



**STANDING ADVISORY  
COUNCIL ON RELIGIOUS  
EDUCATION  
  
AGENDA**

**6.00 pm**

**Wednesday  
21 June 2023**

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

**Group D**

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

Councillor Jacqueline McArdle  
Councillor Philip Ruck  
Councillor David Taylor  
Councillor Katharine Tumilty  
Councillor Laurance Garrard

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**For information about the meeting please contact:  
Michelle Morgan 01708433879  
SACRE@haverling.gov.uk**

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

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

Reporting means:-

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

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

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

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

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

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

**AGENDA ITEMS**

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

**2 NEW OR SUBSTITUTE MEMBERS**

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

**3 MINUTES OF PREVIOUS MEETING AND MATTERS ARISING (Pages 1 - 8)**

To agree as a correct record the minutes of the meeting held on 6 March 2023 (attached) and to authorise the Chair to sign them and to address any matters arising therefrom.

**4 UPDATE ON SCHOOL ACTIVITY (Pages 9 - 10)**

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

**5 NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION (Pages 11 - 18)**

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

**6 SACRE SELF EVALUATION**

To receive and agree the Action Plan 2023-2024 following completion of the SACRE Self Evaluation.

**7 SCHOOL WEBSITE MONITORING**

To receive an update on complete audits.

**8 DETERMINATION PROCESS (Pages 19 - 68)**

To discuss and agree a Havering SACRE determination process.

**9 ANY OTHER BUSINESS**

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

**10 DATE OF NEXT MEETING**

The date of the next meeting to be confirmed.

**Michelle Morgan  
Clerk to SACRE**

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

6 March 2023

The meeting took place at the Catholic Church of Christ the Eternal High  
Priest, Gidea Park

Present:

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

Wendy Brice-Thompson, Roman Catholic (Chair)\*  
Peter Feinson, Baptist  
Kamal Siddiqui, Muslim Community  
Luthaneal Adams, Pagan Federation  
Tariq Mahmood, Muslim Community  
Dr John Lester, Baha'i faith  
John Smailes, Evangelical Free Church

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

Ruth Everett

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

Karen Van Coevorden

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

Councillor Philip Ruck  
Councillor David Taylor  
Councillor Katharine Tumilty (Chair)\*\*

\*until Minute 3

\*\*from Minute 3

### **Professional adviser:**

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

## **1. APOLOGIES FOR ABSENCE**

The Chair welcomed all to the meeting.

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Apologies for absence had been received from Dawn Ladbrook, George Prinn, Kathryn Everitt, Bal Degun, Barry Smith, Councillor Garrard and Councillor McArdle.

The absence of the following Members was noted; Rabbi Lee Sunderland, Sansar Narwal, Pastor Aloysius Peter, Nasir Mubasher, Om Dhir, Jenny Fox, Stephanie Ellner, Marlene Wylie and Terry Riches.

It was noted that the following Members had not been in attendance for at least 3 meetings, and it was agreed that these individuals would be contacted to see if they wished to remain on SACRE. Responses would be considered by Members at the next meeting:

Sansar Narwal (Sikh), Pastor Aloysius Peter (Pentecostal Churches), Nasir Mubasher (Ahmadiyya Muslim), Om Dhir (Hindu) and Terry Riches.

**ACTION: HGS**

## **2. NEW OR SUBSTITUTE MEMBERS**

New Member, Karen Van Coevorden (Hylands Primary RE Subject Leader), was welcomed to the meeting. Introductions were made. It was noted that Karen Van Coevorden also had a background in Holocaust education.

It was noted that a further new Member (representing Group C), Bal Degun had sent their apologies, however would be in attendance at future meetings.

JDC advised that Johnathan Fowles (Squirrels Health Junior) might be attending the next meeting as an observer.

## **3. ELECTION OF CHAIR AND VICE CHAIR**

The Chair advised that for personal reason she had decided to step down from the role as Chair, however would be happy to support the new Chair.

Cllr Katherine Tumilty was proposed and seconded as Chair for a term of office of 2 years.

Dr J Lester was proposed and seconded as Vice Chair for a term of office of 2 years.

Cllr Tumilty wished to thank W Brice-Thomson for her work and contribution as Chair of SACRE. This was echoed by all present.

Chair's  
Initials

#### 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 and agreed.

4.2. Minutes of meeting from 22 November 2022 were received and agreed as a true record.

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

4.3.1. Union representatives (Minute 2, refers): HGS agreed to contact the unions see if any wished to join SACRE as part of Group C.

4.3.2. Website monitoring (Minute 4.2.1, refers): A copy of the audit was shared with SACRE Members.

4.3.3. Report card (Minute 6, refers): JDC had contacted Deborah Weston about a template letter regarding the report card and had received a letter that could be adapted to reflect the views of Havering SACRE to send onto MPs.

4.3.4. Online training (Minute 6, refers): The clerk advised that no response had been received from SACRE Members regarding the 'What's happening to Collective Worship beyond determination' training (14 March 2023).

4.3.5. Annual Report 2022 (Minute 7, refers): The clerk confirmed that the Annual Report had been sent to NASACRE.

4.3.6. Subject Leader network meetings (Minute 9, refers): JDW was pleased to report that Sidra Naeem would be joining the RE Subject Leaders meeting on 20 March 2023. JDW extended the invitation to all SACRE Members to attend any such sessions to introduce themselves and share information about their particular faith/belief as this would be a great support for Havering teachers. SACRE Members to contact JDC if they were able to offer any support.

#### **ACTION: SACRE Members**

4.3.7. Determination process (Minute 9, refers): JDC had contacted Ruth Everett regarding documentation about determination processes.

4.3.8. Self-evaluation (Minute 9, refers): It was noted that a scanned copy of the completed SEF had been sent to SACRE Members.

