role is likely to come from a range of sources. This may include:

- public examination results
- reports from School Improvement Partners
- analysing questionnaires
- sharing of information from subject self-evaluation forms as appropriate, and in agreement with schools
- feedback from professional development activities
- presentations to SACRE from local teachers

The Guidance offers analysis and advice to support SACREs in reviewing their own effectiveness, their patterns of partnership, and their strategies in relation to enhancing the quality of RE provision in local authority maintained schools. In addition, in the light of the development of academies and other non-LA maintained schools, SACREs also need to take note of and respond appropriately to this new diversified scenario. (In the ensuing pages, the phrase “academies etc” is used as shorthand to refer to all non-LA maintained schools within a particular LA area.)

Key Area: <b>1a. RE provision across the LA.</b> <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the Agreed Syllabus. SACRE's process for acquiring this information is adequate but lacks coherence.  Have limited opportunities to implement strategies in support of pupil entitlement.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have robust processes (for example effective and wide-spread use of the RE SEF) in place to gain a full and accurate overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	We discussed this during March '18 meeting. We have further work to do with primary schools.	
Key Area: <b>1b. Standards of achievement and public examination entries</b> <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures. Analysis would be limited as would strategies to address issues.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have robust processes (for example including effective and wide-spread use of the RE SEF) in place to gain accurate information about standards in all schools and examination entries in secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA. entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	We discussed this during March '18 meeting.	

<b>Key Area: 1c Quality of learning and teaching.</b> <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little or no knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little professional support in the LA working with the SACRE.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some information regarding the quality of learning and teaching from LA SIPs, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE's attempts to improve learning and teaching have limited effect.  be able to circulate information about national courses and support mechanisms to schools	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA.  advise the LA on the support that is needed and have access to professional support that can be linked to schools in need.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	1) analysis of ofsted, 2) report on head teacher meeting, 3) exam data	
<b>Key Area: 1d Quality of leadership and management, including the provision and management of resources.</b> <i>To what extent does SACRE have and use information about the effectiveness of senior and middle leadership of RE in its schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little knowledge about the quality of leadership and management in RE in local schools. They are unaware of issues relating to the availability of resources for RE in schools.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some information regarding the quality of leadership and management (including senior leadership interest in RE) from the LA, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE support to improve learning and teaching has little effect.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of L&M (including senior leadership interest in RE). This information is analysed to identify trends, areas of strength and areas for development. SACRE draws on expertise in effective schools to support all schools in the LA.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	See minutes of SACRE meetings	



Key Area: 1e. Recruitment and retention of skilled specialist RE staff.		
<i>To what extent does SACRE use information about specialist provision in their schools to target training and support recruitment?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of data and issues related to the recruitment and retention of subject specialists in schools. Little or no support from the LA.	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some processes in place, supported by the LA, to gather information on staffing in schools, both in relation to subject specialism and teacher commitment to RE. The SACRE would have limited opportunity to act effectively on this information.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about specialist and committed staff in RE. This information is analysed to identify gaps, training needs and ways to support recruitment and retention.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Not discussed in SACRE meeting	

Key Area: 1f. Relations with academies and other non-LA maintained schools.		
<i>To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</i>		
<b>Developing</b> A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation. By and large academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a pro-active policy of liaison with all academies etc and of sustaining a wider professional RE network within the area. While the independence of academies etc is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Little evidence of any academies	

**Successes/ What are we good at? Evaluating performance in secondary schools. Getting better at monitoring schools delivery**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE Gathering information on recruitment, skills and retention of staff**
  
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

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## Section 2: The effectiveness of the locally agreed syllabus

***How effectively does the SACRE, in partnership with the LA, monitor the impact and evaluate the effectiveness of the agreed syllabus in raising standards? How effectively does the Agreed Syllabus Conference in partnership with SACRE make decisions about the use of national guidance and exemplar material in a review of the agreed syllabus?***

The locally agreed syllabus is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good modern AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact measures.

