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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

AGENDA

5.00 pm	**Tuesday 19 March 2024**	**via Teams**

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):	George Prinn, Humanist Mr Peter Feinson, Baptist Dr John Lester, Baha'i faith Mr Om Dhir, Hindu Mr Sansar Narwal, Sikh Mr Kamal Siddiqui, Sunni Muslim Rabbi Lee Sunderland, Jewish Mr Tariq Mahmood, Sunni Muslim 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 Wendy Brice-Thompson, Roman Catholic

Group B

Representing the Church of England (3):	Mrs Stephanie Ellner Ruth Everett Marlene Wylie

Group C

Representing teachers (4):	Karen Van Coevorden Bal Degun Kathryn Everitt Terry Riches

Group D

Representing the Local Authority (5):	Councillor Jacqueline McArdle Councillor Laurance Garrard Councillor Philip Ruck

Councillor David Taylor
Councillor Katharine Tumilty

For information about the meeting please contact:
michelle.morgan@havering.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

2 NEW OR SUBSTITUTE MEMBERS

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

3 MINUTES OF PREVIOUS MEETINGS AND MATTERS ARISING (Pages 7 - 22)

To agree as a correct record the minutes of the meeting held on 21 June 2023 and 9 November 2023 (attached) and to discuss any matters arising

4 UPDATE ON SCHOOL ACTIVITY (Pages 23 - 24)

To receive an update on school activity.

5 NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION (Pages 25 - 30)

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

6 EXAM AND SCHOOL WORKFORCE DATA (Pages 31 - 40)

To review exam and school workforce data.

7 HAVERING SACRE ACTION PLAN (Pages 41 - 46)

To monitor progress against the Action Plan.

8 SACRE SELF EVALUATION (Pages 47 - 104)

To review Havering SACRE's performance against the SEF.

9 DETERMINATION PROCESS

To receive an update from the working party.

10 SCHOOL WEBSITE MONITORING UPDATE (Pages 105 - 114)

To review procgress on website monitoring.

11 ART COMPETITION/EXHIBITION

To discuss.

12 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).

13 DATE OF NEXT MEETING

To set a date for the summer term meeting.

Michelle Morgan
Clerk to SACRE

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

21 June 2023

The meeting took place at the Romford Evangelical Free Church.

Present:

Representing Christian denominations and other religious dominations and beliefs (Group A):

Wendy Brice-Thompson, Roman Catholic (Chair)
Peter Feinson, Baptist
Tariq Mahmood, Muslim Community
Dr John Lester, Baha'i faith
John Smailes, Evangelical Free Church
Om Dhir, Hindu
Sansar Narwal, Sikh
Jenny Fox, Salvation Army
Dawn Ladbrook, Evangelical Free Church
Pastor Aloysius Peter, Pentecostal Church

Representing the Church of England (Group B):

Ruth Everett
Stephanie Ellner

Representing teachers (Group C):

Karen Van Coevorden
Katheryn Everitt

Representing the Local Authority (Group D):

Councillor Katharine Tumilty (Chair)
Councillor Jaqueline McArdle
Councillor Laurance Garrard

Co-opted Member

Sidra Naeem

Professional adviser:

Julia Diamond-Conway (JDC)

Michelle Morgan – Clerk, Havering Governor Services

Chair's Initials

1. APOLOGIES FOR ABSENCE

The Chair welcomed all to the meeting.

Apologies for absence had been received from Barry Smith, Councillor David Taylor, George Prinn, Mr Siddiqui, and Rabi Lee Sunderland.

Absence from the following Members was noted: Luthaneal Adams, Nasir Mubasher, Marlene Wylie, Terry Riches, Bal Degun, and Councillor Philip Ruck.

2. NEW OR SUBSTITUTE MEMBERS

There were no new or substitute Members.

3. MINUTES OF MEETING HELD ON 6 MARCH 2023 AND MATTERS ARISING

3.1. The minutes of the meeting held on 6 March 2023 were received and agreed subject to a minor typographic amendment (Minute 11.2).

ACTION: HGS

3.2. Matters arising from the minutes, not included elsewhere on the agenda, were as follows:

3.2.1. SACRE Membership (minute 1, refers): The clerk confirmed that Members who had not attended regularly had been contacted via email. There had been no response received from Terry Riches (Group C) or Nasir Mubasher (Group A).

3.2.2. Subject Leader network meetings (Minute 4.3.6, refers): JDW extended the invitation for SACRE Members to join Subject Leader meetings to introduce themselves and offer any support. SN advised that since attending the meeting on 20 March 2023, she had been invited into some schools and had also welcomed pupils in the Mosque.

3.2.3. Collective worship (minute 7, refers): The clerk advised that it had been agreed to provide some further training to governors prior to asking them to consider how the requirement of collective worship were being met in their schools.

ACTION: HGS

3.2.4. Exam data (minute 9, refers): Clarification had been given that schools with no data for RE public examination outcomes had

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not offered that qualification.

3.2.5. Co-opted Member (minute 11.2, refers): The clerk confirmed that Trevor Cook, Assistant Director for Education had been pleased to approve the co-option of Sidra Naeem onto Havering SACRE.

4. UPDATE ON SCHOOL ACTIVITY

SACRE Members received the report on the Local Activity. There were no questions.

5. NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION

SACRE Members received the report on national developments.

The Chair reported that she had found the new animation which illustrated how humanists approached life, very interesting and recommended others to view the short film.

Referring to the article on using faith inspired art, the Chair questioned whether Havering SACRE should look to contribute. JDW advised that the closing date for entry was 31 July 2023, however, it would reopen again in September. It was agreed that this could be included on the SACRE Action Plan and could be promoted through schools.

ACTION: Chair / JDC

6. SACRE SELF EVALUATION

JDC thanked SACRE Members for their suggestions regarding the Havering Action Plan. It was agreed that JDC would liaise with the Chair and Vice Chair to put together a draft plan which would be brought to the next meeting to discuss and agree.

ACTION: JDC / Chair / Vice Chair / HGS

7. SCHOOL WEBSITE MONITORING

There remained some website monitoring to be completed.

The following schools remained outstanding:

- Crownfield Junior – this had been completed; the Chair agreed to resend to the clerk.

ACTION: Chair

- Coopers Company & Coborn – RE had completed the audit however were yet to submit the form.

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- Emerson Park Academy – RE had completed the audit however were yet to submit the form.

ACTION: Ruth Everett

- Ardleigh Green Infant School
- Bower Park Academy
- Brady Primary School
- Corbets Tey
- Crownfield Infant School
- Dame Tipping
- Drapers' Brookside
- Drapers' Maylands

The following SACRE Members agreed to complete some further audits and would be allocated schools to complete:

Ruth Everett / Luthaneal Adams / Wendy Brice-Thompson / Tariq Mahmood / Karen Van Coevorden

ACTION: Chair / JDC

8. DETERMINATION PROCESS

SACRE Members were advised that there had not been any requests for a determination in Havering, however a process needed to be in place should such a request be submitted. Prior to the meeting, SACRE Members had received the following documentation to use as a reference when considering a determination process for Havering:

- Determinations: Putting a system in place for your SACRE – Lesley Prior.
- Determination process – London Borough of Ealing SACRE.
- Seeking a determination process – London Borough of Lewisham SACRE.

Members worked in groups to review the information provided and share with the group any particular aspects that could be incorporated into the Havering process. A summary of the feedback received was provided below:

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- A determination would last for 5 years however concern was shared that local demographics might change significantly over that period and, therefore could there be an option to change prior to the end of this period?
- Was there a possibility that schools were already just doing what they wanted in terms of collective worship, without seeking a formal determination? JDC advised that governors would be able to ascertain this as part of their monitoring. Previously HSIS (Havering School Improvement Service) had asked schools as part of their quality assurance meetings about collective worship, however this had discontinued post Covid.
- SACRE Members reiterated the importance of having a succinct process. It would be beneficial to include an explanation of the law as part of the request form, for ease of reference.
- Schools would likely access the documentation via the Havering Education Services portal.
- SACRE Members liked the checklist format and the flow chart.
- Consideration needed to be given for those, where English might not be their first language.
- The procedure should include expected timeframes for each stage of the process.
- It needed to be clear that seeking a determination was a serious request and contrary to law. JDC reiterated that Havering maintained schools followed the Agreed Syllabus which included learning about a number of different religious faiths. The determination was linked to collective worship and not the curriculum.
- SACRE Members recommended asking parents about the language spoken at home, from there; schools would have a greater idea of their religion. SN advised that parents born in the UK were more likely to be happy for their children to learn about all religions. Those parents who had moved from certain countries where the nature of that country allowed just one religion, might find it most daunting to allow their children to experience other religions.
- The procedure would be based on the request from the school, however it would be prudent to seek the views of parents.

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- The procedure should include SACRE Members visiting the school to meet with staff and ask further questions about their consultation completed with stakeholders.

SACRE Members felt reassured that they had enough information to form their own process. An update would be brought to the next meeting.

ACTION: Chair / JDC

9. ANY OTHER BUSINESS

9.1. The Chair discussed the situation regarding using the Town Hall as a SACRE venue. Unless Members could meet from 5pm to 7pm, there would be a cost for using the Town Hall, for which there was no budget.

SACRE Members agreed that it was good to visit different schools and of worship. The following potential venues were offered:

- Romford Baptist Church
- Hylands Primary School
- Pentecostal Church

Dates for the next academic year would be shared after which venues could be confirmed. It was agreed that offering a hybrid option would be explored where technology allowed.

ACTION: Chair / HGS / JDC

9.2. SN invited all to attend the Havering Inter Faith Forum on Wednesday 19 July 2023 at the Havering Synagogue. The theme was 'The Founder of our Faith.'

9.3. It was advised that free new SACRE Member training was available on 26 June 2023. This was a free online webinar. Further details would be shared.

ACTION: HGS

10. DATE OF THE NEXT MEETING

Dates would be confirmed for the 2023-2024 academic year. The Interfaith week from 13th – 18th November would be avoided when considering options.

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The meeting closed at 7.40pm.

Chair……

Date……..