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4.3.9. NASACRE video (Minute 10, refers): Information regarding access to NASACRE training videos had been sent to SACRE Members.

## 5. UPDATE ON SCHOOL ACTIVITY

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

## 6. NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION

SACRE Members received the report. There were no questions.

## 7. COLLECTIVE WORSHIP

Referring back to the discussion held at the previous meeting, it was noted that school governors would be asked to monitor collective worship in their schools and that a session on collective worship would be provided as part of the training programme.

**ACTION: HGS**

JDW advised that it would be beneficial for Havering SACRE to put a process in place should a school request a determination. It was agreed that JDC and RE would speak with their other advisor colleagues regarding what guidance was available for SACRE Members to consider at the next meeting. It was however noted that the guidance had not been updated for some years and that new guidance was expected. However it would be prudent to have something in place in the interim.

**ACTION: JDW / RE**

S Naeem advised that although collective worship was not specifically included within any Ofsted grading; if a strong collective worship ethos was seen around the school then this demonstrated a strong spiritual element to the school.

## 8. SACRE SELF EVALUATION

At the previous meeting, SACRE Members had split into different groups to complete the SEF document. It was agreed that the focus of this session would be to look at what actions were needed over the next 2 years to improve the effectiveness of Havering SACRE.

SACRE Members worked in small groups to draft what they thought should be included within this 5 point action plan.

This feedback would be collated and drawn up into an action plan to discuss at the next meeting.

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**ACTION: JDC / Chair**

## **9. EXAM DATA 2022**

SACRE Members received the A Level and GCSE outcomes from the previous year which was compared with workforce data. The clerk agreed to seek clarification from Paul Fitzgerald regarding the data where there was no exam results provided; had the schools refused to disclose this information?

**ACTION: HGS**

Small groups discussed the exam data and agreed to provide their feedback to the Chair / JDW via email.

**ACTION: SACRE Members**

*Feedback received post meeting is summarised below:*

*Concerning A Level outcomes from St Edward's and Drapers. The most impressive results had been achieved at Coopers Company & Coborn School.*

*Concerning GCSE results were attained at Drapers and Bower Park Academies, alongside Harris Academy. The highest results were achieved at Frances Bardsley, Coopers Company & Coborn, Marshalls Park, Campion and Abbs Cross.*

*The following schools did not have any outcomes listed:*

- *Redden Court*
- *The Brittons Academy*
- *Emerson Park*
- *Hornchurch High*
- *Sanders Draper*
- *The Royal Liberty*
- *Lime Academy*

## **10. SCHOOL WEBSITE MONITORING**

There remained some school websites that had not yet been audited.

The following schools remained outstanding:

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

**ACTION: Chair**

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

**ACTION: Ruth Everett**

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

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

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

**ACTION: Chair / JDC**

## **11. ANY OTHER BUSINESS**

The remaining other business was discussed as follows;

- 11.1. S Naeem reminded SACRE Members that Wednesday 8 March was International Women's Day and invited all to attend the Interfaith Forum where there would be 4 female faith leader speakers (representing Judaism, Islam, Christianity and the Baha'i faith). S Naeem also asked SACRE Members to contact her should they wish to be included in her distribution list.
- 11.2. JDW reflected on the valued contribution made by Sidra Naeem to the group, as an observer and suggested that SACRE

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Members could seek approval from the Local Authority to appoint Sidra Naeem as a Co-opted Member. This was agreed. The clerk would seek approval from Trevor Cook, Assistant Director for Education.

**ACTION: HGS**

11.3. The Chair reported that the Youth Parliament had made the request that all secondary schools should provide some form of multi faith space that pupils could use to pray/reflect. It was agreed to discuss at the next meeting what these rooms would be used for and when. Cllr Taylor agreed to contact his employee regarding what guidance they used.

**12. DATE OF THE NEXT MEETING**

The date of the next meeting was noted as Wednesday 21 June 2023 at 6pm.

Potential venues were discussed; the Town Hall or the Baptist Church (pending the parking issue resolution. It was agreed that both the Chair and Peter Feinson would check availability for a room on that evening with both options having the technology to enable a hybrid meeting.

**ACTION: John Smailes / Chair**

The meeting closed at 8pm.

Chair.....

Date.....

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## Havering SACRE, Local RE update: Summer 2023

### CPD Meeting

The RE CPD meeting on 28<sup>th</sup> February ran virtually from 4-5:30pm. It focused on questioning, looking at both how to respond when pupils ask staff sensitive questions that may initially seem difficult to answer in RE, and ways in which pupils can be encouraged to ask profound questions. Again, the majority of the attendees were Subject Leaders, who were informed that the CPD meetings are appropriate for any member of staff with an interest in RE.

### Subject Knowledge Enhancement Day

20<sup>th</sup> March saw our first face to face, full day training session since the start of the pandemic. The day was held at CEME and centred around intent in RE, alongside implementation (where the focus was on Christianity and Islam) and knowledge in RE. Many thanks to Sidra Naeem for providing a session on Islam during the day and recording it in order that teachers could watch the session again, or use it to support colleagues. The link to the session is <https://www.youtube.com/watch?v=ubkosn-lHnQ&t=113s> .

### Subject Leader Network

This term's network meeting was held on 26<sup>th</sup> April. The theme was assessment, at the request of the Subject Leaders. Ideas for activities that could be used in the classroom to help assess were shared, alongside methods of recording. Colleagues also brought examples of assessment to share with each other. During the next meeting, the group will be focusing on how to discern which elements of each unit plan match each of the 3 aims stated in the syllabus.

### Future Plans

Next year's CPD programme for primary schools will follow the same structure as this year: 3 Subject Leader Network meetings, 3 CPD meetings and 1 full day of face to face training.

