



**STANDING ADVISORY  
COUNCIL ON RELIGIOUS  
EDUCATION  
AGENDA**

6.00 pm

**Monday  
8 November 2021**

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):**

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  
George Prinn, Humanism

**Group B**

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

Mrs Stephanie Ellner  
Ruth Everett  
Marlene Wylie

**Group C**

**Representing  
teachers (4):**

Clare Beech  
Kathryn Everitt  
Terry Riches

**Group D**

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

Councillor Philippa Crowder  
Councillor Judith Holt  
Councillor Jason Frost  
Councillor Osman Dervish

---

Councillor Viddy Persaud

**For information about the meeting please contact:  
Michelle Morgan 01708 433879  
SACRE@haverling.gov.uk**

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

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

Reporting means:-

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

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

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

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

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

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

**AGENDA ITEMS**

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

**2 NEW OR SUBSTITUTE MEMBERS**

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

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

To agree as a correct record the minutes of the meeting held on 29 June 2021 (attached) and to authorise the Chair to sign them and to address any matters arising therefrom.

**4 UPDATE ON SCHOOL ACTIVITY (Pages 7 - 8)**

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

**5 NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION (Pages 9 - 12)**

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

**6 ANNUAL REPORT (Pages 13 - 24)**

To receive and approve the Annual Report 2021.

**7 WORLDVIEWS VIDEO**

SACRE Members to watch a short film with regards to the meaning of 'Worldviews'

**8 ANY OTHER BUSINESS**

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

**9 DATE OF NEXT MEETING**

To note that the Spring term 2022 SACRE meeting will take place on Monday 21<sup>st</sup> March 2022 at 6pm.

**MAUREEN SMITH  
Clerk to SACRE**

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

**29 June 2021(6.00pm – 7.10pm)**

The meeting took place via zoom (video-conferencing platform)

Present:

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

Wendy Brice-Thompson, Roman Catholic (Chair)  
Mr Om Dhir, Hindu  
Peter Feinson, Baptist  
Jenny Fox, Salvation Army  
Dawn Ladbrook, Evangelical Free Church  
Dr John Lester, Baha'i faith  
Tariq Mahmood, Sunni Muslim  
Nasir Mubasher, Ahmadiyya Muslim  
John Smailes, Evangelical Free Church

### **Representing the Church of England (Group B):**

Ruth Everett  
Marlene Wylie, Church of England

### **Representing teachers (Group C):**

Clare Beech  
Kathryn Everitt

### **Representing the Local Authority (Group D):**

Councillor Philippa Crowder  
Councillor Osman Dervis  
Councillor Jason Frost  
Councillor Robby Misir  
Councillor Viddy Persaud

### **Professional advisers:**

Julia Diamond-Conway (JDC)  
Deborah Weston (DW)

Michelle Morgan – Clerk

Chair's  
Initials

## 1. APOLOGIES FOR ABSENCE

Apologies for absence were received from the following; Barry Smith, Stephanie Ellner, Councillor Holt, Terry Riches and Rabbi Lee Sunderland

The absence of the following Members was noted; Luthaneal Adams, Sansar Narwal, Pastor Aloysius Peter, Kamal Siddiqui and Kirsty Fanning.

## 2. NEW OR SUBSTITUTE MEMBERS

Councillor Robby Misir was welcomed to the meeting as a substitute for Councillor Judith Holt.

## 3. MINUTES OF MEETING HELD ON 23 MARCH 2021 AND MATTERS ARISING

3.1. The notes of the meeting held on 23 March 2021 were received and agreed. It was however noted that Ruth Everett had technical issues accessing the meeting and therefore had not sent in her apologies in advance.

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

### 3.2.1. Minutes (Minute 3.1, refers):

The Minutes had been watermarked as approved.

### 3.2.2. National Developments in Religious Education (Minute 8, refers)

The Chair reported that she had not yet received a response from the Arts Council. Cllr Frost explained that he had raised the issue with the Havering Arts Council however that was some time ago acknowledging that many of their activities had been curtailed due to the pandemic.

## 4. AGREED SYLLABUS

Julia Diamond-Conway referred to the update provided in the local report with regards to the Agreed Syllabus. It was noted that the Lead Member for Education had authorised a Director to make the decision regarding the syllabus which had now been agreed. Formal written confirmation was awaited from Susan Sutton (Quality Assurance Manager) before work commenced.