The major factors to be considered in creating or revising an AS include statutory requirements, non-statutory guidance and exemplar material, developments in the school curriculum generally, and local circumstances. Key advice on producing an AS is given in the Guidance. SACREs and ASCs are recommended to take note of this advice in their work on the AS.

Local authorities are required to review their locally agreed syllabus at least every five years. This cycle of reviewing, revising, re-launching and re-implementing the AS gives SACREs and ASCs opportunities for ongoing development and improvement of their effectiveness in providing schools with a locally agreed syllabus that is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the agreed syllabus, in practice much of the preparatory and supplementary work will be carried by the SACRE within its routine business. Moreover, in most LAs the membership of SACRE and ASC overlap substantially or are identical. This can contribute to greater inclusiveness and coherence, but good practice will ensure that it is always clear at any time which body is in place at a meeting, and that it is the ASC which is in session when formal decisions about the AS are to be considered.

Academies etc are in principle free to choose their own RE syllabus. In practice, however, many may well continue to use their local AS. There are some sound reasons for SACRE and the LA to encourage this where possible, and to enable academies etc to have some involvement in the process of revising the AS or of devising a new AS. Relationships between SACREs and academies will necessarily be entirely voluntary and not covered by existing legislation or guidance. SACREs should therefore approach such relationships in a spirit of mutual respect and collegiality. These issues have not been incorporated into the matrix below, but see Section 4.

Key Area: 2a – The review process		
<i>How does the SACRE review the success of the existing agreed syllabus?</i>		
<b>Developing</b> A SACRE with developing practice would:	have limited arrangements in place to monitor the impact of the agreed syllabus, particularly in raising standards. This provides little or no opportunity to review the effectiveness of the agreed syllabus.  not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. The SACRE is unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation made by the LA.	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current agreed syllabus.  have devised a costed action plan in partnership with the LA, and have been allocated a sufficient budget for the agreed syllabus review and relaunch.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a clear and systematic process for monitoring the effectiveness of the agreed syllabus built into its development plan. Reviewing the agreed syllabus includes full consultation with schools and other key stakeholders, including faith communities. Issues that have arisen have been discussed and addressed in planning for a Review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and printing/ distribution costs. There is a strong sense of shared ownership of the prospective agreed syllabus review, with clear targets for what needs to be achieved.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Evidence begun around school review and monitoring. Website reviews.	

Key Area: 2b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in religious education? Is it “fit for purpose”?</i>		
<b>Developing</b> A SACRE with developing practice would:	ensure that the Agreed Syllabus sets out what is to be learnt at each Key Stage. Levels are made available, but do not link directly to the learning and there is no clear expectation of quality learning in the Agreed Syllabus.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	ensure that the Agreed Syllabus provides a clear framework for and expectations of learning in RE.  make clear the value of RE in school both in terms of learning and of wider issues.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	ensure that the Agreed Syllabus provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA.  have set out clear expectations of the role of the LA and school leadership in ensuring adequate resource and provision in schools.	<input type="checkbox"/>

<b>Where are we and where do we find evidence to support this?</b>	2015 syllabus clear and interesting. Values in first section
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**Key Area: 2c – Launching and implementing the Agreed Syllabus**  
*How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?*

<b>Developing</b> A SACRE with developing practice would:	provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE.  have little training provision for implementing the revised syllabus.  be prevented from providing any significant additional guidance or extended training on using the agreed syllabus by a shortage of financial and human resources.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	use other forms of communication (for example the LA website) to promote the launch.  have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed.  provide additional guidance or extended training on using the Agreed Syllabus over the life of the Agreed Syllabus.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the Agreed Syllabus a high profile as an important development in the work of the LA and SACRE. The launch event would include high quality presentations from a range of local faith or belief groups and schools.  provide effective training on implementing the Agreed Syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the Agreed Syllabus and the implications for teaching and learning. The SACRE provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	We are in between developing and established. Need to make the syllabus more accesible to teachers. Need secondary training.	