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## SACRE News – Summer Term 2023

16 What is your religion?  
 This question is voluntary

No religion

Christian (including Church of England, Catholic, Protestant and all other Christian denominations)

Buddhist

Hindu

Jewish

Muslim

Sikh

Any other religion, write in

### Using the 2021 Census Data in RE

The 2021 Census data has now been released and we can use it to look at the results with pupils, and compare with the local area. Here are some tips on how to make the most of it!

1. Explain to pupils or students that the religion question was voluntary. People over 18 had to choose which box to tick.
2. Show pupils the **results for the UK as a whole**: what do they notice? Note the **large fall in the number of people who identify as Christian, and the large rise in the number of people who tick ‘no religion’**. Ask pupils why that might be.

3. Look at the **results for our area – local authority and region**. Can students notice some similarities and differences to the national picture?
4. Either show to the class, or allow students to investigate for themselves, the Census data on the internet. Use this link: below. **You can find clickable maps that allow you to zoom in on your really local area and search by religion**. Can students see how their area compares to the wider area? How is it similar, how is it different?  
<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/bulletins/religionenglandandwales/census2021>

### NATRE Spirited Arts 2023 – themes

Will your schools join hundreds of schools from around the world taking part in this year's Spirited Arts competition? Entries are welcomed in (almost!) any art form pupils can think of. Winning entries will provide a good response to one of the 5 themes, and judges will be asking is it original? Is it well-crafted? And (most importantly!) is it excellent RE? Closing date is 31<sup>st</sup> July.

The 6 themes

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



More details here [www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2023/](http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2023/)

## Ofsted appoint new Acting Subject Lead for RE

Hazel Henson HMI was appointed as acting subject lead for RE at OFSTED in March 2023. She has a background in primary education.



## Children's Commissioner shares her view on RE with former pupil

Shammi Rahman, recently interviewed The Children's Commissioner, Dame Rachel de Souza for RE Today magazine. Dame Rachel is a previous RE teacher and headteacher and Shammi, is a former secondary teacher and now a Race Equality Adviser. Dame Rachel was her RE teacher!

Dame Rachel says, 'a former RE teacher myself, I believe RE teachers have a crucial opportunity to teach children about the wider world and principals of fairness and equality. It was great to talk about how different faiths can teach us different things, for example treating others as we would like to be treated ourselves; having compassion for others; and celebrating the beauty of life in our environment.'



Listen to their conversation here: [Conversation with Shammi Rahman: The importance of Religious Education | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](https://www.childrenscommissioner.gov.uk/insights/conversations/conversation-with-shammi-rahman-the-importance-of-religious-education)

## RE Hubs – Website now live!

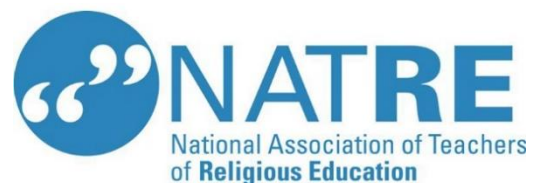


RE Hubs website is now live at [www.re-hubs.uk](http://www.re-hubs.uk). RE Hubs aim to connect those who can provide resources with those who need them and create a neutral platform being RE professionals together.

Many organizations serve RE/RVE/R&W education in the UK, from places of worship and school speakers to CPD partnerships and resource providers. However, until now, there hasn't been a single place to equip, enable, and signpost everyone within the community.

Having's hub is London, led by Stacey Burman.

## NATRE Secondary Survey





The NATRE survey of secondary RE teachers is now underway and open until Monday 31<sup>st</sup> July. Everyone who completes the survey will receive a £5 coupon for the RE Teaching Resources online shop as well as being entered into a prize draw to win a NATRE School Enhanced membership worth £270. The survey is here: [NATRE Survey - Secondary 2023 \(surveymonkey.co.uk\)](https://www.surveymonkey.co.uk)

### Culham St Gabriel’s launch FREE new self-study course

Digging Deeper: Subject Knowledge, this short, self-study course builds on the introduction level course and is available for FREE. Find out more here: [Culham St Gabriel's Trust Moodle \(cstg.org.uk\)](https://www.cstg.org.uk)

### Understanding Humanism launches new animation and free resources

Understanding Humanism has launched a **NEW animation** 'One Life, live it well' voiced by author and presenter, Alice Roberts. Accompanied by classroom activities, this simple but beautiful animation illustrates how humanists try to approach life: [One Life, Live It Well: watch our new animation narrated by Alice Roberts » Understanding Humanism](#)

They also have available new FREE resources for children in early years, and the stories of four amazing humanist women who changed the world.

## Training and CPD opportunities and other support

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

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

Date – All Mondays 4.00-5.30pm	Topic
12 June	Taught session: Focus on Sikhi
10 July	Café NATRE: Subject knowledge Christianity

ECT webinars booking link [www.natre.org.uk/membership/early-careers-teacher/ect-free-monthly-webinar/](https://www.natre.org.uk/membership/early-careers-teacher/ect-free-monthly-webinar/)

### NATRE: new membership packages!

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



Membership packages for students, ECTs, teachers, schools, RE professionals and RE enthusiasts!

Details: [www.natre.org.uk/membership](http://www.natre.org.uk/membership)

## NATRE: welcome webinars for new members

New NATRE members are invited to a monthly welcome webinar. This will help them use their NATRE membership and enjoy it to its fullest!

### What will they learn?

- 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

**Members can register their interest to attend a webinar at this link.**

[www.natre.org.uk/member-login/natre-members-welcome-webinar/](http://www.natre.org.uk/member-login/natre-members-welcome-webinar/)

## BBC expands early years RE resources

There are new resources for 4 and 5 year olds for RE / RME and RVE from BBC Bitesize Reception. These include some simple craft activities and some recipes for festive food with clear and simple ideas to bring the world of religion alive for small children. The subject is connected to work in the fields of expressive arts and design, helping pupils with their understanding of the world particularly in the field of religion and belief. These new materials cover Christmas, Easter, Eid Al Adha, Vaisakhi, Divali and more and have now gone live. They include video clips made for the age group, activity sheets and information for teacher-use. Lat Blaylock, who contributed to the work says: 'I'm really pleased to see that BBC have made such a diverse and well thought out contribution to Early Years learning about religion and belief. Teachers will find this is a little treasure trove.'