It was hoped that 9 units of work and resources would be written and sourced by the end of the autumn term in readiness for sharing with staff in the spring term. A further 9 units would be prepared in readiness for the

summer term where staff would be consulted and feedback sought. It had not yet been decided how staff would give their feedback however as there would be an increase in Subject Leader meetings from September (2 per term) it was envisaged that these sessions could facilitate this work. The Agreed Syllabus would be launched in 2022.

Deborah Weston confirmed that Redbridge had given their approval to move forward with the work. The Chair had also written the foreward.

The Chair congratulated Julia Diamond-Conway and Deborah Weston for the great progress made.

## **5. UPDATE ON SCHOOL ACTIVITY**

Questions and/or comments were invited from SACRE Members with regards to the Local Update report.

Members welcomed the more cross curricular approach to Religious Education. This was echoed by Julia Diamond-Conway who stated that student's understanding of the importance of faith in human society was integral to discussions in all subjects for example, English, Drama and History. A number of resources had been researched and example novels were provided where the main characters were from different faith backgrounds such as;

Planet Omar – Zanib Mian

The Proudest Blue – Ibtihaj Muhammad and S K Ali

Tale of Angelina Brown – David Almond

The Chair emphasised the importance that children were able to recognise themselves in the texts read at school. The diversity in texts was welcomed by all SACRE Members.

Marlene Wylie reported that the expectation within the New Ofsted Framework was for schools to make meaningful cross curricular links. It was noted that Hallmead School had arranged a session for secondary SLTs with Christine Council who had been the keynote speaker at NATRE.

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

SACRE Members received the National Update (Summer 2021) report and noted the key outcomes of Ofsted's RE research review (published on 12 May 2021).

Julia Diamond-Conway highlighted the high quality video resources referred to in the report.

## **7. NATRE RESEARCH REVIEW**

Deborah Weston advised that the 7 areas of the NATRE Research Review (which had included a comprehensive appendix explaining the legal context of RE and inspection arrangements) had been identified for further discussion in break out rooms.

*SACRE Members were given 10 minutes to discuss before feeding back to the group.*

A summary of the feedback is provided below:

- **Prioritising RE in the curriculum;**
  - Inevitably, the prioritisation of RE in schools would depend on the management of each school and the enthusiasm of the Subject Leader.
  - Teachers had to ensure a full coverage of the RE curriculum. Teaching of different Faiths had to be balanced. Although it was challenging to cover the number of religions, adequate time had to be allocated to each in order to have enough depth of knowledge to understand a particular Faith.
- **The importance of CPD and subject knowledge;**
  - CPD for staff was paramount however it also had to be appropriate for each different member of staff as some teachers would not have received specialist teaching in RE. It was also important to make connections with religious establishments who could support this understanding and even offer support by coming into school. Tariq Mahmood shared his experience of going into schools to talk about his Faith and work with the Islamic Centre.
  - Other methods of teaching could be impactful for pupils such as looking at different types of food to being a certain faith to life.
- **Three types of knowledge;**
  - The importance of clarifying what was meant by each of the terms; 'substantive', 'ways of knowing' and 'personal knowledge' was noted.
- **Collectively enough;**



- It was not possible at primary level to ‘dig deep’ into all religions; this would be undertaken at secondary level on the basis that as pupils move through year groups, their understanding would develop.
  - A group highlighted that none of them had been confident in having a true knowledge of the secondary landscape within Havering in terms of the RE CPD offer.
  - What is connective enough? A group had explored how much time could be spent on each religion? There were 9 recognised world religions; do you cover them all on a more superficial level or take a few at a deeper level? Would this also depend on the context of each school and its community? It was felt that it would be beneficial to explore common aspects of belief and to give students time to acquire knowledge and then challenge assumptions. The concern was also raised about how to best introduce more minority religions.
- **Balance;**
    - Thanks were passed onto teachers for the amazing job they do in ensuring good quality RE in Havering schools. Going out to visit religious buildings/places of worship was another way to give greater context to different faiths.
  - **Weak Framing;**
  - **School decisions that limit high quality RE;**

SACRE Members were thanked for their contribution to the discussion.

Clarification was given as to the meaning of ‘world view’ which referred to both religious and non-religious world views. There ARE 2 different types of ‘world view’ – personal world view which might be shaped by experiences learnt from parents, friends and life experiences and the other type was institutional; the view of lots of people such as the ‘Christian world view’ or the ‘Humanist’ for example.

It was agreed that at the next meeting a video would be shown to SACRE Members to give further clarification.

**ACTION: HGS**

## **8. VIRTUAL VISITORS AND VISITS PROJECT**

SACRE Members were advised that although unfortunately Havering SACRE had not secured the Westhill/NASACRE grant, there were still

Chair's  
Initials

some places of worship working on producing some virtual resources; the Synagogue and Islamic Centre. It was noted that the tour of St Andrew’s Church had been finalised.

