



**STANDING ADVISORY
COUNCIL ON RELIGIOUS
EDUCATION
AGENDA**

6.15 pm

**Tuesday
22 November 2022**

Ardleigh Green School

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 Ladbroke, 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):**

Kirsty Fanning, ATL
Clare Beech
Kathryn Everitt
Terry Riches

Group D

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

Councillor Philip Ruck
Councillor David Taylor
Councillor Katharine Tumilty

**For information about the meeting please contact:
Michelle Morgan 01708 433879
michelle.morgan@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 ELECTION OF CHAIR AND VICE CHAIR

To elect and Chair and Vice Chair for a term of office of 2 years.

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

To agree as a correct record the minutes of the meeting held on 29 September 2022 (attached) and to address any matters arising.

5 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.

6 NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION (Pages 9 - 14)

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

7 ANNUL REPORT 2022 (Pages 15 - 28)

To receive and approve the Annual Report 2022.

8 SCHOOL WEBSITE MONITORING (Pages 29 - 44)

To receive an update on any school website monitoring activities undertaken since the previous meeting.

9 SACRE SELF EVALUATION (Pages 45 - 74)

10 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).

11 DATE OF NEXT MEETING

To note the following meeting dates for the remainder of the 2022-23 academic year:

Wednesday 8 March 2023 at 6pm

Wednesday 21 June 2023 at 6pm

**MAUREEN SMITH
Clerk to SACRE**

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

29 September 2022

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)
Peter Feinson, Baptist
Tariq Mahmood, Muslim Community
Dawn Ladbrook, Evangelical Free Church
Mr Luthaneal Adams, Pagan Federation
Dr John Lester, Baha'i faith
George Prinn, Humanism
John Smailes, Evangelical Free Church
Barry Smith, United Reform Church

Representing the Church of England (Group B):

Stephanie Ellner
Ruth Everett

Representing teachers (Group C):

Kathryn Everitt

Representing the Local Authority (Group D):

Councillor Philip Ruck
Councillor Katharine Tumilty

Professional adviser:

Julia Diamond-Conway (JDC)
Michelle Morgan – Clerk
Sidra Naeem – non Member

*for part of the meeting

1. APOLOGIES FOR ABSENCE

The Chair welcomed all to the meeting. Apologies were made for not having the meeting in the summer term, however at the time there had

Chair's
Initials

been no Councillors allocated to SACRE and therefore the meeting would have been inquorate.

Apologies for absence had been received from Rabbi Lee Sunderland and Cllr David Taylor

The absence of the following Members was noted; Sansar Narwal, Pastor Aloysius Peter, Kamal Siddiqui, Nasir Mubashar, Om Dir, Jenny Fox, Myleene Wylie, Clare Beech and Terry Riches.

2. NEW OR SUBSTITUTE MEMBERS

There were no new or substitute Members present.

3. MINUTES OF MEETING HELD ON 21 MARCH 2022 AND MATTERS ARISING

3.1. The notes of the meeting held on 8 November 2021 were received and agreed.

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

3.2.1. Secondary colleagues (minute 4, refers): It was noted that the action was linked to Cllr V Persaud who was no longer a member of SACRE.

3.2.2. Meeting venue (Minute 6): K Everitt advised that the computer suite at Ardleigh Green would be available for SACRE members once approval had been sought from the Headteacher.

3.2.3. Training (Minute 8): S Naeem had shared the information re regarding the training with the Vice Chair to distribute.

4. AGREED SYLLABUS

The date change on the new syllabus from 2021 – 2026 to 2022 – 2027 was noted. The new syllabus would be launched at CEME on 7 October 2022.

5. UPDATE ON SCHOOL ACTIVITY

The report on recent school activity was received. Much of the content was related to preparations for the launch of the new syllabus the following week.

6. NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION

The report was received and noted. A SACRE Member responded that it had been a fascinating read about how religion and belief is taught in schools.

7. NASACRE CONFERENCE AND WORKSHOP

Thanks were passed on to G Prinn for agreeing to attend the NASACRE Conference and for sharing the presentations following the event. JDC invited G Prinn to give some feedback.

- One presentation had focused on the move towards Religion and World Views (already passed through parliament in Wales). A handbook had been drafted to provide more detail around this shift in view. The handbook suggested that the currently structured philosophy around religion was based on a particular world view (protestant) and therefore argued there was a contradiction in the current definition of world view.

KDC provided some further context with regards to the draft handbook; a key focus of the document was linked to the state of entitlement. JDC advised that we were in Year 2 of a 3 year project regarding the handbook. The new Syllabus had reference to religion and world views included in order to ensure that Havering schools were in line with the anticipated change, although this had yet to be confirmed by the DfE.

- A further presentation from a HMI Inspector discussed the idea of creating an 'aroma of scholarship' in the way that religion was taught in schools and that some of the language used by academics and complexity of thought should be brought more into the classroom. It was also discussed that the teaching of religion should be more rounded and that schools should avoid the perception that religious and non-religious movements all have positive and negative aspects.
- The final presentation was with regards to the revised Annual SACRE Report template. JCD reported that Havering's report this year would follow the standardised format. If all SACRE's followed the same template then there would be a greater capacity to compare effectiveness and consistency of SACREs.

G Prinn provided SACRE Members with the results of a number of polls with regards to the level of support provided by their Local Authority and also the public perception of RE.

Discussions had also been held regarding the future of SACRE following the government's direction of travel towards Multi Academy Trusts. It was agreed that an agenda item for the next meeting could be to discuss the implications of the White Paper and the need to ensure that SACRE engages with MATs.

SACRE Members thanked G Prinn for his thoughtful input.