Here is a link: [https://www.bbc.co.uk/bitesize/topics/z24kqyc\\_Religions, festivals and celebrations](https://www.bbc.co.uk/bitesize/topics/z24kqyc_Religions,_festivals_and_celebrations)

## Educate Against Islamophobia (EAI)

**Educate Against Islamophobia (EAI)** has recently published a plethora of educational materials for the Early Years, primary schools, high schools and educational practitioners across the U.K.

### Early Years resources:

- Amna & Amy Storybook
- 2 lesson plans.

The storybook and accompanying lesson plans aim to support children in the Early Years to develop an awareness of equality, diversity and respectful behaviour and

introduce learners to aspects of the Islamic identity.

### Primary school resources:

- Unit of work

The unit of work which comprises 6 lesson plans supports KS1-KS2/P2-P7 learners in developing positive attitudes towards

diversity. This unit of work also aims to introduce learners to the Islamic identity and will enable them to explore some of the similarities and differences between Islam and other faiths/culture.

**Secondary school resources:**

- Unit of work

The unit of work which comprises 6 lesson plans supports KS3-KS4/S1-S4 learners in developing an awareness of Islamophobia, including its manifestations and dangers. Learners will explore the issue of Islamophobia through a range of themes and lenses including human rights, anti-bullying and media literacy.

**Educator resources:**

- Islamophobia awareness training session
- Equality, diversity and inclusion audit

The Islamophobia awareness training and EDI audit aims to promote an awareness of Islamophobia and equip practitioners with the understanding of how to address it in the school community. These materials will also assist educational practitioners to meet their Public Sector Equality Duty under the Equality Act (2010).

To download your free copy of EAI's materials, visit: <https://eai.org.uk/>

If you would like to learn more about Educate Against Islamophobia's work and services contact [info@eai.org.uk](mailto:info@eai.org.uk)

## Using Faith Inspired Art to Encourage Conversation, Enable Reflections and Inspire Action. Cheryl Homer, Westhill Endowment

Westhill Endowment has 9 art collections which are available FREE\* to schools and community venues around the UK.

Many communities have already benefited from these resources which aim to encourage conversation, enable reflections, and inspire action. A Year 10 textiles student recently reflected on her experience with the Gethsemane Garments: "I liked the green garment [representing Hope] showing the rips and tears of the fabric, but with the sides being restitched to show signs of healing and positivity."

A Primary School Teacher reflected on a creative lockdown session provided by their local vicar using the exhibition Bald Statements: "The creative artwork [the children produced in response] has been thought provoking and the children were able to speak honestly on their feelings and experiences of lockdown."

The art collections come with a variety of themes and mediums, including free standing and wall mounted works of art. Additional materials such as booklets, education packs, and films are available. Westhill will also consider funding applications for events around your exhibition.

Westhill Endowment work one to one with all exhibition hosts helping you tailor your exhibition to suit your space and your audiences. If you'd like to know more, please contact Westhill's Arts Coordinator, Cheryl Homer, on [cheryl@westhillendowment.org](mailto:cheryl@westhillendowment.org) or check the website or social media. [www.westhillendowment.org](http://www.westhillendowment.org) [www.facebook.com/WesthillEndowment](https://www.facebook.com/WesthillEndowment)

[www.youtube.com/channel/UCHKjKpunQoC4XSXD4j88XZA](https://www.youtube.com/channel/UCHKjKpunQoC4XSXD4j88XZA)

\*You may incur transport and insurance costs, please ask if this is applicable.

## Anti-racist RE: continuing debates and widening resources.

Jonathan Marshall, MBE, ran a brilliant RE and interfaith centre in Plymouth before he retired. He draws attention to resources which might compliment the NATRE anti-racist RE materials (<https://www.natre.org.uk/about-natre/projects/anti-racist-re/>) saying

“I think teachers might find the work of the Equiano Project on anti-racist education helpful. In the true spirit of quality RE, some diversity of views might be welcome.”

This black-led project may help teachers of RE who want to understand the complexity of an anti-racist RE approach: they should be encouraged to explore a range of different voices, one of which is to be found on the excellent website of “The Equiano project”

<https://www.theequianoproject.com/>

See for example the video “Understanding the new politics of race” by Prof. John McWhorter. At just under twenty minutes, this perspective is an extremely helpful and profound insight into the background and current situation of anti-racism.

Jonathan also draws attention to the ‘Don’t Divide Us’ project, whose opening statement includes these key ideas: “We should treat everyone as an individual worthy of respect regardless of race, religion or the colour of their skin We call this colourblind anti-racism – it is based on freedom and tolerance – and we believe it is the best way to counter prejudice where it does exist. Britain is a successful multi-cultural society with a positive story to tell about race relations: We won’t benefit from importing divisive political ideas from the US that don’t reflect our history and which undermine our shared values today. See much more at:

<https://dontdivideus.com/our-beliefs/>

## Philosophy of Religion resources from the FT!

Jack Robertson, RE teacher in north London, is working with the the Financial Times to offer free access to FT.com for all schools and colleges teaching sixteen to nineteen year old students. An FT subscription can support students in developing the broad knowledge that will help them stand out to examiners, universities and employers. A Philosophy Class page, [ft.com/philosophyclass](https://ft.com/philosophyclass), is available for teachers and students of philosophy and ethics. It brings together relevant articles from across the FT and provides accompanying questions that prompt students to reflect critically and make connections to areas of the A-level specification. Recent Philosophy Class articles cover topics from the ethics of climate protests and abortion to developments in AI and quantum physics, as well as interviews with philosophers such as MacAskill, Chalmers and Srinivasan.