**9. ANY OTHER BUSINESS**

The following additional business was discussed:

- Information from RE Today with regards to anti-racist materials would be shared by Ruth Everett. All secondary colleagues were encouraged to make use of these free resources.

**ACTION: R Everett**

- The suggestion was made to have a regular article in the HSIS termly update in order to ensure colleagues kept up to date with current RE research. Julia Diamond-Conway responded that she had contributed in the past with updates from SACRE however agreed that an article could be written referring to the RE research.
- The following free resource webpage was shared:  
[www.reonline.org.uk/research](http://www.reonline.org.uk/research)
- SACRE Members were advised that this would be Deborah Weston’s last Havering SACRE due to a house move out of the area. The Chair thanked Deborah for her support and guidance which was echoed by all those present.

**10. DATES OF MEETINGS IN THE NEXT ACADEMIC YEAR**

The following date was noted for the next meeting:

Monday 8 November 2021

The meeting closed at 7.10pm.

Chair.....

Date.....

Chair’s  
Initials

## Havering SACRE, Local RE update: Autumn 2021

This year, the amount of Subject Leaders' Network meetings has doubled, meaning that there will be 2 sessions each term. Both are virtual meetings this term with the first being held from 4-5:30pm on 23<sup>rd</sup> September. At this meeting, Subject Leaders were introduced to 2 projects that will be running throughout the year.

The first concentrates on improving RE within one's own school. Subject Leaders who wish to participate are currently surveying members of their school community and auditing their school's RE provision, ready for January's session in which we will discuss the results of their findings and how to address any areas for development. To help focus on work in school, in September's meeting Subject Leaders concentrated on their personal strengths and areas for development as leaders.

The second project has a focus on planning, with all Subject Leaders being invited to consider and comment upon proposed new unit plans for the RE Agreed Syllabus.

The next meeting will be held on 24<sup>th</sup> November, 4-5:30pm. The group will think about how to create an effective medium term plan from one of the borough's unit plans and known RE teaching strategies.

This page is intentionally left blank

## Havering SACRE, National Update 8<sup>th</sup> November 2021

### Spirited Arts: NATRE's annual competition for creative RE

Once again, in the 17<sup>th</sup> year of its work, the Spirited Arts competition has had over 25 000 entries nationwide and some stunning winners are available to view on the NATRE web gallery where themes for the next competition are also announced. There are 5 themes:

- "We have more in common than that which divides us." (Jo Cox MP, in association with the Jo Cox Foundation)
- God's good earth? ("Beautiful World, wonderful God?") An environmental theme in RE
- Searching for God
- A view of the world. Connecting to current ideas about worldviews
- Celebrations: Big days and big ideas

NATRE are providing online recorded training about the competition and schemes of work for primary and secondary schools to use to engage with the opportunities. It runs for the full year till 31/7/22.

*How could we encourage our schools to take part in this?*

### Holocaust Memorial Day 2022

Holocaust Memorial Day is 27<sup>th</sup> January. SACREs, LAs and schools can find a wide variety of resources on the [Holocaust Memorial Day Trust](#) website. The Trust is keen to encourage schools to mark HMD, especially at a time when hate crime, intolerant/extremist views, anti-Semitism and anti-Muslim hate is increasing. There are several resource providers for Holocaust Education.

*How does SACRE support events such as Interfaith Week and Holocaust Memorial Day?*

### Statutory Inspection of Anglican and Methodist Schools (SIAMS)

After being paused in March 2020, the Church of England Education Office (CEEO) announced that SIAMS inspections would resume in October 2021. A new national team has been appointed to manage the restart and schedule inspections in the future. More information, including a list of schools likely to be inspected in the academic year 2021-2022, can be found here: [SIAMS Inspections | The Church of England](#) .

### NASACRE News

2021 was NASACRE's first online conference, with multiple speakers and 10 breakout rooms hosting over 200 delegates. The conference report can be found [here](#).

The 2022 AGM and Conference will be held at the **Macdonald Burlington Hotel, Birmingham, on Monday 23 May 2022**. The theme is *Ambitious SACREs* and the NASACRE conference team is now beginning to pull the programme together. Thanks for all your suggestions about what you need from our training days to support your local work.

NASACRE have put together an online training programme this year. Some sessions may be of especial interest to SACRE members. The programme can be found [here](#).

