Public Document Pack

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

AGENDA

6.00 pm	**Monday 6 March 2023**	**Catholic Church of Christ the Eternal High Priest**

Members **29:** Quorum **9** ***BUT*** a minimum of **one** representative must attend from each group

Representative Groups (current membership)

Group A

Representing Christian denominations and other religious denominations and beliefs (17):	Mr Peter Feinson, Baptist Dr John Lester, Baha'i faith Mr Om Dhir, Hindu Mr Sansar Narwal, Sikh Mr Kamal Siddiqui, Sunni Muslim Rabbi Lee Sunderland, Jewish Mr Tariq Mahmood, Sunni Muslim Mrs Jenny Fox, Salvation Army Mrs Dawn Ladbrook, Evangelical Free Church Pastor Aloysius Peter, Pentecostal Church Mr John Smailes, Evangelical Free Church Mr Nasir Mubashar, Ahmadiyya Muslim Mr Luthaneal Adams, Pagan Federation Barry Smith, United Reformed Church Wendy Brice-Thompson, Roman Catholic

Group B

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

Group C

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

Group D

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

Councillor David Taylor
Councillor Katharine Tumilty

For information about the meeting please contact:
Michelle Morgan 01708 433879
michelle.morgan@havering.gov.uk

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

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

Reporting means:-

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

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

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

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

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

Please turn off or mute any mobile phone

AGENDA ITEMS

1 APOLOGIES FOR ABSENCE - 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 a Chair and Vice Chair for a term of office of 2 years.

4 MINUTES OF PREVIOUS MEETING AND MATTERS ARISING (Pages 1 - 12)

To agree as a correct record the minutes of the meeting held on 29 September 2022 and 22 November 2022 (attached).

5 UPDATE ON SCHOOL ACTIVITY (Pages 13 - 14)

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 15 - 20)

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

7 COLLECTIVE WORSHIP

To discuss.

8 SACRE SELF EVALUATION (Pages 21 - 78)

To identify any key areas of action following the completion of the SEF.

9 EXAM DATA 2022 (Pages 79 - 88)

To review the exam data from 2022 and compare with the school workforce data.

10 SCHOOL WEBSITE MONITORING (Pages 89 - 132)

To receive an update regarding the school website monitoring.

11 ANY OTHER BUSINESS

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

12 DATE OF NEXT MEETING

To note that the date of the summer term meeting is Wednesday 21 June 2023 at 6pm. Venue to be confirmed.

MAUREEN SMITH
Clerk to SACRE

This page is intentionally left blank

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

Chair's Initials

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 2of 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.

Chair’s Initials

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 complaint 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

This page is intentionally left blank

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

22 November 2022

The meeting took place at Ardleigh Green Junior School

Present:

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

Wendy Brice-Thompson, Roman Catholic (Chair)
Kamal Siddiqui, Muslim Community
Jenny Fox, Salvation Army
Tariq Mahmood, Muslim Community
Dr John Lester, Baha'i faith
John Smailes, Evangelical Free Church
Barry Smith, United Reform Church

Representing teachers (Group C):

Kathryn Everitt
Clare Beech

Representing the Local Authority (Group D):

Councillor David Taylor

Professional adviser:

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

1. APOLOGIES FOR ABSENCE

The Chair welcomed all to the meeting. As there were no SACRE Members representing the Church of England (Group B) the meeting was not quorate however it was agreed to continue with the meeting and defer any decisions to the following meeting.

Apologies for absence had been received from Peter Feinson, Stephanie Ellner, Cllr Ruck, Cllr Tumilty, George Prinn and Dawn Ladbrook.

The absence of the following Members was noted; Rabi Lee Sunderland, Sansar Narwal, Pastor Aloysius Peter, Nasir Mubasher, Om Dhir, Luthaneal Adams, Ruth Everitt, Marlene Wylie and Terry Riches.

Chair's Initials

2. NEW OR SUBSTITUTE MEMBERS

There were no new or substitute Members present.

The clerk agreed to contact the unions to see if there were any union representatives who would like to join SACRE as part of Group C.

ACTION: HGS

3. ELECTION OF CHAIR AND VICE CHAIR

This item would be deferred to the spring term. The Chair invited any interested individuals in the role of Chair and Vice Chair to contact her should they have any questions.

4. MINUTES OF MEETING HELD ON 29 SEPTEMBER 2022 AND MATTERS ARISING

4.1. The minutes of the meeting held on 29 September 2022 were received however could not be agreed due to the meeting not being quorate; this would be deferred to the next meeting.

ACTION: HGS

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

4.2.1. Website monitoring (minute 8, refers): A number of website monitoring audits had been completed. Any remaining audits to be emailed to the clerk. It was agreed that if any monitoring highlighted that it appeared that the Agreed Syllabus was not being followed by a particular school that the SACRE Member could contact the school for further information. Once all the audits had been collated, letters would be sent out to schools to either share SACRE's concern or to praise the school for their comprehensive information. This would be discussed at the next meeting.

A reminder and a copy of the audit would be shared with SACRE Members.

ACTION: HGS

4.2.2. Interfaith meetings (Minute 10.1): G Prinn was not in attendance to confirm if he had contacted Dr J Lester about humanist representation on the Interfaith forum.

Chair's Initials

4.2.3. Meeting details (Minute 10.2): S Naeem had been sent the meeting details.

5. UPDATE ON SCHOOL ACTIVITY

JDC had provided a written report. It was noted that there had been a great 'buzz' at the launch of the new Agreed Syllabus.

6. NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION

JDC was thanked for her comprehensive reports.

JDC stated that despite the White Paper, SACRE would remain in legislation however its exact format had not been confirmed. Regional hubs were being set up nationally, not to replace SACRE but to support SACREs to communicate with each other more effectively and to support the forming of stronger links with MATs. The regional hub lead Stacey Burnham was a much respected colleague.