Participating schools receive the same level of access to FT.com as regular subscriber. Check if your school is registered or register your interest via the Philosophy Class page or at [ft.com/schoolsarefree](https://ft.com/schoolsarefree)

## The RE Connect Environmental programme for RE

## Are you looking for ways to connect your RE teaching with the environmental crisis?

The RE:Connect Teacher Fellowship Programme is designed to help deepen teachers' understanding and confidence for exploring the environmental crisis through the lens of religions and worldviews in RE. The programme is not just about getting ideas, but also enhancing your teaching practice and professional network around this theme.



After a successful pilot of the programme in 2021-22, RE:Connect will be running again from September 2023, thanks to a grant from the Culham St Gabriel's Trust. There are places for **up to 10 teachers** of RE (primary and secondary) on the 6 month teacher fellowship programme. The initiative is run by Dr Jeremy Kidwell, Associate Professor in Theological Ethics at the University of Birmingham and Dr Ian Jones of St Peter's Saltley Trust, with input from experienced primary and secondary specialists, environmental scientists, climate activists and academic researchers in religion and environment.

The programme offers opportunities to:

- Deepen subject knowledge on the intersection of religion and ecology
- Work with cutting-edge subject specialists on religious ethics/practice, ecology, and climate change policy
- Work as part of a supportive and dynamic team to create and trial new approaches and resources for teaching on this theme
- Become a champion for teaching and learning on religion and environmental crisis

The Teacher Fellowship Programme involves monthly workshops from Autumn 2023 to Spring 2024, with tasks to undertake between workshops. Programme sessions will include one fully-funded weekend residential and 6-8 online evening sessions (roughly one per month). There is no cost of participation to the teacher or their school and Fellows receive a bursary of £500 to cover costs of participation plus travel expenses to enable attendance at in-person sessions.

**Interested?** Please contact Ian Jones ([director@saltleytrust.org.uk](mailto:director@saltleytrust.org.uk)) to register your interest. Selection for the programme is by a formal application process.

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# Determinations: Putting A System In Place For Your SACRE

Page 19



- supporting
- strengthening
- promoting

Agenda Item 8

# Welcome and Introductions

## Lesley Prior

- **Former Chair of NASACRE**
- **Currently Member of the NASACRE Executive**
- **Professional Adviser to eleven SACREs in London**
- **Involved in Determinations since 1992!**





# The Aims for Tonight's Training

Within this session, we will:

- consider the role, nature and purpose of determinations
- identify the legal requirements around determinations
- discuss how the process may be managed as effectively as possible within these legal requirements
- share good practice
- have an opportunity for questions!

# But First, Some Definitions!

- The terms ‘assembly’, ‘collective worship’ and ‘reflection’ are not synonymous.
- They have specific meanings and their correct use should be clarified.

# Assembly?

- a gathering of part or all of the school for general announcements
- part of the secular curriculum
- not required by law
- no pupil withdrawal; staff may have to attend
- may include an act of collective worship, if there is reflection or prayer

# Collective Worship?

- is mandatory for all pupils in all maintained schools and should take place daily
- comprises pupils who are part of same educational community; they may possess diverse religious, agnostic and non-religious life stances (NB called 'corporate worship' if all share the same religious beliefs)
- may take many forms but always presents pupils with specific concepts, themes and thoughts
- can use structures of religious worship but does not require actual worship
- allows deep thinking and individual spiritual response to the concepts explored
- is not *corporate* worship!

# Reflection?

- part of every daily act of collective worship
- allows thinking – and if appropriate prayer -about the specific concepts, themes and thoughts presented
- encourages the pupil to apply these ideas to their own life
- helps pupils develop the capacity to appreciate introspection

# What Is A Determination?

- In January 1994, the Department for Education released Circular 1/94, which states that all maintained schools must provide 'daily collective worship for all registered pupils' and that this 'must be wholly or mainly of a broadly Christian character'. [Circular 1/94](#)
- It is acknowledged that this may not be appropriate for all pupils in all schools. Maintained schools under the control of their LA may, therefore, apply to the local SACRE for a 'determination'. The determination lifts or modifies this requirement for some or all pupils, while safeguarding the interests of children from Christian families. Academies should apply for a 'determination' directly to the DfE.

# Requesting A Determination

- **Before requesting a determination, the headteacher must consult the school's Governing Body, which in turn may wish to (or must) seek the views of parents.**
- **The application may relate either to a clearly described and defined group or to the whole school.**