8. SCHOOL WEBSITE MONITORING

JDC advised that in the past, SACRE had undertaken school website monitoring on an annual basis as part of a 3 year cycle. A key aspect of the role of SACRE was to monitor the teaching of RE within Havering and therefore school website monitoring was a tool to ensure that schools were compliant with the syllabus. Exam results and workforce data would also be scrutinised (at the next meeting). It was noted that template letters had been drafted to share with schools depending on whether SACRE wished to thank them for their ongoing teaching of RE or where further development was required to meet their legal obligations.

SACRE Members agreed that website monitoring could be undertaken at home and therefore members would be allocated 2-3 schools each to complete prior to the next meeting. The audit tool would be provided by JDC. Sidra Naeem although not a Member of SACRE stated that she would also be happy to support this process.

ACTION: JDC / HGS/ SACRE Members

9. SACRE SELF EVALUATION

JDC took SACRE Members through the SEF form which had been referred to at the previous meeting. The importance of completing this self-evaluation was reiterated and it was therefore agreed to start working on the first 2 areas of the SEF at the next meeting. It would be especially beneficial therefore for Members to have undertaken as much of the school website monitoring in advance of this meeting so that meaningful discussions could be held.

10. ANY OTHER BUSINESS

10.1. Dr J Lester advised that interfaith meetings were now videoed and therefore could be shared with SACRE Members. G Prinn would contact Dr J Lester with regards to a humanist representative.

ACTION: G Prinn / Dr J Lester

10.2. S Naeem requested to be sent details of the next meeting.

Chair's
Initials

ACTION: HGS

11. DATE OF THE NEXT MEETING

Tuesday 22 November 6.15pm – K Everitt would check if Ardleigh Green School was available as a venue.

Wednesday 8 March 2023 6pm

Wednesday 21 June 2023 6pm

The meeting closed at 7.10pm.

Chair.....

Date.....

**Chair's
Initials**

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Havering SACRE, Local RE update: Autumn 2022

So far this term, the Subject Leaders' network meeting has met via Zoom on 22nd September. This meeting was in advance of the Agreed Syllabus launch and focused on 'Ways of Knowing'. The Ofsted research review explains that there are 3 pillars of knowledge in RE and that getting better in the subject comprises knowing and remembering more of each of these pillars. Ways of knowing is one pillar, with substantive knowledge and personal knowledge bring the other two. This session served as an introduction to ways of knowing so that teachers could take this into consideration during the new syllabus launch and when planning how to implement the new resources.

The launch of the new Agreed Syllabus and resources was held on 7th October 9am-midday. Thirty-three teachers from Havering schools were in attendance and the event was filled to capacity. We were delighted to be joined by Wendy Brice Thompson and Helen Mullis Kunda, Chairs of Havering and Redbridge SACREs respectively who spoke to teachers, commended the syllabus, thanked teachers for their work and asked to keep channels of communication open. During the event, attendees were introduced to statutory requirements of the syllabus, new resources to accompany it and had the opportunity to find out about and try out some classroom activities within the new units of work. The new Agreed Syllabus and additional resources can now be accessed on the Havering Educational Services portal.

The RE Consultant visited Squirrels Heath Junior School at the school's request and worked with the Subject Leader to ensure that their medium-term plans cover the Agreed Syllabus adequately.

23rd November will see Havering's first regular termly RE training session for all primary staff involved in teaching RE. These sessions will run as twilight sessions via Zoom throughout this year. The first session will focus on developing confidence when teaching RE.

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Haivering SACRE: National news update Autumn 2022

A level Religious Studies numbers drop for first time in 20 years

After two decades of growth, numbers of students taking an A level in RS dropped by 2.7% in 2021. The National Association of Teachers of RE (NATRE) and the Religious Education Council of England and Wales (REC) have warned this period of growth is now under threat after a five-year funding gap that has impacted current and future young people taking the subject.

www.natre.org.uk/news/latest-news/a-level-religious-studies-results-prompt-call-for-government-support/

This comes as research demonstrates that, in state schools in England, RS A level is one of the most likely subjects to be taken by disadvantaged students (fourth after sociology, psychology and English Lit), and that it is more accessible to students with lower prior attainment than many (11th out of 31). See <https://ffteducationdatalab.org.uk/2022/04/do-disadvantaged-students-choose-different-subjects-from-their-peers-at-key-stage-5/> and www.natre.org.uk/news/latest-news/

How can SACRE respond?

GCSE numbers

- The number of students in England and Wales taking a GCSE course in Religious Studies GCSE has risen to 253,225, an increase of 0.6% from last year.
- The increase was largely driven by a surprise rise in the short course in England, up 16.5% from 15,672 to 18,257.
- In Wales, amid an overall 5% drop in pupils taking GCSEs, the number of entries to RS courses fell by 11%.

The strong entry results in England saw the Religious Education Council of England and Wales (REC) and the National Association of Teachers of RE (NATRE) reiterate their call for a National Plan for the subject. They warn that an ongoing funding crisis and lack of a specialist teacher recruitment strategy now seriously threatens the provision of high-quality learning for the quarter of a million students who take the subject annually.

Joining the call for a National Plan was Lord Karan Bilimoria, CBE, DL, Vice President of the Confederation of British Industry (CBI) and Chancellor of the University of Birmingham who pointed to the number of disadvantaged students going on to take the subject at A level. A study in April (see above) found they were twice as likely to take the subject than their peers, favouring it over history and geography:

"When it comes to levelling up education, the latest data shows that giving more support to religious education students at GCSE is an easy win. If RS is the humanity that disadvantaged young people are most likely to take, then backing this up with a properly funded National Plan is a must. The subject will provide those young people with the crucial skills of analysis, curiosity and intellectual confidence as part of a broad, balanced education and give them a headstart in the global workplace."

www.natre.org.uk/news/latest-news/take-action-on-re-say-leading-politicians-as-more-students-take-the-subject-at-gcse/

How can SACRE respond?