*How can SACRE engage with NASACRE in the coming academic year?*

## Research into public perception of an education in religion and worldviews

In summer 2021, Culham St Gabriel's Trust commissioned a survey to understand more about public perception of an education in religion and worldviews. The language used in the questions was chosen to try to avoid these misconceptions and to collect a more accurate set of data about what people thought about modern RE.

### Some key findings:

Nearly two thirds (64%) of the UK adult population think that an education in religion and worldviews (or RE) is an important part of the school curriculum today, with a further 65% agreeing that the subject has an impact on people's ability to understand each other in wider society.

Find out more here: [Research into public perception of an education in religion and worldviews \(natre.org.uk\)](https://natre.org.uk)

*How can SACRE capitalise on these findings to further improve RE provision in the LA?*

## Religious Studies: Public Examinations

### Call for National Plan as Religious Studies GCSE entries fall

The number of pupils taking GCSE Religious Studies in England and Wales has fallen slightly in 2021, despite previously remaining stable since 2017. To safeguard the subject, the Religious Education Council of England and Wales and the National Association of Teachers of RE are calling for a National Plan, as recommended by the Commission on RE in 2018, to be funded by Government.

In England, RS GCSE entries for the full course fell by 2.4 percent to 221,419 compared with 226,767 in 2020. In Wales, entries rose by 3.6 percent from 9,997 in 2020 to 10,358 in 2021. Overall entries in England, including both full and short courses, fell by 3.4 percent to 237,091, compared with 245,544 in 2020. In Wales, combined entries fell by 5.4 percent from 15,436 in 2020 to 14,583 in 2021.

By comparison, GCSE entries to other humanities increased this year, with Geography entries up 4.1 percent to 274,715 and History up 0.8 percent to 286,706.

### Hundreds more opt for Religious Studies at A-level in 2021

The number of Religious Studies A-level exam entries has increased 6.1 percent year on year. The subject outperformed other A-level subjects as a whole, which increased by 5.1 percent, with a greater increase than most other humanities subjects. Read NATRE's full press release here: [A Level results media release FINAL v2 10-08-21.pdf \(natre.org.uk\)](#)

*How do these figures compare with the picture in our LA? What action (if any) should SACRE be taking?*

## CPD and networking opportunities

### Strictly RE - 29 & 30 January 2022

Strictly RE is back! NATRE will be hosting its national annual conference online throughout the last weekend in January. Strictly RE updates will appear on the [NATRE](#) website.

### #REChatUK twitter forum

**Occurs the first Monday of every month in term time.**

The next one is 6<sup>th</sup> December 2021, on the topic of teaching about the Hindu dharma.

## Buddhist Resources: A request for help

Culham St Gabriels is asking for assistance from members of the Buddhist community with project to produce resources.

Dr Kate Christopher writes that the request comes from:

"A former Teach:RE student who is a Buddhist is working on a website for teachers to access resources on Buddhism. She has given us this text and link to a survey.

*We are a group of teachers and Buddhists who wish to translate our knowledge and experience in teaching Buddhism to children and teenagers into useful resources for others. This [short survey](#) aims to find out what would be the most helpful. We are seeking to build a picture of the needs regarding Buddhism, of those working in the area of teaching religion and ethics in schools.*

*We are grateful for your input and ideas.  
All the best,  
Amalee Rycroft and colleagues*

## Resources

### What's Your Worldview?

Here is a video clip to help teachers and leaders of RE understand the concept of 'worldview': [WHAT'S YOUR WORLDVIEW? \(QUIZ\) - YouTube](#)

### Check out the REtoday Library website

This fantastic resource lets you explore all our REtoday magazine content on a searchable, indexed website.

There is no quicker way for you to find inspiring, practical RE lesson ideas and more.

NATRE members get **FREE** access to Professional REflection articles and can **SAVE £10** off the annual subscription.

[Home » REtoday Online Library \(retodaylibrary.org.uk\)](#)

### Gender and Religion Today: School Resources

The Woolf Institute has developed an online course called Gender and Religion Today and related age-appropriate materials for teachers searching for new, accessible materials to support classroom teaching across UK national curriculum. They centre on a new series of short videos, offering a fresh way to teach and consider religion through the lens of gender.

Find more details here: [https://www.woolf.cam.ac.uk/outreach/education/gender-and-religion-today-school-resources?utm\\_source=emailmarketing&utm\\_medium=email&utm\\_campaign=professional\\_natre\\_members\\_newsletter\\_with\\_download\\_september\\_2021&utm\\_content=2021-09-22](https://www.woolf.cam.ac.uk/outreach/education/gender-and-religion-today-school-resources?utm_source=emailmarketing&utm_medium=email&utm_campaign=professional_natre_members_newsletter_with_download_september_2021&utm_content=2021-09-22)

### Research for RE

RE:Online has had a bit of a refresh - check it out and access some of the latest research online.