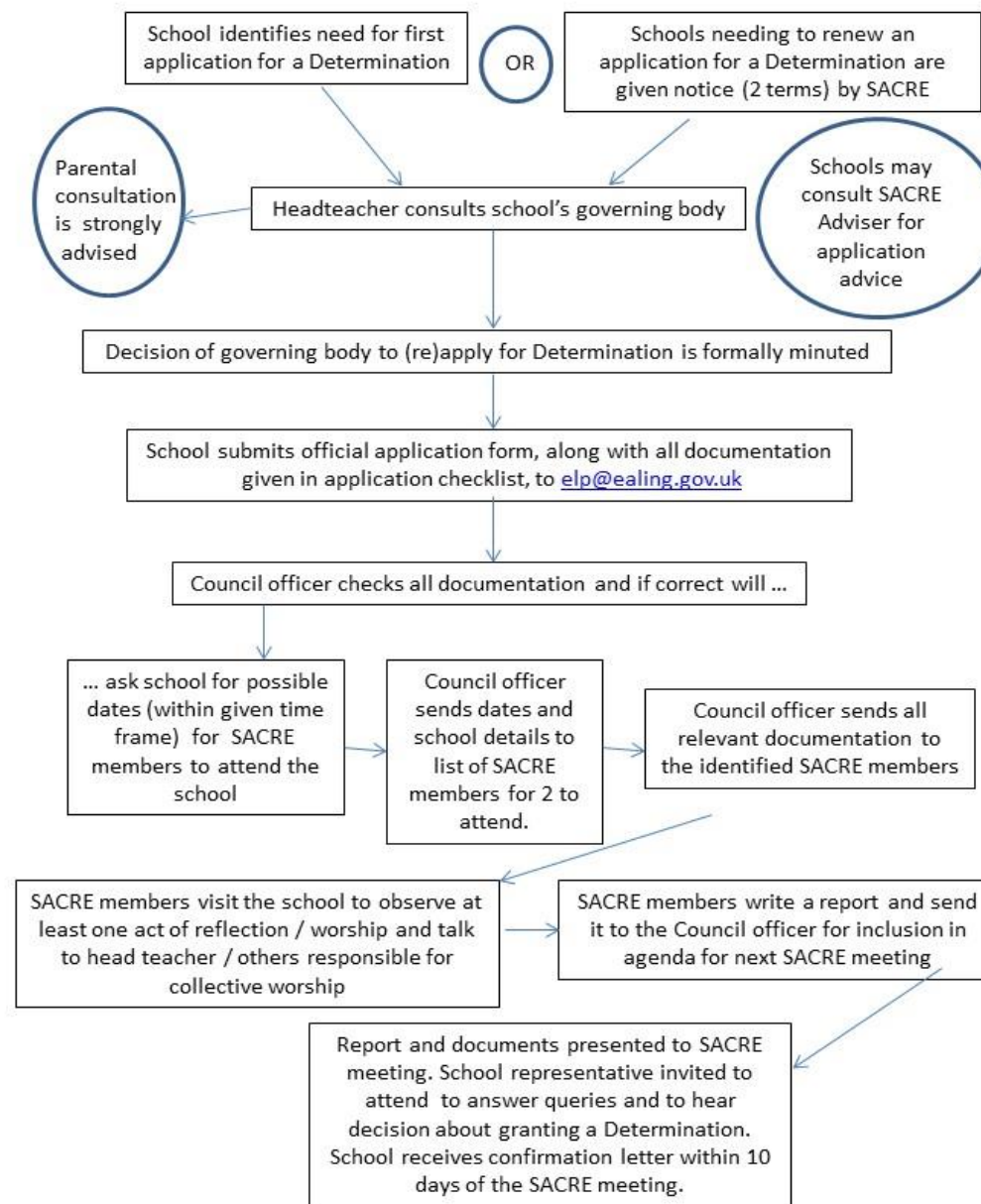
# Requesting A Determination

- A determination, once granted, lasts for five years
- If a school maintained by the LA wishes to continue to provide acts of Collective Worship that are other than broadly Christian, then it will need to reapply to SACRE to seek a renewal of its determination.
- An academy must seek a renewal directly from the DfE.



# An Example From LB Ealing SACRE Of The Process

Process flow chart for Determination applications  
for maintained schools



# Determination Application Form



**SACREs would be well advised to draw up an application form for a determination to lift or modify the requirement for maintained schools to deliver ‘collective worship’ that is ‘wholly or mainly of a broadly Christian character’.**

# What Might Such A Form Include?

- Is this application an initial one or for a renewal of a previously granted determination?
- If it is a renewal, when does/did the determination expire?
- What is the date of the Governing Body meeting at which the decision to (re)apply for a determination was formally approved.
- Please attach a copy of relevant section of the minutes.

# What Might Such A Form Include?

- A table to show religious /non religious affiliation of families of pupils in the school – what options might this include?
- Numbers and/or percentages?
- If the application is a renewal, appropriate comments on how this data compares with the data submitted five years before?
- Is this application being made in respect of:
  - (a) the whole school? *(If so, please describe how you will safeguard the interests of parents of children for whom broadly Christian worship would be appropriate.)*
  - (b) one or more clearly described and defined group(s) within the school? If so, please give details.

# Supplementary Information?

In the event that the requested determination is granted, please attach:

- the school's policy on Collective Worship
- details of the arrangements that will be put in place so that all pupils in the school are being provided with an opportunity for Collective Worship on each school day.

# Further Supplementary Information?

Please attach a summary of:

- records of acts of collective worship / reflection for the current term
- plans for the next half term
- detailed plans for one or more acts of collective worship that have been delivered or will be delivered this term.

# Additional Information?

- details of any communications with parents/families about the application and any responses?
- details of any feedback from pupils about the school's approach to Collective Worship
- details of any withdrawals from some or all acts of Collective Worship?

# SACRE Visit?

- **In some LAs, the process of application for a determination includes a school visit by one or more representatives of the SACRE.**
- **Their task is to ensure that the school provides a suitable opportunity for collective worship for all pupils every day.**



# SACRE Visit?

- **Members will observe one Act of Collective Worship (maybe more) and hold a discussion with the headteacher and other relevant members of staff**
- **The school visit is unlikely to last more than one hour.**
- **Following the visit, the SACRE representatives will compile a report for a SACRE meeting to consider, in which they will recommend whether or not a determination should be granted or renewed - a pro-forma may be used for this report.**

# Questions!



# Thank You and Keep in Touch!

- **Lesley Prior**
- **Part Time Adviser for Religious Education in Community Schools (two days a week only)**
- **London Diocesan Board for Schools | 36, Causton Street | London | SW1P 4AU**
- **[lesley.prior@london.anglican.org](mailto:lesley.prior@london.anglican.org)**
- **Tel: +44 (0) 780 876 1148**

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**APPLICATION TO SACRE FOR A DETERMINATION**

**1. DETAILS ABOUT SCHOOL**

1.1. Name of school: .....

1.2 Type of school (please tick appropriate boxes):

Special  Infant  Junior  Primary

Sec., 11-16  Sec., 11-18  Community  Foundation

1.3 Number of pupils on roll: .....

**2. REASONS FOR SEEKING A DETERMINATION**

2.1 Family religious background:

RELIGION	NO. OF PUPILS	% PUPILS
Buddhist		
Christian		
Hindu		
Jewish		
Muslim		
Sikh		
None		
Not known		
Others (specify if known)		

2.2 (a) Current number of pupils who are withdrawn: .....