Chair's Initials

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

9 November 2023

The hybrid meeting took place at the Romford Baptist Church 'Meeting Place Café' and via Zoom.

Present:

Representing Christian denominations and other religious dominations and beliefs (Group A):

Wendy Brice-Thompson, Roman Catholic*
Peter Feinson, Baptist
Tariq Mahmood, Muslim Community
Dr John Lester, Baha'i faith
Om Dhir, Hindu
Jenny Fox, Salvation Army
Dawn Ladbrook, Evangelical Free Church*
Barry Smith, United Reform Church*

Representing the Church of England (Group B):

Ruth Everett*
Stephanie Ellner*
Marlene Wylie*

Representing teachers (Group C):

Karen Van Coevorden

Representing the Local Authority (Group D):

Co-opted Member

Sidra Naeem

Professional adviser:

Julia Diamond-Conway (JDC)

Michelle Morgan – Clerk, Havering Governor Services

*via Zoom

Chair's Initials

1. APOLOGIES FOR ABSENCE

Thanks were passed on to Peter Feinson for welcoming SACRE Members to the Romford Baptist Church café.

As the Chair was not in attendance, the Vice Chair, Dr J Lester agreed to chair the meeting.

Apologies for absence had been received from John Smailes, Kathryn Everitt, Cllr Tumilty, Cllr Taylor, Cllr Garrard and Cllr Ruck, George Prinn and Luthaneal Adams.

Absence from the following Members was noted: Rabbi Lee Sunderland, Samsara Narwhal, Kamal Siddiqui, Nasir Bashar, Pastor Aloysius Peter, Bal Degun, Terry Riches and Cllr McArdle.

As there were no representatives from the Local Authority (Group D), the meeting was not quorate. Any decisions would need to be deferred to the next meeting.

2. NEW OR SUBSTITUTE MEMBERS

There were no new or substitute Members.

3. MINUTES OF MEETING HELD ON 21 JUNE 2023 AND MATTERS ARISING

3.1. The minutes of the meeting held on 21 June 2023 were received and agreed as a true record subject to the following amendments:

- Page 11 – remove the wording ‘contrary to law.’
- Page 19 – delete the repeated ‘has been.’

The minutes would be ratified at the next meeting.

ACTION: HGS

3.2. Matters arising from the minutes, not included elsewhere on the agenda, were as follows:

3.2.1. <u>Minutes amendment (minute 3.1, refers): (minute 1, refers):</u> The clerk confirmed that the minutes had been amended as requested.

3.2.2. <u>Collective worship (minute 3.2.3, refers):</u> The clerk advised that the Collective Worship training had been postponed due to low bookings form governors; no SACRE Members had also agreed to attend. It was anticipated that session would take place on 31

Chair’s Initials

January 2024 however the date had yet to be confirmed by the trainer. The clerk would confirm once the date had been agreed.

ACTION: HGS

3.2.3. Faith Inspired Art (minute 5, refers): This had been included in the Havering SACRE Action Plan.

3.2.4. Meeting options (minute 9, refers): Thanks to Peter Feinson, who had organised the venue and technology, the meeting was taking place in a hybrid format.

3.2.5. SACRE training (minute 9.3, refers): The clerk confirmed that the training information had been circulated as requested.

4. UPDATE ON SCHOOL ACTIVITY

SACRE Members received the report on the Local Activity. SACRE Members agreed that the report was useful and interesting.

5. NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION

SACRE Members received the report on national developments.

Concern was raised by SACRE Members regarding the Open Letter that was published on 18 September by the Daily Telegraph; more than 30 MPs and peers had written to the Education Secretary, highlighting that school pupils received tokenistic religious education or none. JDC responded that this had been raised as an issue, however it did not necessarily refer to schools within Havering.

Referring to the DfE guidance on allowing Humanists to be part of SACREs, Members were pleased to highlight that Havering SACRE had always welcomed Humanist Members.

It was questioned whether any schools within Havering were part of The Global Neighbours accreditation scheme. JDC responded that Christian Aid would be able to share that information.

JDC highlighted the RE Hubs which were now live. The website (www.re-hubs.uk) had a section where schools could look at options for school visits to places of worship and encouraged SACRE Members to join this platform. Further details were provided on the training that had to be undertaken in order to be included on the website, however this was online and not onerous and had been established to ensure pupils' safety. This kite mark would be valid for 2 years. JDC highlighted that it would be beneficial to register with the RE Hubs early as the project had only

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recently been established and therefore schools would be looking to build relationships with places of worship.

JDC also referred to the current recruitment crisis as not enough people were applying to be secondary teachers of Religious Education. Some universities who had training courses were no longer running them due to low interest. JDC advised that, unlike other subjects RE students had not received any bursaries, however from next year, a £10K bursary would be available.

A SACRE Member asked if schools in Havering had specialist RE teachers. JDC explained that this was an area for SACRE to monitor. It was suggested that SACRE Members may wish to consider sending out a questionnaire to schools to seek some clarification regarding this. It was noted that the National Association of Teachers had decided not to fight the issue about HLTAs teaching RE as it had been evidenced that many HLTAs were very committed to and enthusiastic about teaching RE. It would be interesting to find out the profile within Havering regarding the percentage of HLTAs teaching RE; this could also be ascertained within a questionnaire.

Referring to the option of sending out a questionnaire, a SACRE Member asked what SACRE would do with the information received. JDC advised that this would be something that SACRE would need to discuss. It was agreed that potential questions for the survey would need to be agreed at the next meeting so that the survey could be distributed in the summer term. The Local Authority would need to be advised that SACRE would be running this survey.

ACTION: HGS

6. ANNUAL REPORT 2022-2023

The draft Annual Report 2022-2023 was received. Thanks were passed on to JDC for putting together the report. The Chair would be asked to complete the foreword. It was noted that the report needed to be signed off by 31 December 2023 and therefore approval would need to be sought from Group D (Local Authority).

ACTION: JDC/HGS

7. SACRE ACTION PLAN

JDC reported that the draft SACRE action plan had been written with the Chair over the summer.

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- **Objective 1: Support and monitor quality and standards of Religious Education in Schools**

  Website monitoring would be discussed later in the meeting. The findings of the website monitoring would be discussed in the spring term. It was hoped that workforce and exam data would also be available in the spring term.

- **Objective 2: Monitor Collective Worship and develop protocols**

  Training had been tentatively booked for 31 January 2024.

- **Objective 3: Improve SACRE impact and effectiveness. A formal determination process would also need to be agreed.**

  JDC suggested that mentors could be established to support any new SACRE Members. R Everett, S Naeem and T Mahmood agreed to take on the role.

  It was agreed that the SACRE Self Evaluation would be on the agenda for the spring term so that SACRE Members could continue to 'deep dive' into a particular aspects of the SEF at each meeting.

ACTION: HGS

8. DETERMINATION FORM PLAN

It was noted that SACRE needed to advise the Local Authority that Havering needed to have a determination process in place. SACRE would offer to design the form for schools to complete.

ACTION: HGS/JDC

JDC advised that a working group would need to be established to work on the form and the technical side of distribution. K Van Coevorden, M Wylie and J Lester agreed to meet to discuss.

ACTION: K Van Coevorden / J Lester / M Wylie

9. SCHOOL WEBSITE MONITORING 2023-2024

SACRE Members were linked to specific schools; website audits would be returned to the clerk by 29 February 2024. The clerk would also resend out the template.

ACTION: HGS / SACRE Members

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10. ART COMPETITION

The Chair referred to a previous art competition that had been held in 2019 and suggested that another competition/event could be established to run in conjunction with Havering's aim to become the London Borough of Culture.

JDC welcomed the idea although stressed that the previous competition had a significant lead in time and RE Subject Leaders had discussed at length. Despite Subject Leaders being very keen to participate, due to time limitations, only 4 schools had sent in pictures. Therefore, it might be more beneficial to provide some resources for the Subject Leaders to complete as part of their normal lessons.

SACRE Members split into 2 groups (those online and those attending in person) to discuss potential options. Options shared were noted as follows:

- Having an exhibition instead of a competition
- SACRE Members could offer a piece of art/poetry linked to their religious world view for pupils to discuss/share their observations. Pupils could then send back how they have been inspired by the object in any form (pictures/poems/art work). It was agreed that the 'Picture in Christianity' resource would be brought to the next meeting as an example.

ACTION: JDC

- Designs could be drawn around poems.
- Examples were given regarding Arabic calligraphy and Islamic Art resources that could be used.
- A different approach would be used according to different year groups.

It was agreed that it would be preferable to take time to discuss this further with the view to launch from September 2024. The competition/exhibition would be discussed again in the spring term.

ACTION: HGS

11. ANY OTHER BUSINESS

S Naeem invited SACRE Members to the Inter Faith Quiz Night which was taking place the following week.

Chair's Initials

12. DATE OF THE NEXT MEETING

It was noted that the date of the next meeting had been set as Tuesday 19 March 2024 however this was during Ramadan. Consideration would be given regarding the potential to change the date or the time of the meeting.

ACTION: JDC / Chair

In terms of venue, Hylands School would likely be available on Wednesdays and The Salvation Army on a Monday or Thursday.

The meeting closed at 8pm.

Chair……

Date……..

Chair's Initials

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Havering SACRE, Local RE update: Spring 2024

This term's Subject Leader meeting was held on 17th January. The sharing item focused on organisation of RE in schools. Discussions highlighted that schools had different methods and no one way emerged as superior. At the request of Subject Leaders, the group also looked at 'Personal Knowledge' – what it is and where it is in the Havering Agreed Syllabus. This was in response to the highlighting of 3 types of knowledge in the Ofsted Research Review (Substantive Knowledge, Personal Knowledge and Ways of Knowing).

The session on Collective Worship, led by Lat Blaylock was held on 31st January. This was attended by a range of colleagues including governors, head teachers, teachers and SACRE members.

At the time of writing, 2 more training sessions for teachers have been planned for this term. The first is a general CPD session for all teachers to focus on creative ways of teaching RE which will be held from 4-5:30 pm via Zoom on 26th February. The second is a full day of training for Subject Leaders within Havering which will be held at CEME on 19th March.