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Key Area: 2d – Membership and training of the Agreed Syllabus Conference (ASC)		
<i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
<b>Developing</b> A SACRE with developing practice would:	<p>have a membership that fulfils basic statutory requirements. There are limited induction and training opportunities; members are unclear of their roles, or how an agreed syllabus can be structured. Particular faith or belief groups or teachers from different phases do not attend.</p> <p>provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.</p>	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	<p>have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for members' training and the purpose and action plan for the work of the ASC are clear.</p> <p>have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.</p>	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	<p>have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants. There is a strong, co-ordinated programme of induction and training opportunities for members.</p> <p>Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights.</p> <p>provide effective admin to support the process</p>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	All 4 committees. Some clarification	

Key Area: 2e - Developing the revised agreed syllabus		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
<b>Developing</b> A SACRE with developing practice would:	have no clear structure for developing a new agreed syllabus. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new agreed syllabus.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an agreed syllabus which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The Agreed Syllabus has a clear framework for progression and challenging learning	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	N/a - Agreed Syllabus review will take place in 2020	

Key Area: 2f - Making best use of National Guidance		
<i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>		
<b>Developing</b> A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the agreed syllabus review process and are unable to use national guidance in a coherent way.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the education of the whole child.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of national documentation and some of its implications for the Agreed Syllabus review process, but does not ensure its use reflects local circumstances.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	Have ASC members who take note of the broader curriculum picture but do not link the Agreed Syllabus to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised Agreed Syllabus, while ensuring their work reflects local circumstances.	<input type="checkbox"/>
	The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.	<input type="checkbox"/>

<b>Where are we and where do we find evidence to support this?</b>	Agreed Syllabus has taken account of national guidance. National development discussed each meeting.
*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and “Religious education in English schools: “Non-statutory guidance 2010”.	

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- For the SACRE

- For the LA

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

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### Section 3. Collective worship

#### ***How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?***

Maintained schools are required to provide a daily act of collective worship for every pupil. In community schools not having a religious foundation, the acts of collective worship should be “wholly or mainly of a broadly Christian character”, without being distinctive of any particular denomination. Part of a SACRE’s role is to support the effective provision of collective worship in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from head teachers in community schools that the requirement for collective worship to be wholly or mainly of a broadly Christian character be disapplied for some or all of the pupils in that school. SACRE ‘determines’ the appropriateness of that application and grants a ‘determination’ to those schools where the application is judged to be in the best interests of the pupils. All pupils in schools with determinations continue to have an entitlement to daily collective worship.

Collective worship can be a rich and rewarding element of the curriculum as a whole. SACREs have the opportunity to enhance the quality of collective worship by appropriate guidance and support.

Key Area: <b>3a – Supporting pupil entitlement</b>		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	be unaware of the issues facing schools in providing collective worship.  provide little advice or support towards fulfilling pupil entitlement to collective worship.	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges facing schools in providing collective worship.  provide some advice in support of delivering pupil entitlement and would seek to ensure that schools had access to, and advice on, appropriate resourcing towards delivering collective worship.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a balanced and realistic overview of provision and its challenges across the LA.  provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement.  obtain feedback from schools to evaluate the impact of advice and support, and periodically reviews its strategies for supporting pupil entitlement.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	List of themes. Do schools know who they can contact for support?	

Key Area: <b>3b – Enhancing the quality of provision of collective worship</b> <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	<p>not be adequately supported for promoting quality of provision of collective worship.</p> <p>have agenda items about collective worship dominated by the issue of SACRE trying to find a mechanism for obtaining data.</p> <p>have little understanding of the nature and potential of collective worship and of what effective provision in each school might be.</p>	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	<p>have occasional agenda items on collective worship, with some insight into how collective worship is being delivered in the LA's schools.</p> <p>understand what effective provision is but members of the SACRE have little 'hands-on' experience of collective worship in schools.</p> <p>promote in-service support for teachers with responsibility for collective worship, and provides advice on enhancing quality of provision.</p>	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	<p>have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools.</p> <p>have first-hand experience of collective worship in schools.</p> <p>disseminate good practice in consultation with schools and teachers, sponsors an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.</p>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>3c – Responding to requests for determinations</b>		
<i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
<p><b>Developing</b> A SACRE with developing practice would:</p>	<p>have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request.</p> <p>be found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.</p>	<input checked="" type="checkbox"/>
<p><b>Established</b> A SACRE with established practice would:</p>	<p>be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process.</p> <p>have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions.</p> <p>be found by a request for a determination able to respond in an adequate but piecemeal fashion, without a systematic overview of this area of work.</p>	<input type="checkbox"/>
<p><b>Advanced</b> A SACRE with advanced practice would:</p>	<p>be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities.</p> <p>have a well-established and effective framework for responding to requests, with which members are familiar and comfortable.</p> <p>Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. SACRE periodically reviews all existing determinations.</p>	<input type="checkbox"/>
<p><b>Where are we and where do we find evidence to support this?</b></p>		