Don't miss 'Research of the Month' featuring a different piece of research each month.

Visit the website: [Research of the Month - RE:ONLINE \(reonline.org.uk\)](#)

### Visiting a Mosque: a free resource for teachers

Teachers can now access the free online resource pack, *Visiting a Mosque*, by following this link:

[www.visitmymosque.org/for-re-teachers](http://www.visitmymosque.org/for-re-teachers)

The pack is intended to support and empower RE teachers in organising and delivering school visits to places of worship, such as mosques. There are also signposts to “virtual” mosque tours included in this pack as an additional resource and to increase familiarity and confidence when organising in-person visits.

*How can SACRE ensure that teachers are aware of and have access to access to good quality teaching and learning resources to support RE in its schools?*



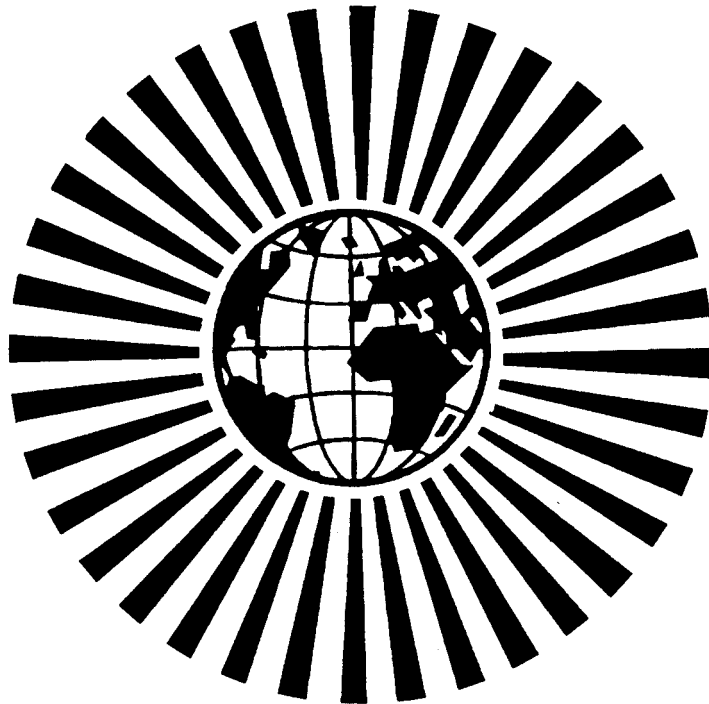


**HAVING**  
**STANDING ADVISORY COUNCIL ON**  
**RELIGIOUS EDUCATION**



**ANNUAL REPORT 2021**

**DRAFT**

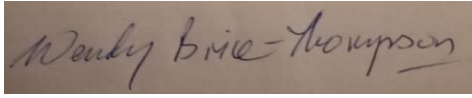


## Contents

### Foreword

1. Introduction.....	4
2. Meetings.....	4
3. Membership.....	4
4. Management of SACRE.....	5
5. Religious Education.....	6
6. Collective Worship.....	7
7. Provision For and Standards In Religious Education.....	8
8. SACRE Initiatives.....	12
9. SACRE Discussion of National Developments in RE.....	12

**Foreword by the Chair of SACRE**

A rectangular image showing a handwritten signature in dark ink on a light-colored background. The signature reads "Wendy Brice-Thompson".

Wendy Brice-Thompson

Chair of Havering SACRE

## 1. Introduction

Since 1988, each Local Authority (LA) has been required by law to have a Standing Advisory Council for Religious Education (SACRE).

The remit of a SACRE is principally to oversee the Religious Education (RE) and collective worship within the authority principally to:

- advise Havering Council upon matters connected with religious worship in community schools and in foundation schools which do not have a religious character. Religious education in these schools is to be given in accordance with the Agreed Syllabus;
- advise Havering Council on teaching methods, choice of materials and teacher training in religious education and collective worship;
- require Havering Council to review the locally agreed syllabus for religious education at least every five years.

It is also a requirement that each SACRE produces an annual report of its work. This report must be published and is to be sent to the LA, local schools and other interested parties.

The reporting period of the 2020-2021 report starts from September 1<sup>st</sup> 2020 and runs to August 31<sup>st</sup> 2021.

## 2. Meetings

Havering SACRE has held a meeting in each academic term during the reporting period, all of which were quorate.