RE report card 2022

The reactions to the above information on examination numbers draw on the report cards mentioned in previous news updates. The RE Policy Unit from the RE Council has gathered together data on RE from the last five years and written a report card on the state of RE. There is some excellent news (such as how schools with higher rates of GCSE RS entry get higher Attainment 8 scores!) but far too much bad news (34% of academies report no timetabled RE).

The full set can be found here: www.rethinkre.org/re-report-card

How can SACRE respond? One way is to alert local MPs to the information here, with particular reference to the lack of Government funding given to the subject in the last 5 years (see graphic on the right). How else can we use the data?

**£0 SPENT ON RE
PROJECTS BETWEEN
2016-2021**

AT A TIME WHEN: "

ENGLISH:
**£28.5
MILLION**

MUSIC:
**£387
MILLION**

MATHS:
**£154
MILLION**

SCIENCE:
**£56
MILLION**

Online responses to the state of RE:

Kate Penfold Attride, primary DHT, makes the case for RE

- www.theheadteacher.com/attainment-and-assessment/teaching-practice/making-the-case-for-stronger-re-lessons-in-the-primary-curriculum

Imam Sabeh Ahmedi urges a rich RE curriculum:

- <https://schoolsworld.co.uk/poor-or-no-re-is-a-gaping-hole-in-the-curriculum/>

Regional RE Hub leads in place and ready to go!

Under the leadership of Claire Clinton, Lead Director, a fantastic team of Regional Leads will be supporting ten regions of England and Wales. They have been recruited to build relationships with advisers, dioceses, universities, SACREs, LAs, governors, MATs, teaching school hubs and more. The Regional Leads will also act as conduits between the regional providers of research, CPD, resources, places of worship and so on for the benefit of all RE/Religion and Worldview stakeholders.

The Regional Hub structure aims to increase accessibility for all teachers to local and regional professional development and research, and to enable teachers to teach with greater confidence through their access to the support, knowledge, training and resources available in their region.

Details and the list of Regional Leads:

www.natre.org.uk/news/latest-news/the-regional-re-hubs-team-is-ready-to-go/

The London lead is Stacey Burman: how can SACRE work with Stacey to help connect Havering teachers to SACRE training and resources, and other local opportunities?

Culham St Gabriel's 'In conversation' series

Three conversations were programmed for the autumn:

- 17 Oct: Christian ethics, animal welfare and the religion and worldview classroom (Prof David Clough and Scarlett Hayward)
- 21 Nov: Understanding understanding! What do we mean by understanding? (Prof Trevor Cooling and Dr Kate Christopher)
- 19 Dec: Conceptualising religion and worldviews for the school (Dr Kevin O'Grady)

Details and booking info here: www.cstg.org.uk/activities/events/in-conversation/

Next term's 'In conversation' series is planned to focus on the theme of freedom of religion or belief.

Extensive back catalogue here: www.reonline.org.uk/research/in-conversation/

How can SACRE respond? Perhaps a SACRE member could volunteer to watch an 'In conversation' event and to report back on its implications for SACRE and local schools.

NASACRE online training programme

NASACRE is continuing its training and support for SACREs and SACRE members. Here are the sessions coming up in the next few months:

- 6th December 2022: 7-8pm: How to effectively use pupil and teacher voice in your SACRE?
- 19th January 2023: 7-8:30pm: Being an effective Chair part 2
- 21st February 2023: 4-5:30pm: Being an effective SACRE Clerk
- 14th March 2023: What's happening to Collective Worship beyond determinations?

Full details of all sessions and costs: <https://nasacre.org.uk/training-and-support/>

Are any of these sessions a priority for SACRE members?

Inclusive Judaism: resources from the Jewish Museum of London

Classroom resources, including an extensive image library, open up the diversity of Jewish communities. Developers, Shereen Hunte and Eliana Mendelsohn, say:

The teaching of Inclusive Judaism is important for many reasons and ensures that:

- *The Jewish community is represented authentically.*
- *Students truly understand what it means to be Jewish, in all its diversity.*
- *We are able to connect to each other's experiences with empathy and compassion.*

See: [Inclusive Judaism - The Jewish Museum London](https://www.jewishmuseum.org.uk/inclusive-judaism)

Subject Leaders attending this term's meeting have already been introduced to this resource. How else can SACRE enable schools to access this rich resource?

NATRE's annual Strictly RE conference returns on 28-29th January 2024

Taking place online for the third year, the conference themes explore: **depth, diversity and Abrahamic worldviews**

Before the weekend: 13 weekday seminars

On the weekend: 3 keynotes, 21 workshops, seven virtual staffrooms

Workshops include:

- Thinking out loud- joining the dots to help children think more critically (Primary)
- Introducing Philosophy and Philosophers to the Primary Classroom (Primary)
- Dharmic Lenses on the Climate Crisis (Secondary)
- Creating a core RE Programme for KS4 (Secondary)
- Interfaith conversations - exploring creative projects that deepen pupils' understanding in RE (Crossphase)
- Special RE (Crossphase)
- Championing and advocating for RE with parents (for SLT's)

Pay for the weekend, get access to recordings and downloads for ALL sessions!

Details and booking info, including Early Bird deals before 31 Oct...

www.natre.org.uk/courses-events/strictlyRE-2023/

How can SACRE respond? Could a SACRE member attend and report back?