With reference to the report card which had shown that 34% of academies had no timetabled RE and that £0 had been spent on RE projects compared to £387million on music, for example, Members asked if Havering SACRE would be writing to local MPs to share their discontent with these figures. JDC responded that SACRE Members had to decide what they wanted to do. It was agreed that JDW would contact former RE Advisor, Deborah Weston to see if she had a template letter that could be used to contact local MPs.

ACTION: JDC / Chair

Members noted the NASACRE online training programme. The clerk agreed to check if Havering would pay the £50 to enable all Members to attend. It was suggested that the session on 'What's happening to Collective Worship beyond determination' would be useful to attend (14 March 2023).

ACTION: HGS

7. ANNUAL REPORT 2022

The Annual Report was received and approved. The clerk would forward to report to NASACRE.

ACTION: HGS

Chair's Initials

8. SCHOOL WEBSITE MONITORING

This had been discussed. Please refer to 4.2.1.

9. SACRE SELF EVALUATION

SACRE Members worked in small groups to discuss Havering SACRE effectiveness using the SACRE self-evaluation form from NASACRE.

- How far does SACRE's partnership with the LA enable it to carry out its responsibilities effectively? It was noted that it would be great to have the Lead Officer from the LA to attend a SACRE meeting. There were however established links with the Interfaith Forum.

- 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? The group felt that SACRE was effective at assisting schools who had recognised that the needed support and putting action plans into practice. Areas for development included being more pro-active about involving academies.

  JDC advised that in some local authorities, SACRE Members would attend subject leader network meetings to offer their support and at times CPD. Members were therefore encouraged to contact JDC should they wish to attend such a meeting in the spring term. This would raise the profile of Havering SACRE and potentially encourage other teachers to join.

  ACTION: Interested SACRE Members

- The effectiveness of the locally agreed syllabus. It was noted that Havering SACRE was proficient at reviewing schools and all Members were encouraged to contribute to meetings. Areas of development including increasing diversity of membership and ensuring greater response from schools where not adequate information was available on their websites.

  It was agreed that Havering SACRE would benefit from greater support in terms of education and therefore some approaches to practising teachers was recommended.

  It was also agreed that from the next meeting, any Members who had not been in attendance for 3 meetings or more would be contacted to ask about their level of commitment. JDC advised that NASACRE had produced a list of national bodies who could be contacted to ask for representatives.

Chair's Initials

- Collective Worship. Concern was shared about the lack of information from schools in certain cases. Clarification was sought with regards to the meaning of 'determinations.' JDC advised that determination was where a school applied to not have collective worship that is broadly Christian. Although there had been no determinations in Havering to date, a procedure should be established in case it was required. JDC would contact R Everett for any documentation that would be useful. It was noted that governors would be asked to monitor collective worship in their schools.

ACTION: JDC

It was agreed that Collective Worship should be included as an item on the agenda to discuss at the next meeting.

ACTION: HGS

- Contribution of SACRE to promoting cohesion across the community. SACRE Members were enthusiastic about the role they played however barriers to success included achieving a quorate meeting and relationships with MATs.

The Chair asked Members to identify key areas of action following the completion of the SEF; these ideas would be collated by the Chair and brought to the next meeting. A scanned copy of the SEF would be distributed to SACRE Members.

ACTION: All Members / Chair / HGS

10. ANY OTHER BUSINESS

Cllr Tumilty requested to see the NASACRE video for new Members of SACRE.

ACTION: HGS

Clare Beech was thanked for her support and commitment to SACRE as this would be her last meeting.

11. DATE OF THE NEXT MEETING

The date of the next meeting was changed from Wednesday 8 March 2023 to Monday 6 March 2023 at 6pm due to a clash with International Women's Day. A venue had yet to be confirmed.

Summer term: Wednesday 21 June 2023.

Chair's Initials

The meeting closed at 8pm.

Chair……

Date……..

Chair's Initials

Havering SACRE, Local RE update: Spring 2023

On 23rd November, we had Havering's first termly RE training session for anyone involved in teaching primary RE. As part of HSIS' offer, all subjects are having termly subject leader sessions alongside termly training sessions like these. This session was focused on developing confidence when teaching RE. Most attendees were actually Subject Leaders and were informed that any teacher of RE could attend next time round. The next of these meetings is scheduled for 28th February 2023.

This term's Subject Leader Network meeting focused on the implementation of the syllabus. Schools brought a range of ideas to share and discuss. It emerged at this meeting that some schools were finding it difficult to access the new syllabus and resources on the portal. Kate Inaloz has therefore been working to rectify this issue and has sent schools updated instructions on how to locate the new resources. The next Subject Leader Network meeting will be focused on assessment, with attendees bringing examples of current practice to share and discuss.

Monday 20th March will see a full day of training at CEME which will be focused on subject knowledge. Fortunately, Sidra Naeem is able to join the day and help Subject Leaders to further their knowledge about how she can work with schools and Islam in general. SACRE members might like to consider whether they could attend a future Subject Leader meeting for a short period to meet the teachers and discuss how they could help support schools.

This page is intentionally left blank

National RE Update for SACRE

Spring 2023

Research into parent views on Religious Education

In summer 2021, the Culham St Gabriel's Trust (CSTG) commissioned a survey to understand more about public perception of an education in religion and worldviews. In the summer of 2022, CSTG commissioned another survey, this time exploring the views of parents about education in religion and worldviews. In both cases, the language used in the questions was chosen to try to avoid these misconceptions and to collect a more accurate set of data about what people thought about modern RE.