The following meetings were held:

Tuesday, 1<sup>st</sup> December 2020

Tuesday, 23<sup>rd</sup> March 2021

Tuesday, 29<sup>th</sup> June 2021

All meetings were held via Zoom and were quorate.

## 3. Membership

The table below shows the membership of Havering SACRE throughout the reporting period, attendance is indicated by numbers in the final column:

Name	Group	Representing	Joined	Number of Meetings attended (max 3)
VACANT	A	New Church Movement		N/A
Wendy Brice-Thompson	A	Roman Catholic	17/05/2019	3
Rabbi Lee Sunderland	A	Jewish Community	05/03/2009	1
VACANT	A	Methodist		N/A
Peter Feinson	A	Baptist	19/06/2019	3

Mr Sansar Narwal	A	Sikh Community	Pre 2004	0
Pastor Aloysius Peter	A	Pentecostal Churches	24/09/2013	0
VACANT	A	Religious Society of Friends		N/A
Mr Kamal Siddiqui	A	Muslim Community	05/03/2008	1
Mr Nasir Mubashar	A	Ahmadiyya Muslim	14/01/2014	1
Mr Tariq Mahmood	A	Muslim Community	11/03/2014	3
Mr Om Dhir	A	Hindu Community	06/06/2007	1
Mrs Jenny Fox	A	Salvation Army	24/09/2013	3
Mr Barry Smith	A	United Reformed Church	28/06/2016	1
Dr John Lester	A	Baha'i Faith	10/11/2004	3
VACANT	A	Humanist		N/A
VACANT	A	Buddhist		N/A
Mr John Smailes	A	Evangelical Free Church (shared)	01/12/2013	3
Mrs Dawn Ladbrook	A	Evangelical Free Church (shared)	01/12/2013	3
Mr Luthaneal Adams	A	Pagan Federation	03/03/2016	1
Mrs Stephanie Ellner	B	Church of England	01/12/2013	2
Mrs Marlene Wylie	B	Church of England	16/05/2019	3
Mrs Ruth Everett	B	Church of England	16/05/2019	2
VACANT	B	Church of England		N/A
Mrs Kirsty Fanning	C	ATL	26/03/2015	1
VACANT	C	NUT - Secondary		N/A
VACANT	C	NUT - Primary		N/A
VACANT	C	PAT		N/A
VACANT	C	NASUWT		N/A
Ms Kathryn Everitt	C	Teacher (Primary)	14/07/2020	3
Ms Terry Riches	C	Teacher (Primary)	14/07/2020	0
Ms Clare Beech	C	Teacher (Primary)	13/03/2018	2
Cllr Osman Dervish	D	Local Authority	12/08/2020	3
Cllr Jason Frost	D	Local Authority	12/08/2020	3
VACANCY	D	Co-Opted		N/A
Cllr Judith Holt	D	Local Authority	12/07/2018	1
Cllr Phillipa Crowder	D	Local Authority	12/07/2018	2
Cllr Viddy Persaud	D	Local Authority	12/08/2020	3
Julia Diamond Conway		Advisor to SACRE		3
Deborah Weston		Advisor to SACRE		3
Maureen Smith		Clerk to SACRE		1
Michelle Morgan		Clerk to SACRE		2

#### 4. Management of SACRE

During the reporting period, the LA paid for SACRE clerking. The LA also paid for 6 days for an RE Adviser to attend meetings, contribute to the statutory annual report, provide national updates and information, carry out actions related to the meetings and first response work.

## 5. Religious Education

### Agreed Syllabus

5.1 RE is not part of the national curriculum. Each LA is required to produce an Agreed Syllabus for RE. Each LA is required to begin reviewing the current Agreed Syllabus within five years of its production.

5.2 Havering's Agreed Syllabus was launched in September 2015 and is now being fully followed by Local Authority schools and a number of academies.

5.3 No formal complaints about RE were received this year.

5.4 During this reporting period, the Agreed Syllabus Conference agreed two proposals:

A) To edit the Agreed Syllabus for RE to Havering subject to amendments and time limited information as set out in the agenda paper.

This refers to some minor amendments within the syllabus itself. 'Time limited information' refers to dates printed within the syllabus that will need to be changed at revision.

B) To recommend to the Local Authority that the partnership with the Redbridge SACRE be continued and the suite of resources supporting the syllabus be extended.