**Successes/ What are we good at? Generating ideas**

**Barriers to success Resources - gather and distribute**

**Areas for development/ Action points:**

- **For the SACRE List areas for collective worship**
  
- **For the LA Explanation for teachers as to what SACRE is/what support can be given?**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

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## Section 4: Management of the SACRE and partnership with the LA and other key stakeholders

### *How far does the SACRE's partnership with the LA enable it to carry out its responsibilities effectively?*

The relationship between a Local Authority and its SACRE is essentially one of partnership and collaboration, with mutual obligations and responsibilities. So that a SACRE can advise and act effectively for the LA in the field of Religious Education and collective worship, the LA must ensure not only that there is a local SACRE, but also that it is able to fulfil its functions. The extent to which a SACRE is supported, by funding and personnel, will determine how well individuals and committees can work together. Where a SACRE is valued by the Local Authority, it is more likely that the members of the SACRE will be able to contribute both to the SACRE's work and to the LA's wider strategic objectives.

By bring together many local stakeholders (faith/belief communities, teachers, local politicians and cooptees such as universities and parents) into a statutory body, SACREs can act positively for LAs as a sounding board on their core business of RE and collective worship, and also on wider strategic educational objectives such as raising standards, narrowing the gap and promoting community cohesion, as well as community matters related to interfaith collaboration and wellbeing. These core and value added functions work best when the SACRE is appropriately supported, resourced and managed, and when channels of communication with the LA are good.

The potential for SACREs to contribute more widely is dependent on SACRE members feeling that the meetings are outward looking, focused on pupil needs, purposeful and enjoyable. This can be achieved, for example, by meeting in different locations (schools, places of worship, cultural centres and Council meetings rooms) and by ensuring that all members feel they are equal partners whose views and experiences are sought, listened to and valued.

Alongside this, SACRE has the power to develop structural relationships with academies etc by exploring ways in which an academy "presence" can be incorporated into SACRE itself, e.g. by co-options (non-voting), through additional places in Group C (teacher organisations), or by creating a non-voting notional "Group E" (as had been envisaged in the Grant Maintained era). Similar considerations apply to the ASC. Although the legal framework would currently not allow voting rights to any distinct academy representation, SACREs and ASCs would surely not wish to proceed with decisions which were clearly not acceptable to the academy sector represented in their wider membership.

Key Area: 4a – SACRE meetings		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
<b>Developing</b> A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> <li>• routine administrative arrangements</li> <li>• appropriate distribution of agendas and papers</li> </ul> Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have good attendance where all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including local places of worship and schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Agendas/all types of things happening	

Key Area: <b>4b – Membership and training</b>		
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
<b>Developing</b> A SACRE with developing practice would:	have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always effective. There are limited induction and training opportunities for SACRE members.	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members to participate in training activities.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	make good use of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Basic. Limited.	

Key Area: <b>4c – Improvement/development planning</b>		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	not have an action plan to focus its future work and there is little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE.	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a basic action plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a well-defined action plan with clear objectives and success criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the LA.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Some elements towards established. Form action plan.	