Some key findings about what parents talk about with their children:

Around 8 in 10 discuss beliefs about the origins of life and the universe (78%), 7 in 10 discuss beliefs concerning what happens when we die (72%), 8 in 10 discuss beliefs that affect people's behaviour and decision making (77%) and 7 in 10 discuss issues related to religious and non-religious worldviews that appear in the media (67%)

Find out more here: *https://www.cstg.org.uk/activities/campaigns/parent-survey/*

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

Link between study of RS at examination level and positive outcomes for disadvantaged students?

There is a growing body of research linking the study of Religious Education/Studies with improved outcomes for pupils identified as 'disadvantaged'.

This collection of research would suggest that schools that are serious about improving the outcomes for their disadvantaged pupils, should look carefully at their provision for Religious Studies at key stage 4 and 5.

Find out more here:

What do we know about the levels of disadvantage in the schools in our area and their experience of Religious education?

Cross-party calls for RE National Plan after Westminster debate

London, 01 November 2022: A Westminster Hall debate heard cross-party calls of support for religious education, as MPs urged the Government to do more to protect the subject, they considered vital for young people in modern Britain.

The debate, entitled 'Religious Education in Modern Britain', was called by Conservative MP Martin Vickers who cited concerns about the number of schools fulfilling their statutory responsibility to teach the subject. At year 11, one school in five reported offering zero hours of RE.

Read more here

How do these figures compare with the picture in our LA?
What action (if any) should SACRE be taking?
Would SACRE like to inform local politicians further about issues facing RE? This document might support this activity

NATRE survey of provision for RE in primary schools published

Key highlights from the survey show:

- The number of schools where pupils are withdrawn is increasing. 23% of schools report some withdrawal from RE (18.6% in 2020. and 16% in 2018).
- 96% of schools report that they make provision for RE for all pupils in their school.
- More than 40% of teachers report that they received between 0 and 3 hours of training to teach RE in their initial teacher training. 20% received none.
- 63% of schools say some RE is being delivered by adults other than teachers (TAs/HLTAs etc.)
- In 28% of schools, RE receives no budget or no set budget and is 30% less funding than foundation subjects.
- In just under a third of schools (31.5%) insufficient time (less than 60 mins) is being spent on the teaching of RE to ensure that pupils make good progress.
- In 80% of schools, subject leaders receive some training but 25% of other teachers receive none and report reduced confidence.
- In over 30% of schools, time for RE increased and in 30% of these, Ofsted has cited as the main reason: inspection comments, the Framework, or the Research Review in RE.

Read more here and an infographic here:

To what extent do these findings from primary teachers nationally, reflect the situation in our area?

Office for National Statistics publishes responses to the question on religion in census 2021

For the first time in a census of England and Wales, less than half of the population (46.2%, 27.5 million people) described themselves as "Christian", a 13.1 percentage point decrease from 59.3% (33.3 million) in 2011; despite this decrease, "Christian" remained the most common response to the religion question.

"No religion" was the second most common response, increasing by 12.0 percentage points to 37.2% (22.2 million) from 25.2% (14.1 million) in 2011.

There were increases in the number of people who described themselves as "Muslim" (3.9 million, 6.5% in 2021, up from 2.7 million, 4.9% in 2011) and "Hindu" (1.0 million, 1.7% in 2021, up from 818,000, 1.5% in 2011).

Wales had a greater decrease in people reporting their religion as "Christian" (14.0 percentage point decrease, from 57.6% in 2011 to 43.6% in 2021) and increase in "No religion" (14.5 percentage point increase, from 32.1% in 2011 to 46.5% in 2021) compared with England and Wales overall.

London remains the most religiously diverse region of England in 2021, with over a quarter (25.3%) of all usual residents reporting a religion other than "Christian"; the North East and South West are the least religiously diverse regions, with 4.2% and 3.2%, respectively, selecting a religion other than "Christian".

What are the implications of this census for the membership of SACRE?
How are the religious and non-religious traditions, including the smaller ones reflected in the membership of our SACRE?
How does the data for 2021 compare with 2011? How is our area similar and different to England and Wales as a whole?

Theos Report: Who are the Nones and what do they believe?

This report published on 24th November, shortly before the census data above was released explores the demography, beliefs and practices of Nones and then presents a cluster analysis of this group. It shows that Nones comprise a complex and sometimes counter– intuitive group with, for example, only 51% of them stating they "don't believe in God," and 42% believing in some form of the supernatural. **Read more here**

New2RE - A great opportunity for Early Career Teachers and Teachers with other specialisms (TWOs) in secondary schools, new to RE

Are you a primary or secondary Early Career Teacher of TWOS (teachers with other specialisms in RE)? If so NATRE's New2RE is the best support RE teachers can get.
For further information on the benefits of joining the programme as well as how to join click on this link: NEW2RE - A great opportunity for NEW Secondary RE teachers (natre.org.uk)

How can SACRE raise awareness and support teachers with access to CPD and networking opportunities?

Welcome webinars for NATRE members

New NATRE members are invited to our monthly welcome webinars. Get started and access free live monthly webinar training designed to help use NATRE membership and enjoy it to its fullest!

What will be covered?