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National SACRE Updates for Havering SACRE Spring 2024

Religious Education in the HMCI Annual report

The Ofsted Annual Report published at the end of November 2023 presents the organisation's findings for the areas they inspect including schools. There is recognition of the challenges faced by teachers of RE and the impact on children.

Ofsted found the following issues in many schools:

- schools failing to meet the statutory requirement to teach RE to all pupils in all year groups;
- pupils not being taught enough substance to prepare them to engage in a complex, multi-religious and multi-secular society,
- non-examination provision typically not being of high quality;
- schools not teaching topics in the RE curriculum deeply enough for pupils to develop a substantial understanding of the subject matter;

Ofsted recommends a coordinated effort by stakeholders to improve the quality of RE in schools including:

- the provision of high-quality professional development
- curriculum publishers identifying clearly what pupils will learn and when
- the government proving clear expectations about RE provision in schools
- non-statutory guidance for RE needing to be updated and include clear information for schools about the breadth and depth of the syllabus they are expected to teach

These findings add weight to the call from many RE Associations for a National Plan for RE and for government support for the National Content Standard published by the RE Council last month.

Extracts from the report relating to RE – quoted in full

From the Curriculum Section of the report:

However, some subjects still do not receive the attention they deserve:

- in many secondary schools, pupils do not benefit from a broad and ambitious music curriculum. In physical education (PE), pupils typically experience a broad range of activities. However, schools do not always ensure that these contribute enough to developing pupils' knowledge and skills.
- in too many primary and secondary schools, the religious education (RE) that pupils receive is of a poor quality and not fit for purpose, leaving pupils ill-equipped for some of the complexities of contemporary society.

Religious education
RE in schools is generally of poor quality. Although it is a statutory subject, schools often consider RE as an afterthought. As a subject on the curriculum, it is under-valued. RE is a complex subject, and the lack of clarity and support from government makes schools' job harder.

Some schools steer through these challenges well, but most do not. We found that:

- many schools do not meet the statutory requirement to teach RE at all stages
- pupils are rarely taught enough substance to prepare them to engage in a complex, multi-religious and multi-secular society (where religion and non-religion play different parts in different people's lives)

- too often, schools do not teach topics in the RE curriculum deeply enough for pupils to develop a substantial understanding of the subject matter
- non-examined RE is typically not high quality.

All pupils should develop a broad and secure knowledge of the complexity of religious and non-religious traditions. It will take coordinated effort by stakeholders to improve the quality of RE in schools:

- schools need high-quality professional development to teach RE well
- curriculum publishers need to identify clearly what pupils will learn and when, building on knowledge over time, so that pupils develop a deep knowledge of the chosen religious and non-religious traditions
- the government should provide clear expectations about RE provision in schools. Schools should follow these. Current non-statutory guidance for RE should be updated and include clear information for schools about the breadth and depth of the syllabus they are expected to teach

National Content Standard for Religious Education

The RE Council of England and Wales has launched its **National Content Standard** for Religious Education in England. At present there is a postcode lottery of RE provision in England, evidenced in the Ofsted **Research Review**, NATRE **primary** and **secondary** surveys, and **analysis of the DfE's own data**. However, until now, there has been no national benchmark.

NATRE Chair, Katie Freeman said,
"It is genuinely encouraging to see so much agreement around the need for a National Content Standard that applies to all types of school in England. I hope that those who choose to work with this benchmark will find it useful to evaluate their own RE curriculum. If this standard achieves widespread support across the sector, that will give us the greatest chance of achieving our vision of securing high-quality teaching and learning in RE/Religion and Worldviews for all pupils in all schools."

You can read the National Content Standard **here** and a blog about it by Deborah Weston **here**.

NATRE Secondary survey on RE: Results

This is an analysis of the data gathered from a questionnaire on impact of political policies on Religious Education in England, RME in Scotland and RVE in Wales. It relates particularly to the level of provision in different types of school, the experience of teachers in relation to initial teacher training and continuing professional development and the type of examination and non-examination courses offered at key stages 4 and 5. Through publicising this survey, NATRE hopes it can be used widely and seeks to make the case for more attention to be paid to the level of provision and quality of our subject in all schools and, in England for there to be a National Plan for RE as recommended by the Commission on RE in 2018.

This tenth survey was conducted during the summer term of 2023 via a number of teacher networks supported by the National Association of Teachers of Religious Education (NATRE), and RE Today Services. The survey was publicised via social media networks and via the electronic networks of other RE organisations including AREIAC, AULRE, and NASACRE. Replies were received from 241 teachers in different parts of the United Kingdom. Respondents did not all respond to every question. Responses that are significantly different, according to school type of the respondent, have also been discussed.

Access the full report

NATRE Secondary Survey 2023

Advanced British Standard Consultation

The DFE are currently consulting on the Advanced British Standard, a potential new qualification framework for 16-19 year olds. The DfE have been advised that current plans have not included the statutory position of RE for those studying 16-19 within a school setting.

Parliamentary question on RE: Supporting and funding RE

Minister of State for Education; Damian Hinds, MP **answered this written question** from Jim Shannon MP as follows:
To ask the Secretary of State for Education, whether her Department plans to take steps to fund network hubs for Religious Education; and if she will make a statement.

Damian Hinds MP, Minister of State for Education responded

"Religious education (RE) is an essential part of a school's curriculum and remains a compulsory subject in all state-funded schools, including academies, to all pupils up to the age of 18. RE develops an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society, as well as serving to inform their own values and behaviour.
Although the Department has not been involved in the establishment of the RE Hubs project, the Department welcomes its work to support teachers and practitioners. The Department currently has no plans to provide funding for the project. The Department does, however, provide support for RE in other ways."

The answer then goes on to cite spending on the new bursary which was finally reinstated this year but is still very small in comparison to other shortage subjects such as geography and languages including Latin, that the Oak National Academy materials which will eventually be rolled out to all subjects and the eight-week funded subject knowledge enhancement courses for potential trainee teachers of RE – again offered to many other subjects.

DfE's annual report and accounts set out government policy:

"Our main levers to support schools are our Curriculum Hub programmes (music, computing, languages, English and mathematics), the Behaviour Hubs programme and our model curricula guidance … (page 72)

A question for any prospective parliamentary candidates; How will you support high quality RE for all pupils in all schools in RE?

House of Lords Debate Quality Religious Education

If you missed it, Religious Education was in the spotlight on January 18th 2024, as the Lords debated standards in RE in the Grand Committee. NATRE worked with the RE Policy Unit to help brief several peers who offered to speak in this debate proposed by Lord Harries of Pentregarth.

In his contribution, Lord Harries of Pentregarth raised concerns about schools' poor quality of religious education (RE) and quoted data collected by NATRE. He also referenced the damning 2023 HMCI Annual Ofsted report from Amanda Spielman, where RE was described as "poor quality" and "not fit for purpose". Ofsted suggested, he said, that RE was "undervalued" and often considered as an "afterthought" by schools and the "lack of clarity and support" from the Government made schools' job "harder".

The peer criticized the lack of government support, citing the survey conducted by NASACRE in August 2023, which found that five authorities declared no spending on RE at all, and a further 34—39 in all, or 31%—stated they did not spend any money supporting RE in schools.

Lord Harries closed his remarks by calling for a National Plan for RE, including a benchmark for the curriculum. He made a list of matters for inclusion in this National Plan.

1. it should include a budgetary provision at least comparable to that received for other subjects such as music;

- the plan should include a benchmark for what is expected from the syllabus,
- that what happens locally should be judged by this benchmark;
- that RE should be taught by people who have qualifications in the subject and who are given regular opportunities to enhance their professional skills,
- that more bursaries and more money for enhanced professional training should be made available to this end.

Responding to the Government, Baroness Barran – parliamentary under-secretary of state for Education, commended Lord Harries for initiating the debate on religious education (RE) and said she appreciated the insightful contributions from other speakers. She highlighted the importance of high-quality RE in a society with a changing religious demographic, emphasising its role in developing children's knowledge, understanding, and tolerance of religious and non-religious beliefs.

Baroness Barran addressed the unique nature of RE, which contributed, she said, to personal, social and academic benefits, fostering respect and providing opportunities for exploring questions of belief, values, and morality. She acknowledged the significant shift in the religious demographic, as Lord Warner and Lady Meacher highlighted, and stressed the importance of adapting to this diversity.

Regarding teacher recruitment and retention, Baroness Barran outlined the Government's efforts to transform teacher training and recruit specialists in RE. Introducing a £10,000 bursary for RE trainee teachers in the 2024-25 academic year aims to incentivise more applicants. She also mentioned subject knowledge enhancement courses and the need for teachers to feel supported in handling sensitive content. She explained the poor recruitment for this year's RE initial teacher education (44%) by saying that the Government had increased the target by around the same amount but failed to acknowledge that the Government had inexplicably cut the target a few years ago, and the target had been restored to previous levels due to the apparent undersupply of secondary RE teachers.

Various speakers contributed to the debate which can be read in full here: **Religious Education in Schools - Hansard - UK Parliament**
Listen via Parliament TV **Parliamentlive.tv - Lords Grand Committee**

RE Featured in Radio 4's Beyond Belief

On Monday 29th January, BBC Radio 4's Beyond Belief focused upon Religious Education. The episode was entitled *What Should We Teach in RE*. Guests discussed the subject's importance, what they think should be taught in the subject and how, alongside challenges faced by RE at this time. The panel included Henna Karin-Sayer (RE teacher and TikTok content creator), Fiona Moss (CEO of NATRE, the National Association of Teachers of RE), Stephen Evans (CEO of the National Secular Society) and Rabbi Benjy Rickman (Head of RE at King David High School, which has a Jewish faith character).

The episode can be listened to on the BBC's website.

Institute for Jewish Policy Research: Key Findings from National Jewish Identity Survey

This study provides a up to date profile of how Jews in Britain understand and live their Jewish lives. It is the largest survey of its kind, being conducted among a research panel of nearly 5000 members and is free to download. Headlines include:
-94% of Jews in the UK say that ethical and moral behaviour make up part of their Jewish identities.
-Nearly 1/3 of Jewish adults had personally experienced antisemitism in the year leading to the survey.
-Over half of British Jewish adults in the UK belong to a synagogue. More than this practice aspects of Jewish religious culture.