NATRE Spirited Arts 2023 – new themes announced

Will schools from our area join hundreds of schools from around the world taking part in this year's Spirited Arts competition? Entries are welcomed in (almost!) any art form pupils can think of. Winning entries will provide a good response to one of the 5 themes, and judges will be asking is it original? Is it well-crafted? And (most importantly!) is it excellent RE?

The 5 themes

1. "We have more in common than that which divides us."
2. Green faith, green future? ['God's good earth?']
3. Where is God today?
4. Faith in action, values in action.
5. Sacred space and holy buildings

Find out more details here www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/

2022 results will soon be available on the NATRE website

How can SACRE encourage schools take part in this competition? Can this link in with anything going on locally? Some SACREs have held local Spirited arts competitions and worked to display entries in a local museum. Is this something this SACRE might consider?

Visits, videos and other resources for the classroom

Birmingham faith visits

The Arts Society Birmingham has worked with six faith communities to provide guidance and materials on six places of worship. Teachers can find a 4-page booklet, three videos introducing the building and community, and a related quiz for each place of worship.

Supported by a generous grant from Westhill Endowment Trust, The Arts Society Birmingham has collaborated with six different places of worship, Birmingham Faith Leaders and other organisations to produce resources designed to enhance a school visit, or to support a virtual visit, to a place of worship for children 8 to 13 years.

Actual visits to the places of worship may be arranged by contacting them directly. Contact details are provided on the Illustrated Guides.

<https://birmingham-faith-visits.theartssociety.org/>

Free webinars for primary and secondary ECTs – a taster for NATRE ECT membership

Early Career Teachers have access to a range of free support through a series of online sessions. 'Café' sessions give you a chance to talk with experienced teachers and experts from different worldview backgrounds. The taught sessions offer expert input with a focus on practical classroom strategies.

Date – All Mondays 4.00-5.30pm	Topic
10 Oct	Café NATRE – Subject knowledge Islam
14 Nov	Taught session: Focus on Disciplinary RE
12 Dec	Café NATRE: Subject knowledge Buddhism
9 Jan	Taught session: Focus on Non-religious worldviews
13 Feb	Taught session: Focus on Hindu Dharma
13 Mar	Café NATRE – Subject knowledge Judaism
8 May	Taught session: Focus on Worldviews
12 June	Taught session: Focus on Sikhi
10 July	Café NATRE: Subject knowledge Christianity

ECT webinars booking link <http://ow.ly/VupG50KG3cP>

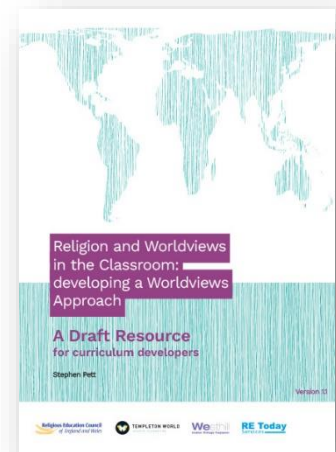
Draft Resource for Religion and Worldviews in the Classroom

As part of a three-year Worldviews project, the RE Council of England and Wales (REC) has published a draft resource for Religion and Worldviews in the Classroom.

The resource sets out a rationale for a religion and worldviews approach, building on the developments since the 2018 Commission report. It incorporates a revised **National Statement of Entitlement (NSE)**, which gives a clear description of an education in religion and worldviews, and sets a benchmark for high-quality teaching and learning. The resource then offers practical guidance, including how to use the NSE to develop a syllabus or curriculum, applying ways of knowing, developing pupils' personal worldviews, and what progress looks like in a worldviews approach.

Sections include:

- What do people mean by 'religion'?
- What do people mean by 'worldview'?
- The value of worldviews
- Purposes for RE in a religion and worldviews approach
- Revised National Statement of Entitlement
- Developing pupils' personal worldviews
- Making good progress
- Applying disciplinary methods
- How to use the NSE to develop a syllabus
- How to use the NSE to develop questions and construct units of work
- Making good progress: three models



The resource is primarily written to inform three Framework Development Teams, who are currently working to apply the NSE and the guidance to their own contexts. During this process, the draft resource will be tested and revised as necessary, before the publication of a final Handbook, three example frameworks, sample units of work and pupil responses, in 2024.

You can download copies of here: www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/

How might SACRE consider this and its implications for our local schools?

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HAVERING

Standing Advisory Council on Religious Education

2021- 2022



DRAFT

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Appendices

A: Unvalidated Key Stage 4 and Key Stage 5 Exam Data, Summer 2022

B: Circulation details of the Annual report

Foreword

To be completed by Chair Havering SACRE

Overview of the work of SACRE

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.

The reporting period of the 2021-2022 report starts from September 1st 2021 and runs to August 31st 2022.

SACRE met on two occasions via Zoom during the academic year 2021-2022, Monday, 8th November 2021 and Monday, 21st March 2022. Both were quorate and the agendas and minutes for these meetings are available on the Havering Council website (<https://democracy.havering.gov.uk/ieListMeetings.aspx?CommitteeId=393>). A third meeting was scheduled for 23rd June 2022 but had to be postponed until members could be appointed to committee D following the local council elections. This meeting was therefore held at the start of the next academic year.

Standing items in meetings:

Apologies for absence

New or substitute members

Minutes of previous meeting and matters arising

Update on school activity

National developments in Religious Education

Any other business

Dates of future meetings

Additional items in meetings:

8th November – Worldviews and Annual Report

21st March – School website monitoring and SACRE Self Evaluation

Section 2: Religious Education

The Locally Agreed Syllabus and RE in schools

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. Havering's current Agreed Syllabus was launched in September 2015 and is now being fully followed by Local Authority schools and a number of academies. During this academic year, the syllabus was regularly discussed at primary teachers' network meetings, with the training elements of these meetings often focusing on aspects of the syllabus.