- How to Access NATRE resources
- Access online termly mailing resources
- Access Local Groups area
- Take the best out of the NATRE monthly newsletter
- How to redeem your REtoday library membership
- How to use your membership discount

Interest can be registered at:

https://www.natre.org.uk/member-login/natre-members-welcome-webinar/

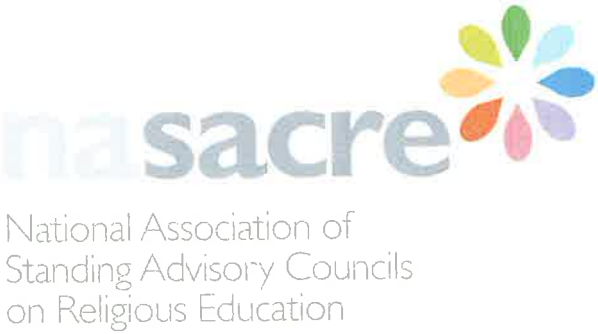
Free webinars for primary and secondary ECTs

Early Career Teachers of RE 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
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

This page is intentionally left blank



SACRE self-assessment tool

SACRE

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

The SACRE Self Evaluation Toolkit

Introduction

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

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

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

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

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

Rationale

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

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

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

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

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

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

Section 1: Management of the SACRE and partnership with the LA and other key stakeholders

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

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

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

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

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

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

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

---

[1] *ibid.*, page 11

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

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

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

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

Key Area: **1a – Funding: Professional and financial support** *How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?*		
Requires improvement/struggling A SACRE in this position would:	have no financial or management support to help SACRE to meet and operate. Members are unable to communicate with each other. There is no professional support.	☐
Developing A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA receive papers and/or attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions (such as a place to meet and a minute taker) but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	☐
Established A SACRE with established practice would:	access to some subject specialist advice and is informed of local and national initiatives. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.	☑
Advanced A SACRE with advanced practice would:	be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. SACRE has a strategic, costed development plan. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	☐
Where are we and where do we find evidence to support this?	Established – have excellent specialist input but no lead officer from the LA. We have a wide + diverse membership.	

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

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

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

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

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

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

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

Key Area: **1g – Relations with the Academies sector** *How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?*		
Requires improvement/struggling A SACRE in this position would:	have no opportunity to network with local academies.	☐
Developing A SACRE with developing practice would:	have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.	☑

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

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

Section 2. Standards and quality of provision of Religious Education

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

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

A core duty of a SACRE is to gain an overview of the quality of the RE provision in local authority maintained schools and to develop effective strategies to promote the highest standards. SACREs may also request information from academies, academy chains and free schools where they educate pupils from the LA which appointed SACRE. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to adopt an astute and sensitive approach to achieve this overview.

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

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

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

Key Area: **2a - RE provision across the LA**. *How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?*		
Requires improvement/struggling A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	☐
Developing A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information (e.g. a website trawl)	☐
Established A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.	☑
Advanced A SACRE with advanced practice would:	build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	☐
Where are we and where do we find evidence to support this?		

Key Area: **2b - Standards of achievement and public examination entries** *How does SACRE use information about standards and examinations to target support and training for schools?*		
Requires improvement/struggling A SACRE in this position would:	not be given any data to work from, and has no professional support to investigate this at a local and national level.	☐
Developing A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this and the local authority does not adequately invest in professional support for this. Analysis would be limited as would strategies to address issues.	☐
Established A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.	☐
Advanced A SACRE with advanced practice would:	have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.	☐

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

Key Area: **2c - Quality of learning and teaching.** *How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?*		
Requires improvement/struggling A SACRE in this position would:	not have any knowledge of quality of learning and teaching to target support from the LA and professional support/adviser.	☐
Developing A SACRE with developing practice would:	have little knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little or no professional support in the LA working with the SACRE.	☐
Established A SACRE with established practice would:	have some information regarding the quality of learning and teaching from a range of sources including contact with teachers and pupils. Limited analysis of this information is undertaken; however, this means that SACRE's attempts to improve learning and teaching have limited effect. Be able to circulate information about national courses and support mechanisms to schools	☑
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. Advise the LA on the support that is needed and have access to professional support, linked to schools in need.	☐
Where are we and where do we find evidence to support this?		

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

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

Key Area: **2e - Relations with academies and other non-LA maintained schools.** *To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?*		
Requires improvement/struggling A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	☐
Developing A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	☑
Established A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation and share their advice to these schools. By and large, academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	☐
Advanced A SACRE with advanced practice would:	have a proactive policy of liaison with all academies, etc. and of sustaining a wider professional RE network within the area. While the independence of academies, etc. is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	☐
Where are we and where do we find evidence to support this?		

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

Barriers to success Putting action plans into practice.

Areas for development/ Action points:

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

Date of review (1) 22nd. November 2022

Date of review (2)

Date of review (3)

Section 3: The effectiveness of the locally agreed syllabus

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

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

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

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

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

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

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

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

Advanced A SACRE with advanced practice would:	ensure that the AS provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA. Have set out clear expectations of the role of the LA and school leadership in ensuring adequate resources and provision in schools. References latest RE research that is relevant to help pupils make good progress in RE.	☐
Where are we and where do we find evidence to support this?	Still investigating AS is of good quality	

Key Area: **3c – Launching and implementing the Agreed Syllabus** *How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?*		
Requires improvement/struggling A SACRE in this position would:	not have a launch for the new syllabus. Not have any in-service training for teachers/schools for implementing the new AS. Not have the mechanisms to advertise, promote and share the syllabus with local schools.	☐
Developing A SACRE with developing practice would:	provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE. Have little training provision for implementing the revised syllabus. Be prevented from providing any significant additional guidance or extended training on using the AS by a shortage of financial and human resources.	☐
Established A SACRE with established practice would:	use other forms of communication (for example the LA website) to promote the launch. Have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed. Provides additional guidance or extended training on using the AS over its life.	☑
Advanced A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the AS a high profile as an important development in the work of the LA and local community. The launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors. Provides effective training on implementing the AS, which is supported by all schools, leads to teachers being clear about standards and expectations in the AS and the implications for teaching and learning. Provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.	☐
Where are we and where do we find evidence to support this?	Good recent launch. RE coordinators enjoy good in service training	

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

Developing A SACRE with developing practice would:	have a membership that fulfils basic statutory requirements. Limited induction and training opportunities; members are unclear of their roles, or how an AS can be structured. Particular faith or belief groups or teachers from different phases do not attend. Provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.	☑
Established A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious/worldview and professional community. Some opportunities for members' training and the purpose and action plan for the work of the ASC are clear. Have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.	☑
Advanced A SACRE with advanced practice would:	have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants to ensure this voice is added into the process. There is a strong, co-ordinated programme of induction and training opportunities for members. Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights. Provide effective admin to support the process	☐
Where are we and where do we find evidence to support this?	Need ~~more~~ wider diversity on SACRE. Training is offered Highlighted areas are positive.	