The key findings of the report can be found in the film *Who Are Jews in the UK Today?*.

How can SACRE encourage school RE to reflect the picture of lived religion in this report and in the UK in general?

Bayt al Fann: Exploring Art and Culture Inspired by Islamic Tradition

'Bayt al Fann' is Arabic for 'Art House'. It was launched in November 2021 and welcomes all to explore the past, present and future of Islamic art, culture and heritage. It's website is a huge treasure trove of information and examples of art and culture linked to Islam from ancient scriptures to modern calligrafitti and architecture.

For those who want more, there are events and workshops and a new quarterly periodical with the first edition centred around Islamic pattern. There are regular, detailed social media posts across many platforms including Instagram (baytal.fann), Threads (baytal.fann), TikTok (@baytalfann) and X (@BaytAlFann).

List of Resources to Support Schools with Contentious Topics

Together is a coalition of some of the UK's best known organisations that aim to build a kinder, closer and more connected society. As one of its campaigns, 'Together for Humanity' is building a movement to stand against rising antisemitism and anti-Muslim hate in the UK amidst the conflict in the Middle East. The campaign is working to support schools, universities and councils to build bridges in their communities.

It has created a document containing links and information to offer guidance that schools and teachers may find helpful. There are also some resources that could potentially be used with pupils on this document.
Access resource

With which schools should SACRE share this document. How should it be shared?

Training, networking, and other support

NATRE Membership and direct support for teaching

NATRE is the largest RE membership organisation which promotes, defends and supports RE teachers and RE teaching. It does this through producing high-quality resources and CPD, lobbying government, being involved in conversations with the DfE and Ofsted, LAs and SACREs, telling teachers' stories and experiences and being a voice for all teachers.

NATRE currently has membership packages for students, ECTs, teachers, schools, RE professionals and RE enthusiasts!

Details: www.natre.org.uk/membership

RE Today in partnership with NATRE have created a primary curriculum made up of learning pathways for each half term, lesson by lesson power points, retrieval questions, knowledge organisers and much more.

Schools will receive this if they become NATRE school enhanced members which is an annual subscription currently priced at £270 per school.

www.natre.org.uk/primary/retoday-primary-re-curriculum/

NASACRE Training for SACRE members

Wednesday 26th June 6.30-8.30 So you have joined your local SACRE

Description: A rerun of the September session, to help new SACRE members to understand their role, how SACRE works, its statutory responsibilities and how members make their contribution to SACRE's work.

Price: Free

Other training and resources available on the NASACRE site - do log in

Welcome to NASACRE - NASACRE

New RE Today Learning Zone

RE Today Services are delighted to have launched a new e-learning platform that puts teachers in control of their CPD. Courses already available on the Learning Zone include subject knowledge webinars for both primary and secondary teachers on Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi and Non-Religious Worldviews alongside the ever-popular Understanding Christianity course for primary colleagues. Teachers of RE can select those courses and webinars most relevant to them – each can be accessed and used at times convenient for the participants, or even accessed in short bursts over a few weeks or months. More will be added to the Learning Zone over the coming months.

To find out more, please go to RE Today Learning Zone. Login

KS4 Grade Summary by Subject

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN: 60184000

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	671390	113680	8.6	11.1	12.1	16.6	13.9	10.4	13.8	7.5	3.8	1.5	0.7	62.3	72.7	97.8	5.2
-	National (State Funded)	606910	105240	7.3	10.2	11.7	16.6	14.3	10.9	14.7	7.9	4.0	1.6	0.7	60.1	71.0	97.7	5.1
-	LA (State Funded)	2968	762	7.0	10.5	13.8	17.3	14.7	11.3	12.6	5.5	3.7	2.2	1.4	63.3	74.5	96.3	5.2
5401	Abbs Cross Academy and Arts College	165	157	2.5	8.9	10.2	17.8	17.2	15.3	21.0	3.2	2.5	-	1.3	56.7	72.0	98.7	4.9
6905	Drapers' Academy	200	44	2.3	6.8	11.4	13.6	9.1	13.6	22.7	9.1	9.1	2.3	-	43.2	56.8	97.7	4.3
4000	Hall Mead School	198	45	13.3	11.1	24.4	15.6	22.2	4.4	2.2	2.2	-	-	4.4	86.7	91.1	95.6	6.1
4007	Harris Academy Rainham	175	16	18.8	-	12.5	18.8	18.8	6.3	18.8	6.3	-	-	-	68.8	75.0	100.0	5.6
4037	Marshalls Park Academy	229	215	1.9	5.1	10.2	18.1	10.7	12.1	13.0	9.8	8.4	7.4	3.3	46.0	58.1	89.3	4.1
5403	Sacred Heart of Mary Girls' School	120	1	-	100.0	-	-	-	-	-	-	-	-	-	100.0	100.0	100.0	8.0
4014	St Edward's Church of England Academy	86	84	4.8	7.1	15.5	17.9	20.2	13.1	11.9	7.1	2.4	-	-	65.5	78.6	100.0	5.2
5402	The Coopers' Company and Coborn School	199	199	15.6	20.1	18.1	17.1	13.6	8.0	5.5	2.0	-	-	-	84.4	92.5	100.0	6.5
5400	The Frances Bardsley Academy for Girls	231	1	-	-	-	-	100.0	-	-	-	-	-	-	100.0	100.0	100.0	5.0

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN: 60184012

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	671390	12920	8.4	11.7	12.7	17.1	14.0	10.5	12.4	7.9	3.5	1.3	0.6	63.8	74.3	98.1	5.3
-	National (State Funded)	606910	11770	7.8	11.3	12.3	16.9	13.9	10.7	12.8	8.4	3.8	1.4	0.6	62.2	72.9	98.0	5.2
-	LA (State Funded)	2968	149	2.7	4.0	10.1	23.5	23.5	18.8	11.4	4.0	2.0	-	-	63.8	82.6	100.0	5.0
4700	The Campion School	152	149	2.7	4.0	10.1	23.5	23.5	18.8	11.4	4.0	2.0	-	-	63.8	82.6	100.0	5.0

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

KS4 Grade Summary by Subject

QAN: 60188790

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	Q	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	671390	48600	7.1	10.0	11.8	15.6	14.3	11.9	12.8	9.0	5.1	-	1.6	-	58.9	70.8	97.7	5.0
-	National (State Funded)	606910	47060	6.6	9.7	11.6	15.6	14.5	12.1	13.1	9.2	5.2	-	1.6	-	58.0	70.2	97.7	5.0
-	LA (State Funded)	2968	37	2.7	10.8	10.8	32.4	8.1	5.4	18.9	8.1	2.7	-	-	-	64.9	70.3	100.0	5.2
4015	Gaynes School	39	37	2.7	10.8	10.8	32.4	8.1	5.4	18.9	8.1	2.7	-	-	-	64.9	70.3	100.0	5.2

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN: 60300632

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	671390	25130	8.0	10.9	11.4	17.4	13.2	10.0	14.0	7.8	4.9	1.8	0.6	61.0	71.0	97.6	5.1
-	National (State Funded)	606910	24040	7.6	10.6	11.2	17.4	13.2	10.2	14.3	8.0	5.1	1.8	0.6	60.0	70.2	97.6	5.1
-	LA (State Funded)	2968	269	8.9	15.2	13.0	19.7	14.9	9.7	9.3	5.6	2.6	0.4	0.7	71.7	81.4	98.9	5.7
4042	Bower Park Academy	176	22	18.2	-	9.1	9.1	22.7	9.1	18.2	4.5	4.5	-	4.5	59.1	68.2	95.5	5.0
4003	The Brittons Academy	141	21	4.8	4.8	9.5	23.8	19.0	9.5	9.5	9.5	9.5	-	-	61.9	71.4	100.0	4.8
5400	The Frances Bardsley Academy for Girls	231	225	8.4	17.8	13.8	20.4	13.8	9.3	8.4	5.3	1.8	0.4	0.4	74.2	83.6	99.1	5.8

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN: 60300796

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	671390	18330	6.5	9.4	12.5	17.3	14.4	11.3	12.5	8.1	5.8	1.6	0.5	60.2	71.5	97.9	5.0
-	National (State Funded)	606910	17270	6.4	9.2	12.1	16.9	14.3	11.5	12.9	8.5	6.1	1.7	0.5	58.8	70.4	97.8	5.0
-	LA (State Funded)	2968	118	11.0	11.0	19.5	16.1	14.4	13.6	9.3	5.1	-	-	-	72.0	85.6	100.0	5.8
5403	Sacred Heart of Mary Girls' School	120	118	11.0	11.0	19.5	16.1	14.4	13.6	9.3	5.1	-	-	-	72.0	85.6	100.0	5.8

KS5 Grade Summary by Subject

Subject: Religious Studies (4610) / Exam: GCE A level (111)

Est. No.	School/College	NOE	*	A	B	C	D	E	U	X	A*-A	A*-B	A*-E	Avg Pts
-	**National (all entries)**	**14700**	**6.1**	**19.7**	**29.5**	**23.4**	**13.0**	**5.7**	**1.9**	**0.7**	**25.8**	**55.3**	**97.3**	**35.5**
5403	Sacred Heart of Mary Girls' School	16	12.5	6.3	43.8	6.3	25.0	6.3	-	-	18.8	62.5	100.0	35.6
5402	The Coopers' Company and Coborn School	31	-	29.0	45.2	19.4	6.5	-	-	-	29.0	74.2	100.0	39.7
5400	The Frances Bardsley Academy for Girls	6	-	-	66.7	16.7	16.7	-	-	-	-	66.7	100.0	35.0

KS5 Grade Summary by Subject

Subject: Religious Studies (4610) / Exam: GCE AS level (121)

Est. No.	School/College	NOE	A	B	C	D	E	U	X	A-B	A-E	Avg Pts
-	National (all entries)	2070	23.8	24.7	20.5	14.0	8.7	7.0	1.2	48.5	91.8	15.8
5400	The Frances Bardsley Academy for Girls	1	-	-	100.0	-	-	-	-	-	100.0	15.0