The extra resources will cost the LA £7 334 over two financial years and will comprise of:

Item	Quantity required
Expand the 1 page unit plans into full unit plans.	9
Expand the medium length unit plans into full unit plans.	8
Add resource lists to each unit	17
Update unit 2.14 which has proved unpopular in Havering schools	1
Create an assessment exemplification document	1
Create a document to highlight progression within the syllabus in light of the new Ofsted inspection framework	1
RE Today advisers leading a day's worth of training and a launch event (price to be deducted if all items on the list are purchased)	1

It was unanimously agreed to make the recommendations to the LA. The recommendations were accepted and work will start on the suite of resources in the next academic year.

### Teacher Training

5.5 Twilight meetings of Primary RE Subject Leaders were held termly. Meetings were generally planned in response to Subject Leaders' requests and areas for development that

have been identified by the adviser. The main foci of each Primary Subject Leaders' meeting were as follows:

29<sup>th</sup> September 2020 – Visits in RE. Including making visits in person, virtual visits and Havering's virtual visits and visitors scheme.

3<sup>rd</sup> February 2021 – Provision for remote learning and assessment in line with the Havering Agreed Syllabus for RE.

13<sup>th</sup> May 2021 – The use of story in RE, including religious stories and novels with themes about religions and worldviews.

During the next academic year, meetings will be more frequent, with one being held every half term.

Other support to schools

5.6 Support to schools was generally provided through Primary Subject Leaders' Meetings and regular articles in the Havering newsletter. The associate adviser helped with individual queries from schools as they arose.

5.7 Information about virtual visits outside of Havering and a link to the British Library's virtual exhibition on Hebrew manuscripts were added to the portal in order to help teachers ensure their pupils received high quality RE.

## **6. Collective Worship**

6.1 No applications were made for determinations (to alter the character of collective worship for some or all pupils in a school) in the reporting period.

6.2 Although Collective Worship was not monitored formally through quality assurance visits, due to the change in focus of these in response to COVID-19, discussions with schools have highlighted that some online assemblies were held remotely whilst pupils were learning at home and some assemblies were held in bubble, class and whole school groups (as risk assessments permitted) whilst at school. The content of the assemblies often responded to themes that were pertinent to pupils during the time of the pandemic, including resilience, community and well-being. Some schools with a religious character also held services via Zoom. There are plans for more formal monitoring of Collective Worship for the next academic year.

6.3 No formal complaints about collective worship were referred to SACRE during this academic year.

## 7. Provision For and Standards In Religious Education

For the academic year 2021/21, GCSE and A Level grades have been awarded by teacher assessment rather than by public examination.

### 7.1 Provisional GCSE Results 2021

#### 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		28		0	0	0	0	3	3	11	4	4	3	100%	89%	6.36
3114001	12813	Redden Court School		0														
3114003	12829	The Brittons Academy		31		0	7	3	5	5	2	3	2	4	0	52%	35%	5.74
3114006	12821	Emerson Park Academy		0														
3114007	12831	Harris Academy Rainham		0														
3114013	12827	Hornchurch High School		0														
3114014	12825	St Edward's Church of England Academy		0														
3114015	12847	Gaynes School		64		0	0	6	3	10	12	9	14	6	4	86%	70%	2.78
3114016	12801	Sanders School		0														
3114025	12839	The Royal Liberty School		156		3	4	18	27	26	21	28	15	11	6	69%	52%	1.14
3114037	12853	Marshalls Park Academy		49		0	5	5	3	10	4	7	8	3	4	73%	53%	3.63
3114042	12841	Bower Park Academy		126		0	1	4	5	34	17	32	21	5	7	92%	65%	1.41
3114700	12817	The Champion School		144		0	0	1	1	19	41	58	17	5	2	99%	85%	1.24
3115400	12837	The Frances Bardsley Academy for Girls		226		0	3	8	16	19	33	48	42	35	22	88%	80%	0.79
3115401	12815	Abbs Cross Academy and Arts College		138		0	3	7	23	30	18	18	20	11	8	76%	54%	1.29
3115402	12845	The Coopers' Company and Coborn School		186		0	1	1	3	7	11	25	49	55	34	97%	94%	0.96
3115403	12843	Sacred Heart of Mary Girls' School		116		0	1	3	6	8	16	27	18	18	19	91%	84%	1.53
3116905	12811	Drapers' Academy		19		1	1	4	5	1	1	1	2	1	3	47%	42%	9.37
3117000		Corbets Tey School																
3117003		Ravensbourne School																
3117004		Forest Approach Academy																
311		Havering		1283		4	26	60	97	172	179	267	212	158	112	86%	72%	0.14