(b) Family religious background of pupils who are withdrawn:

(c) Current provision for pupils who are withdrawn: **DETAILS MUST BE SUBMITTED**

2.3 (a) Determination being sought for whole school   
(please tick appropriate box)

Determination being sought for part of school

(b) If 'part' actual number of pupils for whom alternative worship is being sought:.....

If 'part', % pupils for whom alternative worship is being sought:.....

Does this group include those pupils referred to in **DETAILS MUST BE SUBMITTED.**

4.1 Reasons for applying for a determination, including an explanation of why collective worship that is wholly or mainly of a broadly Christian character is inappropriate in respect of the family backgrounds of the pupils for whom alternative worship is being sought: **DETAILS MUST BE SUBMITTED**

4 **EVIDENCE OF CONSULTATION**

3.1 People consulted (*please tick appropriate boxes*):

Governing body	<input type="checkbox"/>	Teachers	<input type="checkbox"/>	Parents	<input type="checkbox"/>
Faith communities	<input type="checkbox"/>	Pupils	<input type="checkbox"/>	Others	<input type="checkbox"/>

3.2 Details of the consultation process: **DETAILS MUST BE SUBMITTED**

4 Documentation providing evidence of consultation, eg relevant extracts from governing body minutes: **COPIES OF RELEVANT DOCUMENTATION MUST BE ATTACHED.**

4.1 **PLANS FOR ALTERNATIVE COLLECTIVE WORSHIP**

(Please note that collective worship and assembly are distinct activities, although they may take place as part of the same gathering. It is details of plans for collective worship only which are requested here).

4.2 What will be the character of the alternative collective worship?

4.3 (a) The school's broad plans for the alternative collective worship over a year, in terms of (i) style and character, and (ii) management and organisation: **DETAILS MUST BE SUBMITTED**

(b) The school's detailed plans for the alternative collective worship over a term: **DETAILS MUST BE ATTACHED** (see 4.3 below).

4.3 A checklist relating to the school's plans for the alternative collective worship (*please tick appropriate boxes*):

- Content
- Style and character
- Appropriateness of the alternative worship for relevant pupils (in terms of ages, aptitudes and family backgrounds)
- Management and organisation
- Provision for pupils' entitlement to daily collective worship
- People who are willing and able to lead the alternative worship
- People who are both willing and able to lead the alternative worship
- Arrangements for pupils who may be withdrawn

**This application is submitted by:**

.....(Head Teacher)                      Date: .....

.....(Chair of Governors)                      Date: .....

## **Applying for a Determination from Ealing SACRE: maintained schools**

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### **Collective worship determination application pack Determinations**

In January 1994, the Department for Education released Circular 1/94, which states that all maintained schools must provide 'daily collective worship for all registered pupils' and that this 'must be wholly or mainly of a broadly Christian character'. [Circular 1/94](#)

It is acknowledged that this may not be appropriate for all pupils in all schools. Maintained schools may, therefore, apply to SACRE for a 'determination'. The determination lifts or modifies the requirement for some or all pupils, while safeguarding the interests of children from Christian families. A school with a determination must still provide daily collective worship for all pupils. *Academies should apply for a 'determination' directly to the DfE. The application form can be found on the Ealing grid for learning: [Determination](#)*

Ealing Collective worship guidance can be found at [Collective worship | Ealing Grid for Learning \(egfl.org.uk\)](#)

### **Requesting a determination**

Before requesting a determination, the headteacher must consult the school's governing board, which in turn may wish to seek the views of parents. The application may relate either to a clearly described and defined group or to the whole school.

A determination, once granted, lasts for **five years**, and if a maintained school wishes to continue to provide acts of collective worship /reflection that are other than broadly Christian, then it will need to reapply to SACRE to seek a renewal of its determination.

### **Included in this document:**

- **An explanation of the process** p 2
- **The determination application form** p 3-5 (Also available as a separate document)
- **Further information on the school visit** p 6-8
- **SACRE member visit report form** p 9

Sample consultation letters and the separate determination application form can be found on EGfL: [Determination](#)