LA name	School name
Havering	The Brittons Academy
Havering	Harris Academy Rainham
Havering	Hall Mead School
Havering	Redden Court School
Havering	Emerson Park Academy
Havering	Gaynes School
Havering	Sanders Draper
Havering	The Campion School
Havering	Abbs Cross Academy and Arts College
Havering	The Coopers' Company and Coborn School
Havering	Sacred Heart of Mary Girls' School
Havering	Drapers' Academy
Havering	Hornchurch High School
Havering	St Edward's Church of England Academy
Havering	The Royal Liberty School
Havering	Bower Park Academy
Havering	The Frances Bardsley Academy for Girls

Religious character	School type
None	Academies
None	Academies
None	Academies
Does not apply	Academies
Does not apply	Academies
Does not apply	Academies
None	Academies
Roman Catholic	Academies
None	Academies
Christian	Academies
Roman Catholic	Academies
Does not apply	Academies
None	Academies
Church of England	Academies
None	Academies
Does not apply	Academies
None	Academies

LA Adviser/Contact	% year 7 hours - RE	% year 7 hours - philosophy	% year 8 hours - RE	% year 8 hours - philosophy	% year 9 hours - RE	% year 9 hours - philosophy	% year 10 hours - RE	% year 10 hours - philosophy	% year 11 hours - RE
julia@retoday.org.uk	3.5	z	3.9	z	1.8	z	0.0	z	1.7
julia@retoday.org.uk	8.3	z	9.6	z	9.1	z	1.1	z	1.1
julia@retoday.org.uk	1.1	z	3.7	z	3.7	z	2.1	z	2.0
julia@retoday.org.uk	z	z	z	z	z	z	z	z	z
julia@retoday.org.uk	z	z	z	z	z	z	z	z	z
julia@retoday.org.uk	4.1	z	3.5	z	9.1	z	4.0	z	3.4
julia@retoday.org.uk	3.3	z	3.4	z	3.2	z	3.2	z	3.2
julia@retoday.org.uk	9.1	z	8.4	z	8.2	z	9.2	z	8.9
julia@retoday.org.uk	4.0	z	3.9	z	7.5	z	3.4	z	3.4
julia@retoday.org.uk	5.5	z	3.6	z	3.6	z	6.3	z	8.0
julia@retoday.org.uk	8.0	z	7.8	z	6.0	z	8.2	z	7.8
julia@retoday.org.uk	4.0	z	4.0	z	3.9	z	1.3	z	2.6
julia@retoday.org.uk	z	z	z	z	z	z	z	z	z
julia@retoday.org.uk	4.2	z	4.8	z	8.2	z	8.5	z	0.0
julia@retoday.org.uk	1.4	z	1.6	z	1.6	z	1.4	z	1.2
julia@retoday.org.uk	4.6	z	4.3	z	4.5	z	2.9	z	1.6
julia@retoday.org.uk	5.4	z	5.4	z	5.6	z	5.7	z	5.4

% year 11 hours - philosophy	% year 12 hours - RE	% year 12 hours - philosophy	% year 13 hours - RE	% year 13 hours - philosophy	Total Mixed hours taught	% mixed hours - RE	% mixed hours - philosophy
z	z	z	z	z	0.0	z	z
z	z	z	z	z	0.0	z	z
z	z	z	z	z	0.0	z	z
z	z	z	z	z	0.0	z	z
z	z	z	z	z	0.0	z	z
z	z	z	z	z	0.0	z	z
z	z	z	z	z	0.0	z	z
z	5.7	z	0.0	z	0.0	z	z
z	z	z	z	z	0.0	z	z
z	3.8	z	3.8	z	0.0	z	z
z	5.1	z	4.7	z	0.0	z	z
z	0.0	z	0.0	z	0.0	z	z
z	z	z	z	z	0.0	z	z
z	0.0	z	0.0	z	0.0	z	z
z	z	z	z	z	0.0	z	z
z	z	z	z	z	0.0	z	z
z	4.0	z	3.0	z	0.0	z	z

GCSE (9-1) Religious Studies

DfE No.	SimID	School Name	Grand Total	Total	Uptake	0	1	2	3	4	5	6	7	8	9	4-9	5-9	APS
3114000	12849	Hall Mead School		43					2	1	2	9	7	11	5	6	93%	88%	5.95
3114001	12813	Redden Court School																	
3114003	12829	The Brittons Academy		21				2	2	2	2	4	5	2	2		71%	62%	12.19
3114006	12821	Emerson Park Academy																	
3114007	12831	Harris Academy Rainham		16					1	3	1	3	3	2		3	75%	69%	16.00
3114013	12827	Hornchurch High School																	
3114014	12825	St Edward's Church of England Academy		84				2	6	10	11	17	15	13	6	4	79%	65%	3.05
3114015	12847	Gaynes School		37				1	3	7	3	2	12	4	4	1	70%	62%	6.92
3114016	12801	Sanders School																	
3114025	12839	The Royal Liberty School																	
3114037	12853	Marshalls Park Academy		208			16	18	21	28	27	22	40	21	11	4	65%	51%	1.23
3114042	12841	Bower Park Academy		21				1	1	4	2	5	2	2		4	71%	62%	12.19
3114700	12817	The Campion School		149				3	6	18	28	34	35	16	5	4	82%	63%	1.72
3115400	12837	The Frances Bardsley Academy for Girls		226			1	4	12	19	22	32	46	31	40	19	84%	75%	1.13
3115401	12815	Abbs Cross Academy and Arts College		155				4	5	34	23	28	27	16	14	4	72%	57%	1.65
3115402	12845	The Coopers' Company and Coborn School		199					4	11	16	27	37	34	39	31	92%	84%	1.29
3115403	12843	Sacred Heart of Mary Girls' School		119					6	11	16	17	19	23	14	13	86%	72%	2.15
3116905	12811	Drapers' Academy		44			1	4	4	10	6	4	6	5	3	1	58%	44%	5.82
3117000		Corbets Tey School																	
3117003		Ravensbourne School																	
3117004		Forest Approach Academy																	
311		Havering		1322			18	39	73	158	159	204	254	180	143	94	79%	67%	0.19
921		National																	

GCE (*-E) Religious Studies

DfE No.	SimID	School Name	Grand Tot:	Total	Uptake	E	D	C	B	A	*
3114014	12825	St Edward's Church of England Academy	30	0	0%						
3114700	12817	The Campion School	228	0	0%						
3115400	12837	The Frances Bardsley Academy for Girls	131	5	4%				1	4	
3115402	12845	The Coopers' Company and Coborn School	234	31	13%			2	6	14	9
3115403	12843	Sacred Heart of Mary Girls' School	125	16	13%		1	4	1	7	1	2
3116905	12811	Drapers' Academy	101	0	0%						
3117000		Corbets Tey School	9	0	0%						
3117003		Ravensbourne School	5	0	0%						
3117004		Forest Approach Academy	12	0	0%						
311		Havering	875	0	0%						

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Havering SACRE Action Plan 2023-2024

Objective 1: Support and monitor quality and standards of Religious Education in schools				
Action	Led by	Date	Additional costs	Success criteria
Monitor websites of 1/3 of Havering schools to check compliance with the syllabus where appropriate and that adequate provision is made for RE.		Schools assigned at Autumn meeting. Results should be sent in 2 weeks before Spring meeting.		1/3 school websites monitored, by 2 weeks before the Spring term meeting.
Monitor website findings.		Spring meeting		SACRE has a good understanding of which schools are following the syllabus and the provision in 1/3 Havering schools.
Contact schools in relation to findings on their website.		April 2024		SACRE has a clearer understanding of the RE occurring in the schools contacted.

Receive feedback on training delivered to local primary schools. Contribute to training of local teachers. Monitor Ofsted reports for Havering schools that mention RE. Receive and consider exam and school workforce data. Contact schools in relation to data.		Termly Termly Termly Spring Term April 2024		SACRE knows which training has been delivered. Teachers leading RE in the borough have met at least 3 SACRE members and are able to approach them for help and advice. SACRE has a good understanding of Ofsted's findings in relation to RE in Havering schools. SACRE knows the standard of RE at KS4 and 5 in Havering schools. SACRE has congratulated schools where appropriate and has a better understanding of the data.

Objective 2: Monitor Collective Worship and develop protocols				
Action	Led by	Date	Additional costs	Success criteria

SACRE to make links with governors throughout the borough.		July 2024		Governors and SACRE members attend training session. Good lines of communication between SACRE and governors about collective worship in all schools.
Collective worship training delivered for governors (with as many SACRE members as possible in attendance)		Autumn term		Governors understand the law surrounding Collective Worship and what good Collective Worship looks like. Governors able to judge the standard of Collective Worship in their schools. SACRE has a better understanding of the standards within Havering schools.
Process for determination formalised		July 2024		SACRE able to advise the borough on an appropriate process for determination in Havering schools.

Objective 3: Improve SACRE impact and effectiveness				
Action	Led by	Date	Additional costs	Success criteria
Good representation on all 4 committees		July 2024		No vacancies
Standing item at each meeting on membership and potential members/their organisations contacted in response		Termly		No vacancies
Create a group willing to mentor new members		Autumn meeting		A small group of members who have been on SACRE for over 2 years and who are willing to have an introductory meeting with new members and give them guidance during the first 12 months appointed.
New members offered a mentor		On joining		All new members have a mentor
SACRE members feed back from external training		After training is attended		SACRE hears report from NASACRE conference, any NASACRE webinars and

Ongoing self-evaluation		Termly – 1 section of the NASACRE form focused on per meeting.		any other training attended. SACRE has a clear judgement of its effectiveness and the actions of SACRE take the self evaluation into account.

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SACRE self-assessment tool

SACRE

July 2021
SACRE self-assessment tool
http://www.nasacre.org.uk

The SACRE Self Evaluation Toolkit

Introduction

This tool has been created to help SACREs in their essential role to advise the Local Authority (LA) in meeting the entitlement of pupils across the LA to engage in high quality Religious Education (RE) and Collective Worship (CW) and to support the LA to reflect on its practice. 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 as 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 LA on matters of RE and CW. Like school governors, members are unpaid volunteers who give up their time to support RE and CW locally.