Key Area: **3e - Developing the revised agreed syllabus** *How robust are the processes for producing a strong educational Agreed Syllabus?*		
Requires improvement/struggling A SACRE in this position would:	not have an agreed plan linked to finance for developing their AS. Have met the five-year review deadline of revising and publishing a new AS.	☐
Developing A SACRE with developing practice would:	have no clear structure for developing a new AS. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new AS with teachers, SACRE members and the local religious/worldview communities.	☐
Established A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an AS which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	☑
Advanced A SCRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The AS has a clear framework for progression and challenging learning	☐

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

Key Area: **3f - Making best use of National Guidance** *How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)*		
Requires improvement/struggling A SACRE in this position would:	not be aware of national documentation in relation to the AS review process and are therefore unable to use this guidance appropriately.	☐
Developing A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the AS review process and are unable to use national guidance in a coherent way. Have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the holistic education of the child.	☐
Established A SACRE with established practice would:	be aware of national documentation and some of its implications for the AS review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the AS to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	☑
Advanced A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised AS, while ensuring their work reflects local circumstances. The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.	☐
Where are we and where do we find evidence to support this?	More information needed from schools as to links between RE + other subjects.	

*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and "Religious Education in English schools: "Non-statutory guidance 2010"; CoRE; Big Ideas in RE publication 1 & 2; Ofsted RE literature review

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

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

Areas for development/ Action points:

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

Date of review (1)

Date of review (2)

Date of review (3)

SACRE

Section 4. Collective Worship

How effectively does the SACRE fulfil its responsibilities for the provision and practice of Collective Worship?

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

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

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

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

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

A SACRE with advanced practice would:	members are familiar and comfortable. Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. Periodically review all existing determinations together with keeping the guidance from the RE professional.
Where are we and where do we find evidence to support this?	We have little experience in this aspect.

Successes/ What are we good at? Overview of provision

Barriers to success Lack of Info from Schools in Some cases

Areas for development/ Action points:

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

Date of review (1)

Date of review (2)

Date of review (3)

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

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

"By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community"[2].

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

Page 69

Page 69

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

[2] Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association's definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cantle Report in 2001.

A SACRE with established practice would:		
Advanced A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim or Christian communities). Endeavours to include representation from small local faith communities and/or have links with national bodies that can broker advice from those communities elsewhere in the UK.	☐
Where are we and where do we find evidence to support this?	Minutes, Attendees for meetings	

Key Area: **5b SACRE's understanding of the local area** *How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?*		
Requires improvement/struggling A SACRE in this position would:	meet rarely and this aspect of membership would not be an agenda item when they meet.	☐
Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	☐
Established A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. Know about and have a relationship with local interfaith groups and the work that they do in the locality.	☑
Advanced A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area. Take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local interfaith groups. Be aware of the impact of this local context on schools and on the provision for RE and CW in those schools.	☐
Where are we and where do we find evidence to support this?	SACRE meetings, 4 reps from Havering Interfaith Forum.	

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

Developing A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. Have little opportunity to promote RE's contribution to cohesion.	☐
Established A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. Understand and have a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work.	☑ ☐
Advanced A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. SACRE members appreciate their key role in promoting RE's contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local AS and related guidance.	☐
Where are we and where do we find evidence to support this?	Seeking to increase access to schools with the limited authority bearing in mind the large no. of MATS.	

Key Area: **5d – SACRE's role within wider LA initiatives on community cohesion** *How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?*		
Requires improvement/struggling A SACRE in this position would:	be given no information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	☐
Developing A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	☑
Established A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.	☐
Advanced A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area. Aware of local interfaith groups and in regular communication with them to ensure opportunities to support high quality RE/CW in schools.	☐
Where are we and where do we find evidence to support this?	LA are promoting private initiatives, rather than taking a leading role. Community cohesion projects are well promoted. but doesn't give SACRE an opportunity to discuss.	

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

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

Areas for development/ Action points:

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

Date of review (1) 12.11.22.

Date of review (2)

Date of review (3)

ANNEX

The responsibilities of a Local Authority

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

In brief, local authorities are legally required to:

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

The responsibilities of a SACRE

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

In brief, SACREs are legally required to:

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

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

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

In addition, SACREs may:

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

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

GCSE (9-1) Religious Studies

DfE No.	SimID	School Name	Grand Total	Total	Uptake
3114000	12849	Hall Mead School		51	
3114001	12813	Redden Court School			
3114003	12829	The Brittons Academy			
3114006	12821	Emerson Park Academy			
3114007	12831	Harris Academy Rainham		37	
3114013	12827	Hornchurch High School			
3114014	12825	St Edward's Church of England Academy		81	
3114015	12847	Gaynes School		52	
3114016	12801	Sanders School			
3114025	12839	The Royal Liberty School			
3114037	12853	Marshalls Park Academy		157	
3114042	12841	Bower Park Academy		29	
3114700	12817	The Campion School		143	
3115400	12837	The Frances Bardsley Academy for Girls		228	
3115401	12815	Abbs Cross Academy and Arts College		138	
3115402	12845	The Coopers' Company and Coborn School		185	
3115403	12843	Sacred Heart of Mary Girls' School		118	
3116905	12811	Drapers' Academy		27	
3117000		Corbets Tey School			
3117003		Ravensbourne School			
3117004		Forest Approach Academy			
311		Havering		1246	
921		National			