Key Area: 4d – Professional and financial support		
<i>How well supported and resourced is SACRE?</i>		
<b>Developing</b> A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some access to subject specialist advice and is informed of local and national initiatives. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Both 'developing' and 'established'. No budget. We have access.	
Key Area: 4e - Information and advice		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
<b>Developing</b> A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA rather than ask questions of the LA and challenge its work.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. The SACRE receives the information in a way that enables it to challenge and question the LA's work.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LA which leads to strategic action to improve standards. This can include advice related to the review of the Agreed Syllabus. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 4f - Partnerships with key stakeholders		
<i>What partnerships does the SACRE have with key local and national stakeholders, and of what quality are these?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little contact with or awareness of other local agencies, and rarely has contact with pupils or parents.	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and has some contact with the groups involved.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local Inter-Faith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and higher education providers are regularly involved with the SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Here not with parents	

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Key Area: 4f – Relations with the Academies sector		
<i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i>		
<b>Developing</b> A SACRE with developing practice would:	have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made some attempts to set up an academies presence in SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible. Nevertheless, some academies are now committed to working with SACRE and to finding a constructive way forward.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have considered systematically the legal and structural options open to them, and have set up formal procedures for establishing a permanent and sustainable academies presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partners with SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Very little to say. No comment.	

**Successes/ What are we good at? Information and engagement with all groups**

**Barriers to success Lack of resources eg money for schools**

**Areas for development/ Action points:**

- **For the SACRE Development plan - more training needed for members**
  
- **For the LA Support please**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

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## Section 5: Contribution of SACRE to promoting cohesion across the community

***How effectively does SACRE, in partnership with the Local Authority and the faith communities, contribute to the promoting of cohesion across the community?***

“By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community”<sup>1</sup>.

Schools play a major role in helping to shape the future of our society, and the duty laid on each school to promote community cohesion is a significant part of that role. One of the most obvious and effective contributors to the community cohesion agenda is Religious Education. SACREs should take every opportunity to promote the contribution of RE to the community cohesion programmes in local schools. Where properly supported by the LA, SACREs themselves can act as powerful vehicles for promoting community cohesion in schools, in education more widely, and in the local community. SACREs should exemplify good practice in their internal relations and in the ways in which they go about their business. Advice on the contribution of SACREs and RE to community cohesion is given in the Guidance.

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<sup>1</sup> Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cattle Report in 2001.

Key Area: 5a – SACRE’s membership		
<i>How representative is SACRE’s membership of the local community?</i>		
<b>Developing</b> A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim communities). It would also endeavour to include representation from small local faith communities and / or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	See membership list	

Key Area: 5b SACRE’s understanding of the local area		
<i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area.  know about local Inter Faith groups and the work that they do in the locality.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area and take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local Inter Faith groups. The SACRE would be aware of the impact of this local context on schools and on the provision for RE and collective worship in those schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Reports given to SACRE meetings from various members.	

**Key Area: 5c – SACRE’s engagement with the community cohesion agenda.**  
*How much does SACRE understand the contribution which RE can make to a schools’ provision for community cohesion?*

<b>Developing</b> A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. It may also have little opportunity to promote RE’s contribution to schools of faith communities.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. The SACRE would understand and have a clear commitment to the part RE can play in promoting community cohesion and would seek to promote this throughout its work.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. The members of SACRE would appreciate their key role in promoting RE’s contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local Agreed Syllabus and related guidance. SACRE members, as representatives of different sections of the wider community, would appreciate how they and their wider constituencies can work in partnership with other agencies to enhance the promotion of community cohesion in schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Key Area: 5d – SACRE’s role within wider LA initiatives on community cohesion**  
*How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?*

<b>Developing</b> A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area and take the initiative in promoting activities and links, which relate to this work. be aware of and work in partnership with local Inter-Faith groups to ensure the LA’s work has a broad consultation base.	<input checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
  
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

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# ANNEX

## The responsibilities of a Local Authority

The detailed rights and responsibilities of local authorities can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, local authorities are legally required to:

- establish a SACRE and appoint representatives to each of the four committees
- establish an occasional body called an agreed syllabus conference (ASC)
- institute a review of its locally agreed syllabus every five years
- appoint members of the committees represented on the ASC
- ensure that membership of group/committee A on the SACRE and ASC is broadly representative of the local area
- take all reasonable steps to ensure that SACRE and ASC membership is representative