This toolkit is an amended version of the 2015 document. It takes account of changes in inspection arrangements and in the role of LAs, and of the development of maintained schools independent of their LA. It is designed to help individual SACREs evaluate their effectiveness, including considering their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the LA and other key stakeholders.

The toolkit highlights five key dimensions of 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 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 LAs as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document.

Rationale

The SACRE self-evaluation toolkit focuses on the following five aspects of the work of SACREs:

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

Each aspect forms a section within the toolkit and each section is divided into focus questions to help SACREs explore their provision. Descriptors for 'Requires improvement/struggling', '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 LAs. 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 the LA.

SACREs are invited to use the format of this evaluation in conjunction with their annual report.

Section 1: 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?

(Taken from 2010 DfE Checklist for an effective partnership between an LA and its SACRE/ASC)

- Does the LA and the SACRE/ASC carry out their statutory duties? ✓
- Is SACRE/ASC properly resourced and well supported by subject specialist advice and training? ✓
- Do members of the SACRE/ASC have a shared vision and understanding of their aims and purpose, seeking to sustain their positive work in the light of changing needs and priorities?
- Are SACRE/ASC meetings purposeful and focused on the major priorities of improving the quality of RE (and CW) in schools? ✓
- Is the SACRE/ASC well informed about the quality of RE in schools and about wider LA and national priorities and developments affecting the subject? ongoing
- Has the LA adopted a high-quality agreed syllabus that provides a good grounding for planning, teaching and learning in RE and enables the schools to deliver RE as part of a coherent curriculum? ✓
- Is there an effective process of reviewing, revising, implementing, monitoring and evaluating the locally agreed syllabus? ✓
- How far does the SACRE's partnership with the LA enable it to help teachers and schools raise standards in RE and the quality of RE teaching? ✓
- How far does the SACRE contribute effectively to the community cohesion agenda by supporting inclusion in schools and improving engagement within the community? ✓

LAs must adequately fund SACREs to enable them to carry out their statutory duties and to support high quality RE and collective worship in schools.[1] We consider 2% of the CSSB to be a reasonable spend to enable this. LAs must set aside sufficient money to ensure the Agreed Syllabus review can be effective every five years.
We reiterate that as a minimum expectation, LAs must provide the following:

- a clerk ✓
- a professional officer who has expertise in RE curriculum design ✓
- a publicly accessible place to meet ✓ or zoom
- the reasonable expenses of members ✓
- publishing the agreed syllabus and other SACRE materials (including agendas and minutes), most usually on the LA website ✓
- NASACRE subscription and AGM attendance ✓

1. The Minister for School Standards, Nick Gibb MP, included this statement in response to a parliamentary question from Stephen Timms MP: "If the Department is informed that an individual SACRE or ASC is experiencing difficulties in fulfilling its statutory duties, the Department will contact the local authority to remind them of their duty to support their activities satisfactorily."

2021HC Deb,28 March 2018, cW https://questions-statements.parliament.uk/written-questions/detail/2018-03-28/134697

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[1] *ibid.*, page 11

The relationship between a Local Authority and its SACRE is essentially one of partnership and collaboration, with mutual obligations and statutory 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 LA, it is more likely that members of the SACRE will be able to contribute both to SACRE's work and to the LA's wider strategic objectives.

By bringing together many local stakeholders (faith/belief communities, teachers, local politicians and co-optees 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 CW, 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. 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 meeting 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, 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: **1a – Funding: Professional and financial support** *How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?*		
Requires improvement/struggling A SACRE in this position would:	have no financial or management support to help SACRE to meet and operate. Members are unable to communicate with each other. There is no professional support.	☐
Developing A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA receive papers and/or attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions (such as a place to meet and a minute taker) but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	☐
Established A SACRE with established practice would:	access to some 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.	☑
Advanced 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. SACRE has a strategic, costed development plan. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	☐
Where are we and where do we find evidence to support this?	Established – have excellent specialist input but no lead officer from HeLA. We have a wide + diverse membership.	

Key Area: **1b – SACRE meetings** *How purposeful, inclusive, representative and effective are SACRE meetings?*		
Requires improvement/struggling A SACRE in this position would:	not hold regular meetings, if they meet at all. Any meeting held is purely to demonstrate that the LA has allowed SACRE to meet.	☐
Developing A SACRE with developing practice would:	hold meetings regularly with: • routine administrative arrangements • appropriate distribution of agendas and papers Business is dealt with in a prompt and orderly way. There is limited opportunity for SACRE members to contribute to the work apart from attending meetings. Business tends to be focused solely on routine statutory requirements.	☐

Established A SACRE with established practice would:	have good attendance where all four committees are well represented and meetings are quorate. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully, consulting when relevant their representing/sponsoring bodies. There are some opportunities for teachers and representatives of faith and worldview communities to be invited to share their work. 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 CW.	☒
Advanced A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda and strategic development plan. 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 and worldview communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including council venues, local places of worship and schools. Procedures have been put in place so that meaningful contact can be made with and between members outside of SACRE meetings.	☐
Where are we and where do we find evidence to support this?	Established – representatives from all faiths regularly attend and contribute. We seek to re-establish having meetings in places of worship and schools.	

Key Area: **1c – Membership and training** *To what extent is the membership of SACRE able to fulfil SACRE's purpose?*		
Requires improvement/struggling A SACRE in this position would:	have no membership list. SACREs constitution is not fit for purpose and needs revision. The Local Authority struggles to fill all places on SACRE, SACRE members have no regular training provided.	☐
Developing A SACRE with developing practice would:	have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always pursued effectively. There are limited induction and training opportunities for SACRE members.	☐
Established A SACRE with established practice would:	have an active membership that strongly reflects the diversity of the wider religious/worldview and professional community. There is regular induction training and processes for new members. There are good opportunities for SACRE members to participate in training activities.	☐
Advanced 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. There are robust systems in place for succession planning for members and SACRE roles.	☒
Where are we and where do we find evidence to support this?	Advanced – members from throughout the community with induction and other training offered regularly for SACRE members.	

Key Area: **1d – Improvement/development planning** *How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?*		
Requires improvement/struggling A SACRE in this position would:	have no development plan to focus future work. There is no knowledge of areas where the priorities of the LA's development / improvement plan potentially could link to the work of the SACRE.	☐
Developing A SACRE with developing practice would:	have little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. SACRE has limited awareness of national projects or initiatives related to the work of SACRE and so is unable to plan any work or request funding to initiate new work.	☐
Established A SACRE with established practice would:	have a costed development 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. SACRE has awareness of national projects or initiatives related to the work of SACRE and so is able to plan work or request funding to update and review their development plan. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	☒
Advanced A SACRE with advanced practice would:	have a well-defined development plan with clear objectives and success criteria. Resource implications are clearly defined and funding negotiated with the LA or outside funding streams. There is a clear link between the plan and the wider objectives of the LA and also to national innovations.	☐
Where are we and where do we find evidence to support this?	Established – plenty of information disseminated from national projects and from NASACRE	

Key Area: **1e - Information and advice** *How well informed is SACRE in order to be able to advise the LA appropriately?*		
Requires improvement/struggling A SACRE in this position would:	not be supported to gather information (exam results, data, links to schools) or to link with national initiatives including membership of NASACRE.	☐
Developing 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 when the LA wishes to give it rather than ask questions of the LA or receive answers to its request. There is little opportunity to be a critical friend.	☒
Established A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and CW in local schools and given a context within which any school is working. The SACRE receives the information in a way that enables it to act as a critical friend and question the LA's work.	☒
Advanced A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and CW. As a result, SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or	☐

	partnership work to improve standards. This can include advice related to the review of the AS. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	
Where are we and where do we find evidence to support this?	between Developing and Established.	

Key Area: **1f - Partnerships with key stakeholders** *What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?*		
Requires improvement/struggling A SACRE in this position would:	be unaware of local or national agencies. SACRE has no links with sponsoring bodies in their location.	☐
Developing A SACRE with developing practice would:	have little contact with or awareness of other local agencies (e.g. interfaith groups, dioceses), and rarely hears from pupils/students.	☐
Established A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and have some meaningful contact with the groups involved. SACRE members are supported at a national level by their sponsoring body. SACRE members attend the annual NASACRE conference and other training opportunities. Hear from pupils/students as part of their work around high-quality RE and CW.	☑
Advanced A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local interfaith 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 about RE. Representatives of key support networks and higher education providers are regularly involved with the SACRE.	☐
Where are we and where do we find evidence to support this?	Establishe – links with Interfaith Forum	

Key Area: **1g – Relations with the Academies sector** *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?*		
Requires improvement/struggling A SACRE in this position would:	have no opportunity to network with local academies.	☐
Developing 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.	☑

Established A SACRE with established practice would:	have made attempts to include academies on 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, or what is possible between academies in an area.	☐
Advanced SACRE with advanced practice would:	have established the place of academies on SACRE. SACRE has considered systematically the legal and structural options, and established a permanent and sustainable academy presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partner with SACRE.	☐
Where are we and where do we find evidence to support this?	Developing – little responses from Academies to date	

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)

Section 2. 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 aspiration and a spur for action.

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 LA which appointed SACRE. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to adopt an astute and sensitive approach to achieve this overview.

Information to assist SACRE in carrying out its role is likely to come from a range of sources, which 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: **2a - RE provision across the LA**. *How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?*		
Requires improvement/struggling A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	☐
Developing 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 (e.g. a website trawl)	☐
Established 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 AS. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.	☑
Advanced A SACRE with advanced practice would:	build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an 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.	☐
Where are we and where do we find evidence to support this?		

Key Area: **2b - Standards of achievement and public examination entries** *How does SACRE use information about standards and examinations to target support and training for schools?*		
Requires improvement/struggling A SACRE in this position would:	not be given any data to work from, and has no professional support to investigate this at a local and national level.	☐
Developing 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 and the local authority does not adequately invest in professional support for this. Analysis would be limited as would strategies to address issues.	☐
Established 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.	☐
Advanced A SACRE with advanced practice would:	have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.	☐

Where are we and where do we find evidence to support this?	