GCE (*-E) Religious Studies

DfE No.	SimID	School Name	Grand Tota	Total	Uptake
3114014	12825	St Edward's Church of England Academy	3	3	100%
3114700	12817	The Campion School	10	10	100%
3115400	12837	The Frances Bardsley Academy for Girls	6	6	100%
3115402	12845	The Coopers' Company and Coborn School	31	30	97%
3115403	12843	Sacred Heart of Mary Girls' School	15	15	100%
3116905	12811	Drapers' Academy	0	0	
3117000		Corbets Tey School			
3117003		Ravensbourne School			
311		Havering	65	64	98%

0	1	2	3	4	5	6	7	8	
			1	2	2	2	17	14	5
			1	5	4	10	3	5	7
		2	1	4	15	11	25	10	6
		1	2	7	2	8	14	9	7
	3	11	19	25	14	17	29	16	13
	2	2	2	1	4	3	5	5	4
	1	1	6	18	21	37	31	12	10
	1	8	11	16	32	25	35	32	37
	1	9	16	18	7	17	27	22	13
			1	6	9	25	43	40	32
			1	4	13	11	18	24	22
	1	2	1	5	4	6	3	1	4
	8	36	62	111	127	172	250	190	160

E	D	C	B	A	*	
				2	1	
	1	2	1	5	1	
	1	1		2	1	1
		1	4	11	8	6
	1		3	6	2	3
	3	4	8	26	13	10

9	4-9	5-9	APS
8	94%	90%	6.06
2	84%	73%	8.35
7	91%	73%	3.81
2	81%	77%	5.94
10	64%	55%	1.97
1	81%	67%	10.66
6	82%	68%	2.16
31	85%	70%	1.36
8	69%	64%	2.24
29	96%	91%	1.67
25	96%	85%	2.62
	69%	54%	11.44
129	83%	73%	0.25

Row Labels	1	2
3114000		1
3114001		
3114003		
3114006		
3114007		1
3114013		
3114014	2	1
3114015	1	2
3114016		
3114025		
3114037	11	19
3114042	2	2
3114700	1	6
3115400	8	11
3115401	9	16
3115402		1
3115403		1
3116905	2	1
3117000		
3117003		
3117004		
Grand Tota	36	62

3	4	5	6	7	8	9 Q	U	
2	2	2	17	14	5	8		
5	4	10	3	5	7	2		
4	15	11	25	10	6	7		
7	2	8	14	9	7	2		
25	14	17	29	16	13	10		3
1	4	3	5	5	4	1		2
18	21	37	31	12	10	6	1	1
16	32	25	35	32	37	31		1
18	7	17	27	22	13	8		1
6	9	25	43	40	32	29		
4	13	11	18	24	22	25		
5	4	6	3	1	4			1
111	127	172	250	190	160	129	1	8

(blank)	Grand Total
	51
	37
	81
	52
	157
	29
	143
	228
	138
	185
	118
	27
	1246

This page is intentionally left blank

LA name
Havering
Havering
Havering
Havering
Havering
Havering
Havering
Havering
Havering
Havering
Havering
Havering
Havering
Havering
Havering
Havering
Havering
Havering

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

Religious character		% year 7 hours - RE	% year 7 hours - philosophy	% year 8 hours - RE	% year 8 hours - philosophy
Does not apply	julia@retoday.org.uk	4.2	.	4.18	.
None	julia@retoday.org.uk	3.68	.	1.83	.
Christian	julia@retoday.org.uk	5.34	.	3.45	.
None	julia@retoday.org.uk	3.97	.	4	.
Roman Catholic	julia@retoday.org.uk	10.25	.	8.9	.
None	julia@retoday.org.uk	4.12	.	4.35	.
Roman Catholic	julia@retoday.org.uk	8.51	.	8.09	.
Does not apply	julia@retoday.org.uk	.	.	.	.
Does not apply	julia@retoday.org.uk	.	.	.	.
None	julia@retoday.org.uk	6.27	.	6.35	.
Does not apply	julia@retoday.org.uk	4.26	.	4.53	.
None	julia@retoday.org.uk	5.44	.	5.54	.
None	julia@retoday.org.uk	1.5	.	1.55	.
None	julia@retoday.org.uk	.	.	.	.
Does not apply	julia@retoday.org.uk	4.23	.	4.03	.
Does not apply	julia@retoday.org.uk	5.06	.	4	.
Church of England	julia@retoday.org.uk	3.77	.	3.78	.
None	julia@retoday.org.uk	3.36	.	2.16	.

% year 9 hours - RE	% year 9 hours - philosophy	% year 10 hours - RE	% year 10 hours - philosophy	% year 11 hours - RE	% year 11 hours - philosophy	% year 12 hours - RE	Year 13 hours - philosophy	% year 13 hours - RE	% year 13 hours - philosophy	% mixed hours - RE	% mixed hours - philosophy
4.1	.	2.65	.	1.24	.	0	.	0	.	.	.
1.79	.	1.64	.	0	.	.	.	.	.	.	.
3.54	.	6.59	.	8.62	.	3.96	.	3.81	.	.	.
7.64	.	3.59	.	3.49	.	.	.	.	.	.	.
8.59	.	8.88	.	9.35	.	3.58	.	2.7	.	.	.
4.27	.	2.36	.	2.39	.	.	.	.	.	.	.
6.35	.	8.54	.	8.6	.	6.02	.	5.6	.	.	.
.	.	.	.	.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.	.	.	.	.
6.24	.	6.24	.	6.06	.	3.72	.	3.44	.	.	.
4.38	.	1.5	.	3.06	.	.	.	.	.	.	.
7.1	.	1.15	.	0	.	.	.	.	.	.	.
1.56	.	1.52	.	1.6	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.	.	.	.	.
5.39	.	12.5	.	11.6	.	.	.	.	.	.	.
3.33	.	3.39	.	3.03	.	.	.	.	.	.	.
7.75	.	7.47	.	0	.	0	.	7.4	.	.	.
3.01	.	2.77	.	3.3	.	.	.	.	.	.	.