Teachers at the meetings were informed of how the new syllabus would bring additional resources and were able to give valuable feedback on the draft versions of these. The HES School Improvement update in the second half of the summer term advertised the new syllabus and resources to be launched in October and schools were contacted via email with this information.

Standards and monitoring of RE

SACRE is looking into once again monitoring RE via school websites. In this academic year it was decided to hold a future meeting face to face in a school so that members can work together when monitoring. SACRE is aware of one school which applied for and achieved the bronze RE Quality Mark during this academic year.

Due to the pandemic, this academic year was the first in which students in KS4 and KS5 sat GCSE and A level exams since 2019. At present, the results are unvalidated. Please see appendix A for the unvalidated results from 2022.

Teacher training materials and advice for schools

During this year, Subject Leaders' Network Meetings increased from 1 to 2 per term. These meetings provided a regular input of updates, professional support and development for those who attend in order to increase confidence leading, managing and teaching RE. These sessions remained virtual in 2021-2022 in line with other HES Subject Leaders' Meetings.

This year meetings have taken place on leading RE, planning using the Agreed Syllabus units, resources for the new syllabus and improving RE in attendees own school settings.

Information on resources for RE was regularly provided in the HES school improvement newsletters.

The Associate RE Adviser provides support by phone and email and is able to visit schools on request.

Other information

There were no formal complaints to SACRE about RE during the year.

Advice given to the Local Authority

Advice was given to the local authority around the new RE agreed syllabus and to ensure that schools were aware that the launch would be taking place at the start of the next academic year.

Section 3: Collective worship

Standards and monitoring of Collective Worship

As far as HSIS and SACRE are aware, schools remain compliant. There has been no indication otherwise in quality assurance reports, network meetings or Ofsted reports. HSIS also plans to recommend to governing bodies that governors ask schools about Collective Worship.

Determinations

No determinations have been requested in the year 2021-2022.

Teacher training provided

No training on Collective worship has been provided in 2021-2022.

Other information

There were no formal complaints to SACRE about collective worship during the year.

Advice to the Local Authority

No advice was given to the local authority around the provision of collective worship.

Section 4: Links with other bodies

National Bodies

Havering SACRE are pleased to be linked with national bodies and receive national updates from Julia Diamond-Conway our RE adviser.

Havering SACRE have been introduced to NASACRE's self-evaluation toolkit and are interested in using this in the future. It is felt that this toolkit will be effectively used at a face to face meeting and SACRE hopes to meet in this way again soon.

Information from NATRE and the REC has been used in meetings and shared with schools where appropriate.

Local bodies

Chelmsford Diocese provide excellent support to SACRE and we are pleased to have its RE Lead Schools Adviser as a member of committee B.

Local places of worship are well represented on SACRE and this year we were joined by a representative of Havering Islamic Cultural Centre for our meeting in March.

Section 5: SACRE involvement in the Local Area

Governor and head teacher links

Information on the new syllabus has been shared at a head teachers' meeting.

Advice on community issues

The RE adviser regularly gives advice on speakers coming into schools and visits to places of worship locally.

Section 6: Managing the SACRE and partnership with the Local Authority (LA)

Professional and administrative support

During the reporting period, clerking of SACRE was jointly undertaken by Michelle Morgan and Maureen Smith of Havering Governor Services.

The Local Authority provided funding to support SACRE activity 2021 -2022 by contracting with RE Today Services of an RE Consultant for up to 6 days during the year. These days include attending SACRE meetings, writing statutory annual report, providing national updates and information and first response consultancy.

Julia Diamond-Conway from RE Today continued in the role of RE consultant.

Susan Sutton, Education Quality and Effectiveness manager holds responsibility for SACRE support and liaises with the RE consultant.

Membership

The table provided below demonstrates the diverse composition of Havering's SACRE. The SACRE has actively been seeking secondary representation for committee C and has welcomed a new Humanist member to committee A.

Name	Group	Representing	Joined	Number of Meetings attended (max 2)
VACANT	A	New Church Movement		N/A
Wendy Brice-Thompson	A	Roman Catholic	17/05/2019	2
Rabbi Lee Sunderland	A	Jewish Community	05/03/2009	2
VACANT	A	Methodist		N/A
Peter Feinson	A	Baptist	19/06/2019	2
Mr Sansar Narwal	A	Sikh Community	Pre 2004	1
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	0
Mr Tariq Mahmood	A	Muslim Community	11/03/2014	1
Mr Om Dhir	A	Hindu Community	06/06/2007	0
Mrs Jenny Fox	A	Salvation Army	24/09/2013	0
Mr Barry Smith	A	United Reformed Church	28/06/2016	2
Dr John Lester	A	Baha'i Faith	10/11/2004	2
George Prinn	A	Humanist	08/11/2021	2
VACANT	A	Buddhist		N/A

Mr John Smailes	A	Evangelical Free Church (shared)	01/12/2013	2
Mrs Dawn Ladbrook	A	Evangelical Free Church (shared)	01/12/2013	2
Mr Luthaneal Adams	A	Pagan Federation	03/03/2016	0
Mrs Stephanie Ellner	B	Church of England	01/12/2013	2
Mrs Marlene Wylie	B	Church of England	16/05/2019	1
Mrs Ruth Everett	B	Church of England	16/05/2019	0
VACANT	B	Church of England		N/A
VACANT	C			N/A
VACANT	C			N/A
VACANT	C	NAHT		N/A
VACANT	C	NEU		N/A
VACANT	C	NASUWT		N/A
Ms Kathryn Everitt	C	Teacher (Primary)	14/07/2020	2
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	0
Cllr Jason Frost	D	Local Authority	12/08/2020	0
VACANCY	D	Co-Opted		N/A
Cllr Judith Holt	D	Local Authority	12/07/2018	2
Cllr Phillipa Crowder	D	Local Authority	12/07/2018	0
Cllr Viddy Persaud	D	Local Authority	12/08/2020	2
Julia Diamond Conway		Advisor to SACRE		2
Michelle Morgan		Clerk to SACRE		2

Training

Members of SACRE have received training on Worldviews. Teacher representatives have attended Network meetings. One representative attended NASACRE's annual conference and will be able to give feedback to all at the next meeting.