Key Area: **2c - Quality of learning and teaching.** *How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?*		
Requires improvement/struggling A SACRE in this position would:	not have any knowledge of quality of learning and teaching to target support from the LA and professional support/adviser.	☐
Developing A SACRE with developing practice would:	have little 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 or no professional support in the LA working with the SACRE.	☐
Established A SACRE with established practice would:	have some information regarding the quality of learning and teaching from a range of sources including contact with teachers and pupils. Limited analysis of this information is undertaken; however, this 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	☑
Advanced 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, linked to schools in need.	☐
Where are we and where do we find evidence to support this?		

Key Area: **2d Quality of interaction and communication with leadership and management of RE in schools** *To what extent does SACRE have and pass on information that supports high quality RE in schools*		
Requires improvement/struggling A SACRE in this position would:	not engage in communication with schools.	☐
Developing A SACRE with developing practice would:	have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.	☑

Established A SACRE with established practice would:	have RE key messages communicated regularly into schools. Sends regular updates and information to schools, headteachers and governors. SACRE discussions are used to enhance leadership and management of RE in schools.	☐
Advanced A SACRE with advanced practice would:	have a constructive relationship with senior leaders and subject managers in schools to develop the subject.	☐
Where are we and where do we find evidence to support this?		

Key Area: **2e - Relations with academies and other non-LA maintained schools.** *To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?*		
Requires improvement/struggling A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	☐
Developing 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.	☑
Established 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 and share their advice to these schools. By and large, academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	☐
Advanced A SACRE with advanced practice would:	have a proactive 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.	☐
Where are we and where do we find evidence to support this?		

Successes/ What are we good at? Assisting schools who recognise they need support.

Barriers to success Putting action plans into practice.

Areas for development/ Action points:

- **For the SACRE** Being more pro-active about involving Academies
- **For the LA**

Date of review (1) 22nd. November 2022

Date of review (2)

Date of review (3)

Section 3: 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 (AS) is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good, recent AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact.

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.

LAs are required to review their AS 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 an AS that is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the AS, 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 inclusivity 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 decisions about the AS are 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 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: **3a – The review process** *How does the SACRE review the success of the existing agreed syllabus?*		
Requires improvement/struggling A SACRE in this position would:	not have any way of contacting schools to carry out a review of the existing syllabus. It will not be supported by the LA or professional support.	☐
Developing A SACRE with developing practice would:	have limited arrangements in place to monitor the impact of the AS, particularly in raising standards, providing little or no opportunity to review the effectiveness of the AS. Not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. Unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation from the LA. Have little knowledge of wider recent RE national guidance, research and developments.	☐
Established 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 AS. Have devised a costed action plan in partnership with the LA, and been allocated a sufficient budget for the AS review and relaunch.	☑
Advanced A SACRE with advanced practice would:	have a clear and systematic process for monitoring the effectiveness of the AS built into its development plan. Reviewing the AS includes full consultation with schools and other key stakeholders, including faith communities and academics. 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 design/distribution costs. There is a strong sense of shared ownership of the prospective AS review, with clear targets for what needs to be achieved.	☐
Where are we and where do we find evidence to support this?	Review forms - follow up letters to schools.	

Key Area: **3b – The quality of the local Agreed Syllabus** *How well does the locally Agreed Syllabus promote effective learning & teaching in RE? Is it "fit for purpose"?*		
Requires improvement/struggling A SACRE in this position would:	not have knowledge of other agreed syllabi nationally. Not have access to professional support with a national knowledge of high quality teaching and learning in RE.	☐
Developing A SACRE with developing practice would:	ensure that the AS sets out what is to be learnt at each Key Stage. Progression in RE is stated, but this does not link directly to the learning and there is no clear expectation of quality learning in the AS.	☐
Established A SACRE with established practice would:	ensure that the AS 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. Ensure that the AS development has involved teachers and meets their needs.	☑

Advanced A SACRE with advanced practice would:	ensure that the AS 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 resources and provision in schools. References latest RE research that is relevant to help pupils make good progress in RE.	☐
Where are we and where do we find evidence to support this?	Still investigating AS is of good quality	

Key Area: **3c – Launching and implementing the Agreed Syllabus** *How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?*		
Requires improvement/struggling A SACRE in this position would:	not have a launch for the new syllabus. Not have any in-service training for teachers/schools for implementing the new AS. Not have the mechanisms to advertise, promote and share the syllabus with local schools.	☐
Developing 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 AS by a shortage of financial and human resources.	☐
Established 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. Provides additional guidance or extended training on using the AS over its life.	☑
Advanced A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the AS a high profile as an important development in the work of the LA and local community. The launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors. Provides effective training on implementing the AS, which is supported by all schools, leads to teachers being clear about standards and expectations in the AS and the implications for teaching and learning. 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.	☐
Where are we and where do we find evidence to support this?	Good recent launch. RE coordinators enjoy good in service training	

Key Area: **3d – Membership and training of the Agreed Syllabus Conference (ASC)** *To what extent is the membership of ASC able to fulfil its purpose?*		
Requires improvement/struggling A SACRE in this position would:	not have the structures in place to convene an ASC. Not have any admin and advisory support for its work.	☐

Developing A SACRE with developing practice would:	have a membership that fulfils basic statutory requirements. Limited induction and training opportunities; members are unclear of their roles, or how an AS can be structured. Particular faith or belief groups or teachers from different phases do not attend. 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.	☑
Established A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious/worldview and professional community. Some opportunities for members' training and the purpose and action plan for the work of the ASC are clear. 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.	☑
Advanced A SACRE with advanced practice would:	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 to ensure this voice is added into the process. There is a strong, co-ordinated programme of induction and training opportunities for members. 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. Provide effective admin to support the process	☐
Where are we and where do we find evidence to support this?	Need ~~more~~ wider diversity on SACRE. Training is offered Highlighted areas are positive.	

Key Area: **3e - Developing the revised agreed syllabus** *How robust are the processes for producing a strong educational Agreed Syllabus?*		
Requires improvement/struggling A SACRE in this position would:	not have an agreed plan linked to finance for developing their AS. Have met the five-year review deadline of revising and publishing a new AS.	☐
Developing A SACRE with developing practice would:	have no clear structure for developing a new AS. 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 AS with teachers, SACRE members and the local religious/worldview communities.	☐
Established 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 AS which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	☑
Advanced A SCRE 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 AS has a clear framework for progression and challenging learning	☐

Where are we and where do we find evidence to support this?	Good leadership

Key Area: **3f - Making best use of National Guidance** *How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)*		
Requires improvement/struggling A SACRE in this position would:	not be aware of national documentation in relation to the AS review process and are therefore unable to use this guidance appropriately.	☐
Developing A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the AS review process and are unable to use national guidance in a coherent way. 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 holistic education of the child.	☐
Established A SACRE with established practice would:	be aware of national documentation and some of its implications for the AS review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the AS to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	☑
Advanced A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised AS, while ensuring their work reflects local circumstances. 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.	☐
Where are we and where do we find evidence to support this?	More information needed from schools as to links between RE + other subjects.	

*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"; CoRE; Big Ideas in RE publication 1 & 2; Ofsted RE literature review

Successes/ What are we good at? Reviewing process. All members encouraged to contribute to meetings. Practical application of national guidance.

Barriers to success Lack of response from schools - not enough information on school websites.

Areas for development/ Action points:

- **For the SACRE** → Diversity of membership.
- **For the LA** continued support from councillors

Date of review (1)

Date of review (2)

Date of review (3)

SACRE

Section 4. 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 CW 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 CW in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from headteachers in community schools that the requirement for CW 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 CW.

CW can be a rich and rewarding element of the curriculum as a whole and SACREs have the opportunity to enhance its quality by offering appropriate guidance and support.

Key Area: **4a – Supporting pupil entitlement** *What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?*		
Requires improvement/struggling A SACRE in this position would:	not have any knowledge regarding the provision of CW nor have any mechanism in place to gain such knowledge.	☐
Developing A SACRE with developing practice would:	be unaware of the issues facing schools in providing CW as part of the pupil entitlement. Provide little advice or support towards fulfilling pupil entitlement to CW.	☐
Established A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges schools face in providing CW. Provide some advice in support of delivering pupil entitlement. Seek to ensure that schools had access to, and advice on, appropriate resources for the delivery of CW.	☑
Advanced 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. Periodically review its strategies for supporting pupil entitlement.	☐
Where are we and where do we find evidence to support this?	Website; speak to appropriate teacher Established	

Key Area: **4b – Enhancing the quality of provision of collective worship** *How does SACRE seek to influence the quality of collective worship in the LA's schools?*		
Requires improvement/struggling A SACRE in this position would:	not be able to influence the quality of CW due to lack of support either from the LA or CW/RE professional. Have no knowledge of what good quality CW in schools looks like.	☐
Developing A SACRE with developing practice would:	not be adequately supported by the LA / RE professional to promote quality provision of CW. Have agenda items about CW dominated by the issue of how SACRE obtains data. Have little understanding of the nature and potential of CW and of what effective provision in each school might be.	☐
Established A SACRE with established practice would:	have occasional agenda items on CW, with some insight into how it is being delivered in the LA's schools. Understand what effective provision is, but SACRE members have little 'hands-on' experience of CW. Promote in-service support for teachers with responsibility for CW. Advise on enhancing quality of provision.	☑ +
Advanced A SACRE with advanced practice would:	have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools. Have first-hand experience of CW in schools. Disseminate good practice in consultation with schools and teachers. Sponsor an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.	☐
Where are we and where do we find evidence to support this?	visit to school to observe Established + Advanced –	

Key Area: **4c – Responding to requests for determinations** *How robust are SACRE's procedures for responding to requests from schools for a determination?*		
Requires improvement/struggling A SACRE in this position would:	not have any understanding of what a determination is. Have no documentation for schools to use to make application for a determination.	☐
Developing A SACRE with developing practice would:	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, due to a lack of support provided to SACRE by the LA via a professional officer. Found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.	☐
Established A SACRE with established practice would:	be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process. Have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions. Responds in an adequate but piecemeal fashion, when requested for a determination, without a systematic overview of this area of work.	☐
Advanced	be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities. Have a well-established and effective framework for responding to requests, with which	☐

A SACRE with advanced practice would:	members are familiar and comfortable. 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. Periodically review all existing determinations together with keeping the guidance from the RE professional.
Where are we and where do we find evidence to support this?	We have little experience in this aspect.