## The responsibilities of a SACRE

The detailed rights and responsibilities of SACREs can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, SACREs are legally required to:

- advise the local authority on RE and collective worship
- publish an annual report on their work
- send the annual report to QCDA (or its successor body)
- meet in public, unless confidential information is to be disclosed
- make their minutes available to the local authority and make provision for public access to their agenda and reports

The Guidance also indicates that SACREs should, as a matter of good practice:

- Monitor the provision for both RE and Collective Worship
- Provide advice and support on RE and Collective Worship to schools
- In partnership with the local authority, keep the locally agreed syllabus and provision in schools under review
- Offer advice to the local authority

In addition, SACREs may:

- Require their local authority to review the locally agreed syllabus
- Decide to advise their local authority
- Co-opt members who are not members of any of the four groups.

The Guidance also makes it clear that SACREs can and should make a strong contribution to the promotion of community cohesion in schools and in the local community through their promotion of good quality RE and through their operation as a SACRE.



## SACRE Update, Autumn 2018

### The Commission on RE

The final report from the Commission on RE is to be published on 12<sup>th</sup> September. This independent report, funded and supported by the RE Council, has spent over a year developing its perspective and recommendations, and has been observed by DfE and government. SACREs are very interested in its conclusions, not least because it has considered questions about local determination of RE and Agreed Syllabuses, recommending in its interim report a new national entitlement for RE, on which all future syllabuses should be based, and which should eventually be statutory.

For more information see: <https://www.commissiononre.org.uk/>

### 'A new settlement revised: Religion and Belief in schools'

This recent report by Professor Linda Woodhead and former Education Secretary Charles Clarke suggests that our more diverse society makes reform to current legislation overdue.

At the launch Stephen Timms MP welcomed everyone and reflected that we are all shaped by our experience of religion at school, legislation that was set in this place, Parliament, in 1944.

Professor Woodhead introduced the report she noted that when the 1944 act was first read in 1943 the country was at war but education was still considered to be important. She explained the morphing of the subject from RI to the official renaming in 1988 of Religious Education. She characterised RE as learning about others and suggested in 2018 it is time to learn about us in the diverse context we live in. She said, '...change is overdue RE like any other academic subject needs no longer to be exceptionalised and parents should no longer be allowed to withdraw pupils from RE'.

Other recommendations in the report are around collective worship and 'faith schools'.

For more information, please see: <http://faithdebates.org.uk/wp-content/uploads/2018/07/Clarke-Woodhead-A-New-Settlement-Revised.pdf>

### Examinations

The number of RS GCSE and A level entries from students in England has declined considerably. This seems to be the trend with subjects that are not included in the EBacc. The government's target is for 90% of all GCSE pupils to choose the EBacc subject combination by 2025. NATRE, alongside other associations that find their subjects left outside of the EBacc have issued a joint press release to highlight the impact on exam entries.

<https://www.natre.org.uk/news/latest-news/warning-of-factory-farmed-kids-as-curriculum-narrows-with-ebacc/>

### RE Teacher recruitment

This has been a particularly challenging year for teacher recruitment and especially so for RE. After missing the target for recruitment for training of teachers of RE to begin in 2017, the DfE failed to take an action to incentivise recruitment for 2018. In contrast, bursaries were increased or maintained at a higher level for those choosing to train in other subjects. These higher level bursaries are offered for many subjects including subjects who had been more successful in recruiting 2017. We should not be surprised therefore, that at the time of writing, of all secondary subjects, RE the fourth worst level of recruitment at just over 50% of the target.

### Youth Debate: England's young people challenge MPs at Westminster

On Monday 9th July 2018, 80 Year 10-12 students from schools across England came to Parliament to debate some of the key issues around the teaching of Religious Education (RE). The students discussed some of the fundamental issues facing the subject, such as whether, in an increasingly secular society, RE is still a vital

component of balanced, modern curriculum, and whether pupils learn more by studying other people's belief than your one.

Numerous MPs, Parliamentary researchers, policy advisers and other interested parties witnessed the debate, which showcased the students' engagement with the subject through their range and depth of thinking around these complex questions.