Phase	Academy/Trust	School	To be monitored
Secondary	Loxford School Trust	Abbs Cross Academy & Arts College	y
Infant	Ardleigh Green Learning Federation	Ardleigh Green Infant	y
Junior	Ardleigh Green Learning Federation	Ardleigh Green Junior	y
Primary	Life Education Trust	Benhurst Primary	y
Secondary	Empower Trust	BEP Academy Bower Park School	y
Primary		Brady Primary	y
Primary		Branfil Primary	y
Primary	Learning Federation	Broadford Primary	y
Primary		Clockhouse Primary School	y
Primary	Reach 2 Academy Trust	Concordia Academy	y
Secondary		Coopers' Company & Coborn School	y
Special		Corbets Tey School	y
Primary	Growing Together Federation	Crowlands Primary	y
Infant		Crownfield Infant	y
Junior	The Learning and Achieving Federation	Crownfield Junior	y
Primary	Life Education Trust	Dame Tipping C.of.E Primary	y
Secondary	Drapers' Multi-Academy Trust	Drapers' Academy	y
Infant	Drapers' Multi-Academy Trust	Drapers' Brookside Infant School	y
Junior	Drapers' Multi-Academy Trust	Drapers Brookside Junior	y
Primary	Drapers' Multi-Academy Trust	Drapers' Maylands Primary School	y
Primary	Drapers' Multi-Academy Trust	Drapers' Pyrgo Priory School	y
Primary	The Aspire Learning Federation	Elm Park Primary	y
Secondary		Emerson Park Academy	y
Primary		Engayne Primary	y
Special	Lime Academy Trust	Forest Approach Academy (Lime Academy Trust)	y

Monitoring yea	SACRE Member	Completed
1	John Smailes	
1	Sidra	
1	Wendy	Yes
1	Peter	Yes
1	Tariq	
1	Dawn	
1	Luthaneal	Yes
1	John Lester	Yes
1	George	
1	Barry	Yes
1	Ruth	
1	Stephanie	
1	Kathryn	Yes
1	Cllr Ruck	
1	Cllr Tumilty	
1	Sidra	
1	Wendy	Yes
1	Peter	Yes
1	Tariq	
1	Dawn	
1	Luthaneal	Yes
1	Barry	Yes
1	Ruth	
1	Kathryn	Yes
1		

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

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	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	**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	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	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?

	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:

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) 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	Has the school published the content of the RE curriculum for each academic year?	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?	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	Has the school published the content of the RE curriculum for each academic year?	Secondary - Is a GCSE course offered in Key Stage 4? Yes/No	Secondary - Is there a non GCSE KS4 RE curriculum shown? Yes/No
Branfil 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:

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	Has the school published the content of the RE curriculum for each academic year?	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' Pyrgo Priory School	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:

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~~

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

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

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

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

School – Broadford Primary School	**Has the school published the content of the RE curriculum for each academic year?** **Yes** **Is this in line with the Havering Agreed Syllabus for RE?** **It seems to be.**	**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	**Information gleaned from letters to parents each term giving topics to be taught that term. RE includes looking at specific religions and at religious questions (e.g. prayer) and self-identity and worth**		

Does the website also include:

A RE policy? (primary only) **Not known**

Information about collective worship? **No**

A nominated RE leader?

Name:……Not found……

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

Overall impression of RE on school website: Seems satisfactory. Good coverage of Christianity in years 1-6, Islam in year 2 and year 6; Hinduism in year 3 and year 4; Sikh in year 6.

Contact school? N			
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	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	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	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	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	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

This page is intentionally left blank

School	Has the school published the content of the RE curriculum for each academic year?	Secondary - Is a GCSE course offered in Key Stage 4? Yes/No	Secondary - Is there a non GCSE KS4 RE curriculum shown? Yes/No
Concordia Academy (Primary Academy) Reach 2 Academy Trust.	~~Yes~~/No/Not ~~known~~ (Delete as applicable) Is this in line with the Havering Agreed Syllabus for RE? No detail given. ~~Yes~~/~~No~~/Not known (Delete as applicable)	Short Course/Full Course/Not known	
Notes			

Does the website also include:

A RE policy? (primary only) No Curriculum Policy Documents on the Website ~~Yes~~/No/Not ~~known~~ (Delete as applicable)

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

A nominated RE leader?

Name:.....No.....

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

Nothing recorded

Overall impression of RE on school website

There is only a short statement that gives no detail of content.

Contact school? Y/~~N~~

School	Has the school published the content of the RE curriculum for each academic year?	Secondary - Is a GCSE course	Secondary - Is there a non GCSE

This page is intentionally left blank

School	Has the school published the content of the RE curriculum for each academic year?	Secondary - Is a GCSE course offered in Key Stage 4? Yes/No	Secondary - Is there a non GCSE KS4 RE curriculum shown? Yes/No
Crowlands 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	Very general statement about each term's content. No breakdown into medium term plans		

Does the website also include:

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

A section for RE Intent, Implementation and Impact (3Is)

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

A nominated RE leader?

Name:...Not mentioned.....