Successes/ What are we good at? Overview of provision

Barriers to success Lack of Info from Schools in Some cases

Areas for development/ Action points:

- **For the SACRE** More LW on agenda. Determinations?
- **For the LA** Determinations?

Date of review (1)

Date of review (2)

Date of review (3)

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"[2].

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. There is evidence that this is happening

Key Area: **5a – SACRE's membership** *How representative is SACRE's membership of the local community?*		
Requires improvement/struggling A SACRE in this position would:	rarely meet and its membership will include many vacancies. The LA needs to review its membership and constitution in partnership with the SACRE and fulfil its obligations to convene an appropriately diverse SACRE	☐
Developing A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community. Membership needs to be reviewed.	☑
Established	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.	☐

[2] 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 Cantle Report in 2001.

A SACRE with established practice would:		
Advanced 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 or Christian communities). Endeavours 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.	☐
Where are we and where do we find evidence to support this?	Minutes, Attendees for meetings	

Key Area: **5b SACRE's understanding of the local area** *How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?*		
Requires improvement/struggling A SACRE in this position would:	meet rarely and this aspect of membership would not be an agenda item when they meet.	☐
Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	☐
Established 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 and have a relationship with local interfaith groups and the work that they do in the locality.	☑
Advanced A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area. 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 interfaith groups. Be aware of the impact of this local context on schools and on the provision for RE and CW in those schools.	☐
Where are we and where do we find evidence to support this?	SACRE meetings, 4 reps from Havering Interfaith Forum.	

Key Area: **5c – SACRE's engagement with the community cohesion agenda.** *How much does SACRE understand the contribution which RE/CW can make to a schools' provision for community cohesion?*		
Requires improvement/struggling A SACRE in this position would:	have little or no grasp of what community cohesion means and little understanding of the contribution which RE can make to the community cohesion agenda. Have no opportunity to promote RE's contribution to cohesion.	☐

Developing 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. Have little opportunity to promote RE's contribution to cohesion.	☐
Established A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. Understand and have a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work.	☑ ☐
Advanced 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. SACRE members 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 AS and related guidance.	☐
Where are we and where do we find evidence to support this?	Seeking to increase access to schools with the limited authority bearing in mind the large no. of MATS.	

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?*		
Requires improvement/struggling A SACRE in this position would:	be given no information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	☐
Developing A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	☑
Established 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.	☐
Advanced A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area. Aware of local interfaith groups and in regular communication with them to ensure opportunities to support high quality RE/CW in schools.	☐
Where are we and where do we find evidence to support this?	LA are promoting private initiatives, rather than taking a leading role. Community cohesion projects are well promoted. but doesn't give SACRE an opportunity to discuss.	

Successes/ What are we good at? Enthusiastic with role SACRE can play.

Barriers to success Achieving a full Quorum. Relationship with MATS.

Areas for development/ Action points:

- **For the SACRE** To get a full house of all the faiths & a stronger relationship with MATS.
- **For the LA** – To become more actively involved with initiating projects

Date of review (1) 12.11.22.

Date of review (2)

Date of review (3)

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.

Havering SACRE Information from School websites on RE/Acts of Collective Worship

The Havering SACRE is examining what schools publish about their provision for RE and collective worship as part of its duty to:

- monitor provision and standards in religious education;
- advise on methods of teaching, choice of materials, and provision of teacher training;
- support schools in reviewing and self-evaluating their provision for religious education and collective worship

Many thanks to Haringey SACRE and Anita Compton on whose work this is based.

School Clockhouse Primary School	Has the school published the content of the RE curriculum for each academic year? Yes Is this in line with the Havering Agreed Syllabus for RE? Yes	Secondary - Is a GCSE course offered in Key Stage 4? N/A	Secondary - Is there a non GCSE KS4 RE curriculum shown? N/A
Notes			

Does the website also include:

A RE policy? (primary only) **No**

Information about collective worship? **Yes**

A nominated RE leader?

Name: Miss Burrell

Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? Describe below:

Visits to Church and Synagogue

Overall impression of RE on school website

Good, everything there except an RE policy (although there is a curriculum document that perhaps covers similar themes)

Contact school? N

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School: Harrow Lodge Primary School	Has the school published the content of the RE curriculum for each academic year? Yes Is this in line with the Havering Agreed Syllabus for RE? Yes	Secondary - Is a GCSE course offered in Key Stage 4? Yes/No Short Course/Full Course/Not known	Secondary - Is there a non GCSE KS4 RE curriculum shown? Yes/No
Notes	The names of specific units taught from EYFS to Year 6 are outlined in a Long Term Plan for RE		

Does the website also include:

A RE policy? (primary only): While there is an extensive list of policies on the website, RE is not one of them.

Information about collective worship?
Yes – A Collective Worship Policy is available on the website

A nominated RE leader? Yes

Name: Ms N. Howard (RE (and Music) Lead)

Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? Describe below: Not visible on the website

Overall impression of RE on school website: Good. The aim of RE is clearly accessible on the website, with full details given of the RE units being taught across the school. Policies are easy to find – this could be improved further with the addition of the RE Policy.

Contact school?

Yes – Recommend that they place their RE Policy on the website

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School: Harrow Lodge Primary School	Has the school published the content of the RE curriculum for each academic year? Yes Is this in line with the Havering Agreed Syllabus for RE? Yes	Secondary - Is a GCSE course offered in Key Stage 4? Yes/No Short Course/Full Course/Not known	Secondary - Is there a non GCSE KS4 RE curriculum shown? Yes/No
Notes	The names of specific units taught from EYFS to Year 6 are outlined in a Long Term Plan for RE		

Does the website also include:

A RE policy? (primary only): While there is an extensive list of policies on the website, RE is not one of them.

Information about collective worship?
Yes – A Collective Worship Policy is available on the website

A nominated RE leader? Yes

Name: Ms N. Howard (RE (and Music) Lead)

Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? Describe below: Not visible on the website

Overall impression of RE on school website: Good. The aim of RE is clearly accessible on the website, with full details given of the RE units being taught across the school. Policies are easy to find – this could be improved further with the addition of the RE Policy.

Contact school?

Yes – Recommend that they place their RE Policy on the website

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Phase	Academy/Trust	School	Monitoring year, 1=2022/23 2=2023/24 3=2024/25	SACRE Member	Completed
Secondary	Loxford School Trust	Abbs Cross Academy & Arts College	1	John Smailes	
Infant	Ardleigh Green Learning Federation	Ardleigh Green Infant	1	Sidra	
Junior	Ardleigh Green Learning Federation	Ardleigh Green Junior	1	Wendy	Yes
Primary	Life Education Trust	Benhurst Primary	1	Peter	Yes
Secondary	Empower Trust	Bower Park School	1	Tariq	
Primary		Brady Primary	1	Dawn	
Primary		Branfil Primary	1	Luthaneal	Yes
Primary	Learning Federation	Broadford Primary	1	John Lester	Yes
Primary		Clockhouse Primary School	1	George	Yes
Primary	Reach 2 Academy Trust	Concordia Academy	1	Barry	Yes
Secondary		Coopers' Company & Coborn School	1	Ruth	
Special		Corbets Tey School	1	Stephanie	
Primary	Growing Together Federation	Crowlands Primary	1	Kathryn	Yes
Infant		Crownfield Infant	1	Cllr Ruck	
Junior	The Learning and Achieving Federation	Crownfield Junior	1	Cllr Tumilty	
Primary	Life Education Trust	Dame Tipping C.of.E Primary	1	Sidra	
Secondary	Drapers' Multi-Academy Trust	Drapers' Academy	1	Wendy	Yes
Infant	Drapers' Multi-Academy Trust	Drapers' Brookside Infant School	1	Peter	Yes
Junior	Drapers' Multi-Academy Trust	Drapers Brookside Junior	1	Tariq	
Primary	Drapers' Multi-Academy Trust	Drapers' Maylands Primary School	1	Dawn	
Primary	Drapers' Multi-Academy Trust	Drapers' Pyrgo Priory School	1	Luthaneal	Yes
Primary	The Aspire Learning Federation	Elm Park Primary	1	Barry	Yes
Secondary		Emerson Park Academy	1	Ruth	
Primary		Engayne Primary	1	Kathryn	Yes

Special	Lime Academy Trust	Forest Approach Academy (Lime Academy Trust)	1	Kamal	
Secondary	Loxford School Trust	Gaynes School	2	John	
Primary		Gidea Park Primary	2	John	
Primary	Empower Trust	Hacton Primary School	2	Tariq	
Secondary	Empower Trust	Hall Mead School	2	Tariq	
Primary		Harold Court	2	Peter	
Primary		Harold Wood	2	Peter	
Secondary	Harris Federation	Harris Academy Rainham	2	Karen	Yes
Primary	Partnership Learning	Harrow Lodge Primary	2	Karen	Yes
Primary		Hilldene	2	Jenny	
Secondary	Partnership Learning	Hornhurch High	2	Jenny	
Primary		Hylands	2	Marlene	
Primary		Langtons Infant	2	Marlene	
Primary	Reach 2 Academy Trust	Lantons Junior	2	Sidra	
Secondary	South West Essex Community Trust	Marshalls Park	2	Sidra	
Primary		Mead	2	Wendy	
Primary		Nelmes	2	Wendy	
Primary	The Growing Together Federation	Newtons	2	Ruth	
Primary	Oasis Community Learning	Oasis Academy Pinewood	2	Ruth	
Primary		Parklands	2	Stephanie	
Primary		Parsonage Farm	2	Stephanie	
Primary		Rainham Village	2	Barry	
Secondary	SFAET	Redden Court	2	Barry	