Finance

The LA allocated £4200 for support to SACRE from the RE Consultant. £600 was allocated for clerking. £105 was utilised on NASACRE membership and the LA paid for a SACRE member to attend the NASACRE annual conference. It should be noted that the Local Authority spent more widely on Religious Education during the reporting period with money being allocated to Subject Leaders' Network meetings and the new Agreed Syllabus and accompanying materials.

Appendix A:

Unvalidated Key Stage 4 and Key Stage 5 Exam Data, Summer 2022

GCSE

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		51					1	2	2	2	17	14	5	8	94%	90%	6.06		
3114001	12813	Redden Court School																			
3114003	12829	The Brittons Academy																			
3114006	12821	Emerson Park Academy																			
3114007	12831	Harris Academy Rainham		37					1	5	4	10	3	5	7	2	84%	73%	8.35		
3114013	12827	Hornchurch High School																			
3114014	12825	St Edward's Church of England Academy		81					2	1	4	15	11	25	10	6	7	91%	73%	3.81	
3114015	12847	Gaynes School		52					1	2	7	2	8	14	9	7	2	81%	77%	5.94	
3114016	12801	Sanders School																			
3114025	12839	The Royal Liberty School																			
3114037	12853	Marshalls Park Academy		157					3	11	19	25	14	17	29	16	13	10	64%	55%	1.97
3114042	12841	Bower Park Academy		29					2	2	2	1	4	3	5	5	4	1	81%	67%	10.66
3114700	12817	The Champion School		143					1	1	6	18	21	37	31	12	10	6	82%	68%	2.16
3115400	12837	The Frances Bardsley Academy for Girls		228					1	8	11	16	32	25	35	32	37	31	85%	70%	1.36
3115401	12815	Abbs Cross Academy and Arts College		138					1	9	16	18	7	17	27	22	13	8	69%	64%	2.24
3115402	12845	The Coopers' Company and Coborn School		185						1	6	9	25	43	40	32	29	96%	91%	1.67	
3115403	12843	Sacred Heart of Mary Girls' School		118						1	4	13	11	18	24	22	25	96%	85%	2.62	
3116905	12811	Drapers' Academy		27					1	2	1	5	4	6	3	1	4		69%	54%	11.44
3117000		Corbets Tey School																			
3117003		Ravensbourne School																			
3117004		Forest Approach Academy																			
311		Havering		1246					8	36	62	111	127	172	250	190	160	129	83%	73%	0.25

A level

DfE No.	SimID	School Name	Grand Total	Total	Uptake	E	D	C	B	A	*
3114014	12825	St Edward's Church of England Academy	3	3	100%					2	1
3114700	12817	The Champion School	10	10	100%	1	2	1		5	1
3115400	12837	The Frances Bardsley Academy for Girls	6	6	100%	1	1			2	1
3115402	12845	The Coopers' Company and Coborn School	31	30	97%			1	4	11	8
3115403	12843	Sacred Heart of Mary Girls' School	15	15	100%	1			3	6	2
3116905	12811	Drapers' Academy	0	0							
3117000		Corbets Tey School									
3117003		Ravensbourne School									
311		Havering	65	64	98%	3	4	8		26	13

Appendix B:

Circulation of the Annual Report

The Havering Standing Advisory Council on Religious Education Annual Report will be:

- Provided, via e-mail, to all SACRE Members
- Provided, via e-mail, to the Department for Education
- Provided, via e-mail, to NASACRE
- Published on the Local Authority website

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

Havering SACRE would like to thank Haringey SACRE and Anita Compton for providing the model for this work.

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

School Ardleigh Green Junior School	Has the school published the content of the RE curriculum for each academic year? Yes (Delete as applicable) 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	School website includes the joint Havering and Redbridge syllabus notes.		
<p>Page 30</p> Does the website also include: A RE policy? (primary only) Yes/No/Not known (Delete as applicable) Information about collective worship? Yes A nominated RE leader? unknown Name:..... Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? Describe below: Video on Youtube "This is our Prayer"			

Overall impression of RE on school website. *Very detailed and well set out.*

Contact school? No

School	Has the school published the content of the RE curriculum for each academic year? Yes/No/Not known (Delete as applicable) Is this in line with the Havering Agreed Syllabus for RE? Yes/No/Not known (Delete as applicable)	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			

Does the website also include:

A RE policy? (primary only) Yes/No/Not known (Delete as applicable)

Information about collective worship? Yes/No/Not known (Delete as applicable)

A nominated RE leader?
Name:.....

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

Overall impression of RE on school website

Contact school? Y/N

School Page 32	Has the school published the content of the RE curriculum for each academic year? Yes/No/Not known (Delete as applicable) Is this in line with the Havering Agreed Syllabus for RE? Yes/No/Not known (Delete as applicable)	Secondary - Is a GCSE offered in Key Stage 4? Yes/No Short Course/Full Course/Not known	Secondary - Is there a non GCSE KS4 RE curriculum shown?
Notes			

Does the website also include:

Information about collective worship? Yes/No/Not known (Delete as applicable)

A nominated RE leader? Name:.....