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

Not found on website. Twitter feed on Harvest Festival Service last year

Overall impression of RE on school website

3Is are in line with Havering Syllabus.

Very basic RE information on website under Curriculum Forecast

Contact school? Y/N ?

* need to discuss level of baseline information needed at next SACRE meeting. ie. What do we want to see?

This page is intentionally left blank

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

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

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

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

School Drapers Academy	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? Not known (Delete as applicable)	Secondary - Is a GCSE course offered in Key Stage 4? Yes/ 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/ (Delete as applicable)**

A nominated RE leader?

Name:…Noel Newman……

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

Overall impression of RE on school website. Informative

In Religious Studies our vision is to provide pupils with a coherent and well-rounded understanding of religious ideas and beliefs and how they fit into local, national and world society. To encourage pupils to think critically and to develop into well informed and critical citizens. This is part of the broader vision of putting humanities at the heart of Drapers' Academy.

As requested please find two pieces of information which will give you a broad overview of how we deliver Religious Studies across the school in line with national and local requirements.

The first document is the 'Learning Journey', which gives a general plan of how our pupils can progress in the subject across Key Stages 3, 4 and 5.

The second document is our Lesson Overview, which is primarily a lesson by lesson picture of the specific topics covered for each module in each year group along with proposed home works and assessments etc.

It must be stressed that this is a living document and is continually reviewed and upgraded to suit revisions to the curriculum and feedback from colleagues who are delivering these lessons. Indeed, at the time of writing, there are revisions being made to the Buddhism module in year 9 to make it more accessible to our pupils as well as introducing more challenge as appropriate.

Furthermore, a recent NATRE National Survey has revealed some worrying truths about the provision for RS/RE in primary schools. A quarter of teachers report that colleagues within their schools have a lack of confidence in teaching RS/RE, both in terms of what to teach, but also how to teach RS/RE.

The survey found:

- Nearly half of trainee primary teachers have had between zero and three hours of RS/RE training
- 30% of primary RS/RE teachers have had no subject specific training in the last year, not even in a staff meeting
- 1/3 of teachers who started teaching in the last 5 years have no qualification at all in RS/RE, not even a GCSE.
- Over 50% of schools have a HLTA taking some of their RS/RE lessons
- Many primary schools do not give adequate time for RS/RE

On this basis, as well as our own review of the provision provided by our local feeder primary schools, our expectation of pupils' knowledge and understanding of RS/RE entering the Academy is set very low and, on this basis, our initial lessons reflect this situation and are designed to equalise the curriculum for all of our pupils.

Both the KS4 and KS5 curriculum are governed by the requirements of the exam board, which in both cases is AQA.

With regard to our own school website, this is in the process of being updated to reflect the changes we have initiated in the department. However, our pupils have access to various platforms to assist their learning both internally and externally provided.

Like many schools, our plan of routine visits and visitors have been greatly upset by the pandemic and these are gradually being restored and added to as time goes on. These include talks by an animal rights organisation, the head of prison services for London, a rabbi etc. Arrangements are currently underway to arrange visits to local places of worship, including a Gurdwara and synagogue and it is hoped that we can visit Walsingham, one of our national places of pilgrimage, later in the summer.

I trust that this information will provide you with a good snapshot of what we are providing as well as where we are intending to go with Religious Studies at Drapers' Academy.

Contact school? Yes

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?	Secondary - Is a GCSE course offered in Key Stage 4? Yes/No	Secondary - Is there a non GCSE KS4 RE curriculum shown? Yes/No

	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?

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) Is this in line with the Havering Agreed Syllabus for RE?	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?

	Yes/No/Not known (Delete as applicable)		
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	**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?**	**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?**

	Yes/No/Not known (Delete as applicable)		
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	**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?**	**Secondary - Is a GCSE course offered in Key Stage 4? Yes/No**	**Secondary - Is there a non GCSE KS4 RE curriculum shown? Yes/No**

	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?

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) Is this in line with the Havering Agreed Syllabus for RE?	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?

	Yes/No/Not known (Delete as applicable)		
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	**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?**	**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?**

	Yes/No/Not known (Delete as applicable)		
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	Has the school published the content of the RE curriculum for each academic year?	Secondary - Is a GCSE course offered in Key Stage 4? Yes/No	Secondary - Is there a non GCSE KS4 RE curriculum shown? Yes/No
Elm Park Primary School (Aspire Learning Foundation	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	Programmes of Study not followed per se but used flexibly. Delivers on Aims and Objectives as laid out at the beginning of the Programmes of Study		

Does the website also include:

A RE policy? (primary only) No Curriculum Policy Documents on the Website — **Yes/No/~~Not known~~ (Delete as applicable)**

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

A nominated RE leader?

Name: Miss E. Lerano

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

Visits to places of Worship e.g. Buddhist Temple / Church

Overall impression of RE on school website

Very comprehensive coverage detailed. Very good.

Contact school? ~~Y~~/N

School	Has the school published the content of the RE curriculum for each academic year?	Secondary - Is a GCSE course	Secondary - Is there a non GCSE

This page is intentionally left blank

School	Has the school published the content of the RE curriculum for each academic year?	Secondary - Is a GCSE course offered in Key Stage 4? Yes/No	Secondary - Is there a non GCSE KS4 RE curriculum shown? Yes/No
Engayne 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	Long term plans only for each year group with a single statement for each term		

Does the website also include:

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

Not found

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

Detailed policy

A nominated RE leader?

Name:....Not mentioned.....

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

No. No recent Twitter feed either

Overall impression of RE on school website

Difficult to find any RE specific information. 3Is covers all subjects. RE tab for Learning Websites is out of date BBC links

Contact school? Y/N ?

Perhaps - to have more detail about what RE is taught. No reference to use of Havering Syllabus.

This page is intentionally left blank