## 7.2 Provisional A Level results 2021

GCE (\*-E) Religious Studies

DfE No.	SimID	School Name	Grand Total	Total	Uptake	E	D	C	B	A	*
3114014	12825	St Edward's Church of England Academy	63	0	0%						
3114700	12817	The Champion School	204	19	9%	1		3	12	2	1
3115400	12837	The Frances Bardsley Academy for Girls	76	0	0%						
3115402	12845	The Coopers' Company and Coborn School	224	0	0%						
3115403	12843	Sacred Heart of Mary Girls' School	93	27	29%	1	1	6	9	7	3
3116905	12811	Drapers' Academy	79	0	0%						
3117000		Corbets Tey School									
3117003		Ravensbourne School									
311		Havering	739	46	6%	2	1	9	21	9	4

## 7.3 School workforce data 2020

School name	Religious character	School type	% Year 7 hours RE	% Year 8 hours RE	% Year 9 hours RE	% Year 10 hours RE	% Year 11 hours RE	% all RE hours 2020	% all RE hours 2019	Change from 2019 to 2020 in total hours of RE
Hall Mead School	None	Academy converter	4.1	4.2	4.1	2.3	1.2	3.1	3.0	Increase
Redden Court School	Does not apply	Academy converter	2.4	2.4	1.6	2.6	3.3	2.5	.	Decrease
The Brittons Academy	None	Academy converter	1.9	1.9	1.8	0.0	1.6	1.4	2.0	Decrease

Emerson Park Academy	Does not apply	Academy converter	.	.	.	.	.	.	.	.	.
Harris Academy Rainham	None	Academy sponsored	.	.	.	.	.	.	.	.	.
Hornchurch High School	None	Academy converter	.	.	.	.	.	.	.	.	.
St Edward's Church of England Academy	Church of England	Academy sponsored	4.0	4.2	7.5	7.6	0.0	5.1	5.1	Increase	
Gaynes School	Does not apply	Academy sponsored	7.4	8.0	4.0	3.1	3.9	4.8	4.7	Increase	
Sanders School	None	Academy sponsored	3.6	3.4	3.3	3.4	3.3	3.4	2.4	Increase	
The Royal Liberty School	None	Academy converter	1.6	1.7	0.0	1.4	1.7	1.3	1.4	Decrease	
Marshalls Park Academy	Does not apply	Academy converter	4.7	6.3	5.2	12.0	10.6	7.5	6.7	Increase	
Bower Park Academy	Does not apply	Academy converter	4.0	3.9	3.9	3.1	3.0	3.6	3.6	Decrease	
The Champion School	Roman Catholic	Academy converter	6.8	11.3	8.9	10.1	9.8	7.5	7.6	Decrease	
The Frances Bardsley Academy for Girls	None	Academy converter	5.8	6.2	4.1	4.2	5.7	4.9	5.5	Decrease	
Abbs Cross Academy and Arts College	None	Academy converter	4.4	3.8	8.9	4.0	3.5	4.8	3.3	Increase	
The Coopers' Company and Coborn School	Christian	Academy converter	5.3	3.5	3.3	6.7	8.3	4.9	5.1	Decrease	
Sacred Heart of Mary Girls' School	Roman Catholic	Academy converter	8.8	6.3	6.2	8.5	8.6	7.7	6.9	Increase	

Drapers' Academy	Does not apply	Academy sponsor led	3.8	3.8	3.8	1.3	1.3	2.3	2.6	Decrease
------------------	----------------	---------------------	-----	-----	-----	-----	-----	-----	-----	----------

## **8. SACRE Initiatives**

### Virtual Visits and Visitors Scheme

8.1 Romford Evangelical Free Church and Romford Baptist Church both made 'virtual tours' for this scheme. These are free to access for all schools on the portal. Contact details for each of these buildings are also on the portal so that schools can organise a virtual visit if they wish. SACRE is grateful to HSIS safeguarding officer Penny Patterson for her support in writing and finalising the virtual conferencing protocols to ensure the safety of all involved in the scheme. Other local communities have shown interest in producing resources for the scheme including Romford Synagogue, Romford Islamic Centre, Salvation Army and St Andrews Church. SACRE applied for a Westhill NASACRE award in order to allow the scheme to develop but were unsuccessful this time. Other sources of funding such as the Community Infrastructure Levy have been suggested.

## **9. SACRE Discussion of National Developments in RE**

### Farmington Scholarship

9.1 Details of the scholarship were uploaded onto the RE page of the HES portal. Havering Deanery Synod and the Interfaith Forum were also informed.

### Ofsted Research Review

9.2 SACRE members received a link to and written information about the review. There has been in depth discussion on the review which will continue in the next academic year with a focus on 'worldviews' as this is a key term within the document.