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

Overall impression of RE on school website

Contact school? Y/N

Page 3

School	Has the school published the content of the RE curriculum for each academic year? Yes/No/Not known (Delete as applicable) Is this in line with the Havering Agreed Syllabus for RE? Yes/No/Not known (Delete as applicable)	Secondary - Is a GCSE offered in Key Stage 4? Yes/No Short Course/Full Course/Not known	Secondary - Is there a non GCSE KS4 RE curriculum shown?
Notes			

Does the website also include:

Information about collective worship? **Yes/No/Not known (Delete as applicable)**

A nominated RE leader? **Name:.....**

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

Overall impression of RE on school website

Contact school? Y/N

School	<p>Has the school published the content of the RE curriculum for each academic year?</p> <p>Yes/No/Not known (Delete as applicable)</p> <p>Is this in line with the Havering Agreed Syllabus for RE?</p> <p>Yes/No/Not known (Delete as applicable)</p>	<p>Secondary - Is a GCSE course offered in Key Stage 4? Yes/No</p> <p>Short Course/Full Course/Not known</p>	<p>Secondary - Is there a non GCSE KS4 RE curriculum shown? Yes/No</p>
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Notes			
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Does the website also include:

A RE policy? (primary only) **Yes/No/Not known (Delete as applicable)**

Information about collective worship? **Yes/No/Not known (Delete as applicable)**

A nominated RE leader?
Name:.....

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

Overall impression of RE on school website

Contact school? Y/N

School	Has the school published the content of the RE curriculum for each academic year? Yes/No/Not known (Delete as applicable)	Secondary - Is a GCSE offered in Key Stage 4? Yes/No	Secondary - Is there a non GCSE KS4 RE curriculum shown?
---------------	--	---	---

	<p>Is this in line with the Havering Agreed Syllabus for RE?</p> <p>Yes/No/Not known (Delete as applicable)</p>	<p>Short Course/Full Course/Not known</p>	
<p>Notes</p>			

Does the website also include:

Information about collective worship? Yes/No/Not known (Delete as applicable)

A nominated RE leader? Name:.....

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

Overall impression of RE on school website

Contact school? Y/N

School	<p>Has the school published the content of the RE curriculum for each academic year?</p> <p>Yes/No/Not known (Delete as applicable)</p> <p>Is this in line with the Havering Agreed Syllabus for RE?</p> <p>Yes/No/Not known (Delete as applicable)</p>	<p>Secondary - Is a GCSE offered in Key Stage 4?</p> <p>Yes/No</p> <p>Short Course/Full Course/Not known</p>	<p>Secondary - Is there a non GCSE KS4 RE curriculum shown?</p>
Notes			
<p>Does the website also include:</p> <p>Information about collective worship? Yes/No/Not known (Delete as applicable)</p> <p>A nominated RE leader? Name:.....</p> <p>Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? Describe below:</p>			
<p>Overall impression of RE on school website</p>			

Contact school? Y/N

School	Has the school published the content of the RE curriculum for each academic year? Yes/No/Not known. (Delete as applicable)	Secondary - Is a GCSE course offered in Key Stage 4? Yes/No	Secondary - Is there a non GCSE KS4 RE curriculum shown? Yes/No
Drapers Brookside Infants	Yes/No/Not known. (Delete as applicable) Is this in line with the Havering Agreed Syllabus for RE? N/A Yes/No/Not known (Delete as applicable)	Short Course/Full Course/Not known	
Notes			
Does the website also include:			
A RE policy? (primary only)	Yes/No/Not known (Delete as applicable)		
Information about collective worship?	Yes/No/Not known (Delete as applicable)		
A nominated RE leader?	NO	Name:.....	
Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? Describe below:			
Overall impression of RE on school website RE is only mentioned on a page linked to the heading 'Curriculum', but the content reads like a general RE policy, not a detailed RE curriculum.			
Contact school? Y/N			

School	Has the school published the content of the RE curriculum for each academic year? Yes/No/Not known (Delete as applicable)	Secondary - Is a GCSE course offered in Key Stage 4? Yes/No	Secondary - Is there a non GCSE KS4 RE curriculum shown? Yes/No
BENHURST PRIMARY	Yes/No/Not known (Delete as applicable) Is this in line with the Havering Agreed Syllabus for RE? Yes/No/Not known (Delete as applicable)	Short Course/Full Course/Not known	
Notes			
Does the website also include:			
A RE policy? (primary only)			
Yes/No/Not known (Delete as applicable)			
Information about collective worship?			
Yes/No/Not known (Delete as applicable)			
A nominated RE leader?			
NO			
Name:.....			
Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? Describe below:			
Overall impression of RE on school website			
For some reason more curriculum information is found in the documents for each year titled 'Curriculum Overview' than those titled 'Curriculum'.			
Contact school? Y/N			

School Branfil Primary	Has the school published the content of the RE curriculum for each academic year? Yes/No/Not known (Delete as applicable) Is this in line with the Havering Agreed Syllabus for RE? Yes/No/Not known (Delete as applicable)	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			

Does the website also include:

A RE policy? (primary only) Yes/No/~~Not known~~ (Delete as applicable)

Information about collective worship? Yes/No/~~Not known~~ (Delete as applicable)

A nominated RE leader? No
Name:.....

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

No

Overall impression of RE on school website

While the site may lack information about the Head of RE and collective worship, the site actually does a very good job at presenting RE. There may not be strict RE Policy on the site, but the RE overview in the site's curriculum page, is very well presented and informative. The curriculum itself is presented in fair detail, over a six year period.