Students were welcomed to Westminster by William Wragg MP, Liz Twist MP, and historian of religion and broadcaster, Professor Francesca Stavrakopoulou.

In a wide-ranging discussion – covering topics as diverse as the role of religious literacy in combatting extremism, the need for RE in an increasingly secular society, and whether or not students learn more by studying their own religion and belief than they do by studying their own – United Nations debating rules were firmly applied in the chamber by the co-chairs, students from Mulberry School for Girls in Tower Hamlets, London. Both young women were clearly and expertly trained in handling opinionated peers...and politicians!

Professor Francesca said, "The level of debate was extremely impressive - the pupils were bright, passionate and rigorous in their arguments'.

### **NATRE's Strictly RE: bigger and even better for 2019**

Bookings are open now for the national annual NATRE conference in London on January 26<sup>th</sup>. Subscribers to RE Today and members of NATRE may be eligible for discounts on their fees to Strictly – check the website for details. There is also an early bird discount for those booking before the end of October. The conference brings together about 250 people in the largest gathering of RE professionals in the year. As ever, the conference promises to be an inspirational and exciting day of lectures, seminars, exhibits, connections and opportunities: all the exam awarding bodies and major publishers will be there too.

<https://www.natre.org.uk/courses-events/strictlyRE-2019/>

### **New teachers of RE getting together: NATRE's regional 'Welcome to RE' conferences. Can SACRE support RE teachers in training this year?**

NATRE's Inter-University conferences for new teachers ran last year in Belfast, Exeter, Swansea, York, Ormskirk and London. We love to bring together the new entrants to secondary RE teaching from different universities, Teach First, SCITT and other routes: we have over twenty ITE partners who send their graduates along to these events. Over 200 new teachers of RE attended one of the events, which are generously sponsored by the Jerusalem Trust, and their continuing support means that a similar set of conferences can be run next year. Already, these are planned for Leeds (7<sup>th</sup> December), Edge Hill (14<sup>th</sup> December) and London (8<sup>th</sup> February 2019). The program will enable new RE teachers to learn about the national politics of RE but also to engage with some of NATRE's lesson and learning ideas in highly practical ways. For more details email the conference organiser Lat Blaylock: [lat@retoday.org.uk](mailto:lat@retoday.org.uk).

### **NATRE's New2RE project: mentoring, support and conferences for those starting teaching secondary RE**

NATRE runs a funded programme called 'new2RE' for those who are secondary NQTs, over the first three years of their careers. A small number of places may still be available: does SACRE know any new teachers in secondary RE who it could refer to this programme, rated excellent by a big majority of its participants every year.

### **BBC's recent and new RE programming: can SACRE draw attention to these programmes for schools?**

The well-loved BBC Bitesize site has a major review and renewal underway, with 10 new KS4 programmes nearly ready to use, and major innovations around the new GCSE for 14-16s. These 'A day in the faith of...' clips will present the lives of young members of the 6 principal religions, as they talk about some of the key ideas and concepts of GCSE RE.

Now broadcast and available free via BBC Teach (all these have notes written by RE Today to accompany them):

- For 5-7s, 10 animated short films of key stories of faith from 6 different religions, series title: 'Religions of the World'.
- My Life, My Religion 5 x 30 minute programmes. Featuring lots of original filming from across Britain using child presenters with diarycams, one each on being Jewish, Christian, Muslim, Hindu and Sikh in today's Britain. Online as clips in segments of 2-4 minutes.
- For 11-14s, 'An A-Z of Religion' with notes for students to use the 26 programmes from RE Today (written as supported self study materials for homework).
- For 14-16s, A Question of Faith 5 x 12 minute programmes for GCSE and Standard Grade in 2014 on sexuality, marriage, death, revelation and suffering, with notes on RE Today and clips on BBC Bitesize.

### **Havering RE Subject Leaders' meeting**

This term's meeting will take place at Branfil Primary on 2<sup>nd</sup> October 2018. It will partially focus on RE outside the classroom. It is hoped that SACRE's plans to coincide with the BBC's Year of Beliefs in 2019 can be revealed at this meeting.

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