Contact school? Y/N

School Drapers' Pyrgo Priory School	Has the school published the content of the RE curriculum for each academic year? Yes/ No / Not known (Delete as applicable) Is this in line with the Havering Agreed Syllabus for RE? Yes/ No / Not known (Delete as applicable)	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			

Does the website also include:

A RE policy? (primary only) **Yes/No/~~Not known~~ (Delete as applicable)**

Information about collective worship? **Yes/No/~~Not known~~ (Delete as applicable)**

A nominated RE leader? No
Name:.....

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

No. Though assemblies are shown to have a variety of pre-scheduled regular focuses, including Values Assembly, Sing Up, RE, Curriculum Capital, and Celebration.

Overall impression of RE on school website

Curriculum descriptions very good. Due to their focus, the assemblies arguably count as collective worship events. The only points that need addressing are the lack of an RE policy on the site and no listed RE leader/Head of RE, on the site.

Contact school? Y/N

Type	Phase	Academy/Trust	School	SACRE Member	Completed
Academy	Secondary	Loxford School Trust	Abbs Cross Academy & Arts College	John Smailes	
LA	Infant	Ardleigh Green Learning Federation	Ardleigh Green Infant	Sidra	
LA	Junior	Ardleigh Green Learning Federation	Ardleigh Green Junior	Wendy	Nov-22
Academy	Primary	Life Education Trust	Benhurst Primary	Peter	Nov-22
Independent			BEP Academy		
Academy	Secondary	Empower Trust	Bower Park School	Tariq	
LA	Primary		Brady Primary	Dawn	
LA	Primary		Branfil Primary	Luthaneal	Nov-22
LA	Primary	Learning Federation	Broadford Primary	John Lester	
LA	Primary		Clockhouse Primary School	George	
Academy	Primary	Reach 2 Academy Trust	Concordia Academy	Barry	
Academy	Secondary		Coopers' Company & Coborn School	Ruth	
LA	Special		Corbets Tey School	Stephanie	
LA	Primary	Growing Together Federation	Crowlands Primary	Kathryn	
LA	Infant		Crownfield Infant	Clr Ruck	
LA	Junior	The Learning and Achieving Federation	Crownfield Junior	Clr Tumilty	
Academy	Primary	Life Education Trust	Dame Tipping C.of.E Primary	Sidra	
Academy	Secondary	Drapers' Multi-Academy Trust	Drapers' Academy	Wendy	

Academy	Infant	Drapers' Multi-Academy Trust	Drapers' Brookside Infant School	Peter	Nov-22
Academy	Junior	Drapers' Multi-Academy Trust	Drapers Brookside Junior	Tariq	
Academy	Primary	Drapers' Multi-Academy Trust	Drapers' Maylands Primary School	Dawn	
Academy	Primary	Drapers' Multi-Academy Trust	Drapers' Pyrgo Priory School	Luthaneal	Nov-22
LA	Primary	The Aspire Learning Federation	Elm Park Primary	Barry	
Academy	Secondary		Emerson Park Academy	Ruth	
LA	Primary		Engayne Primary	Kathryn	
Academy	Special	Lime Academy Trust	Forest Approach Academy (Lime Academy Trust)	Kamal	



SACRE self-assessment tool

SACRE

Page 1

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?
- 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
- 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>

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		
<i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1b – SACRE meetings		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
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.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> • 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.	<input type="checkbox"/>

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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1c – Membership and training <i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1d – Improvement/development planning		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		
Key Area: 1e - Information and advice		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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	<input type="checkbox"/>

	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?		

Key Area: 1f - Partnerships with key stakeholders		
<i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1g – Relations with the Academies sector		
<i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i>		
Requires improvement/struggling A SACRE in this position would:	have no opportunity to network with local academies.	<input type="checkbox"/>
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.	<input type="checkbox"/>

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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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.	<input type="checkbox"/>
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)	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	
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Key Area: 2c - Quality of learning and teaching.		
<i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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	<input type="checkbox"/>
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.	<input type="checkbox"/>
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		
<i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
Requires improvement/struggling A SACRE in this position would:	not engage in communication with schools.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.	<input type="checkbox"/>

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.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a constructive relationship with senior leaders and subject managers in schools to develop the subject.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

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Section 3: 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		
<i>How does the SACRE review the success of the existing agreed syllabus?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning & teaching in RE? Is it “fit for purpose”?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>

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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3c – Launching and implementing the Agreed Syllabus <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC) <i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
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.	<input type="checkbox"/>

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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3e - Developing the revised agreed syllabus		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	
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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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>

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

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Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

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Section 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.

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Key Area:4a – Supporting pupil entitlement		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA’s schools?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4b – Enhancing the quality of provision of collective worship <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4c – Responding to requests for determinations <i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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	<input type="checkbox"/>

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?		

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 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.

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Key Area: 5a – SACRE’s membership		
<i>How representative is SACRE’s membership of the local community?</i>		
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	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>

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 Cattle 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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5b SACRE's understanding of the local area <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
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.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5c – SACRE's engagement with the community cohesion agenda. <i>How much does SACRE understand the contribution which RE/CW can make to a schools' provision for community cohesion?</i>		
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.	<input type="checkbox"/>

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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5d – SACRE's role within wider LA initiatives on community cohesion		
<i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

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

Date of review (1)

Date of review (2)

Date of review (3)

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ANNEX

The responsibilities of a Local Authority

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

In brief, local authorities are legally required to:

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

The responsibilities of a SACRE

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

In brief, SACREs are legally required to:

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

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

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

In addition, SACREs may:

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

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

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