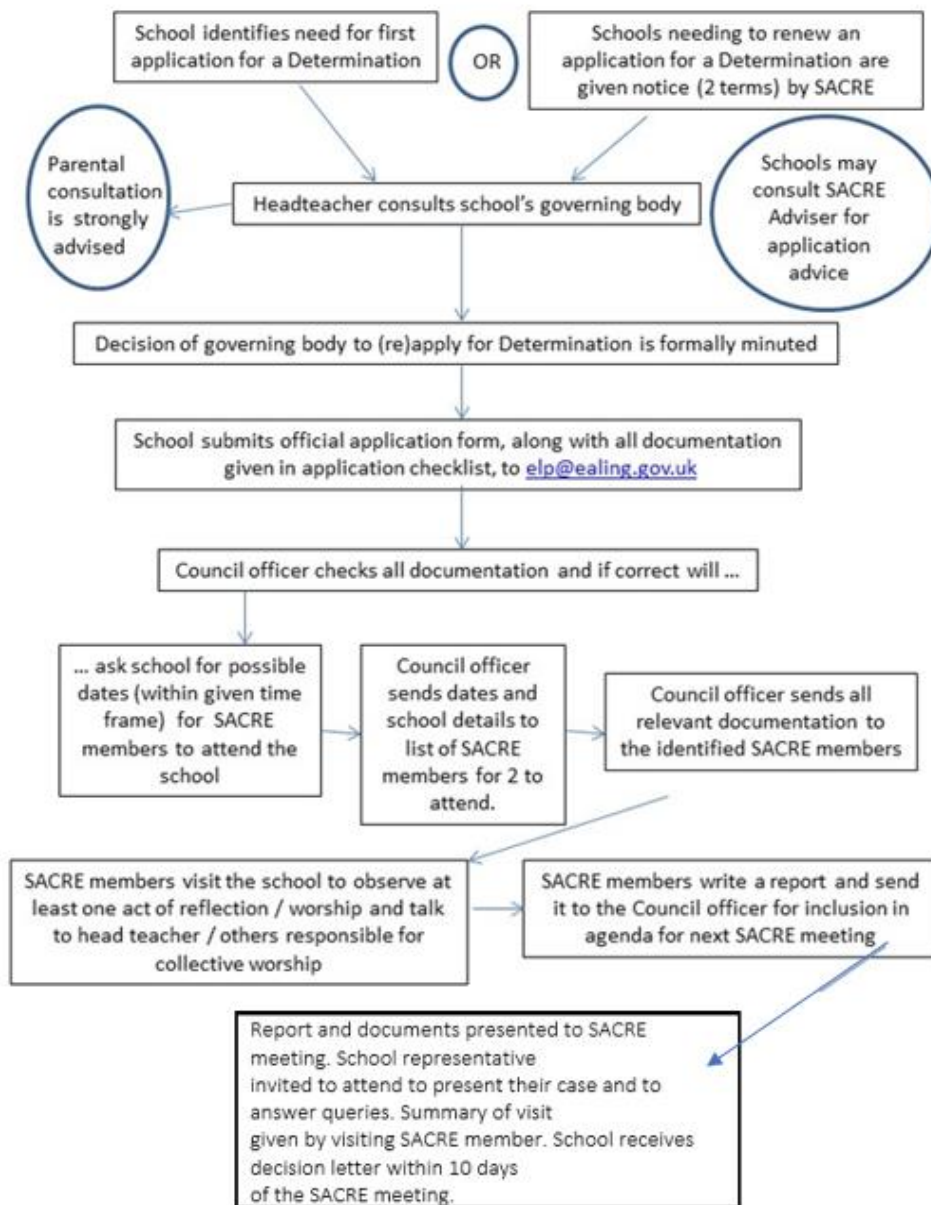
**All documentation must be sent to [ELP@ealing.gov.uk](mailto:ELP@ealing.gov.uk)**

A **checklist** of submission requirements can be found at the end of this document.

Dates of SACRE meetings can be found on the Ealing Council website:

[Ealing SACRE meeting dates](#)

**Process flow chart for Determination applications for maintained schools**





## Applying for a Determination from Ealing SACRE: maintained schools

### Determination application form

This is an application form for a determination to lift or modify the requirement for maintained schools to deliver 'collective worship' that is 'wholly or mainly of a broadly Christian character'. A school with a determination must still continue to provide a daily act of collective worship. This application form refers to 'collective worship / reflection' in line with Ealing guidance. [Collective worship | Ealing Grid for Learning \(egfl.org.uk\)](http://egfl.org.uk) Please focus your application and evidence on acts of **collective worship / reflection** *not* on whole assemblies.

1	School name					
2	Local Authority school status	Primary	Secondary		Special	
3	Headteacher's name					
4	Is this application for a renewal of a previously granted determination?		Yes		No	
	If yes, when does/did the determination expire?					
5	Date of governing board meeting at which the decision to (re)apply for a determination formally approved. Please attach a copy of <b>relevant section only</b> , of the minutes.					
6	Please attach the details of any consultation with parents (strongly advised).					
7	Religious affiliation of families of pupils in the school		Current breakdown		Previous breakdown (if a renewal)	
			Number	Percentage	Number	Percentage
	Baha'i					
	Buddhist					
	Christian					
	Hindu					
	Humanist / atheist / agnostic					
	Jain					
	Jewish					
	Muslim					
	Pagan					
	Rastafarian					
	Ravidasian					
	Shinto					
	Sikh					
	Zoroastrian					
Other						
None						
8	Is this application being made in respect of (a) the whole school? If so, please describe how you will safeguard the interests of parents of children for whom broadly Christian reflection would be appropriate. (b) one or more clearly described and defined group(s) within the school? If so, please give details.					

## Applying for a Determination from Ealing SACRE: maintained schools

9	If this is an application for the renewal of a previous determination, please attach a description of any circumstances that may have changed since the last determination was granted.			
10	Please attach: (a) the school policy on collective worship / reflection (b) details of the arrangements that are in place so that all pupils in the school are being provided with an opportunity for collective worship / reflection on each school day.			
11	Please attach a summary list of (a) acts of collective worship / reflection for the current and previous term (b) please include brief descriptions of at least three acts of collective worship / reflection that have been delivered or will be delivered that represent the range of religious and non-religious content in your programme. (Please do not include complete assembly PowerPoints.)			
12	How many pupils in the school are currently withdrawn from:			
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="276 795 1165 840">a) all acts of collective worship / reflection</td> <td data-bbox="1165 795 1428 840"></td> </tr> <tr> <td data-bbox="276 840 1165 918">b) some acts of collective worship / reflection – please attach details</td> <td data-bbox="1165 840 1428 918"></td> </tr> </table>	a) all acts of collective worship / reflection		b) some acts of collective worship / reflection – please attach details
a) all acts of collective worship / reflection				
b) some acts of collective worship / reflection – please attach details				
13	How are you intending to feature belief systems, religious and non-religious, that are not represented in your school population within the new programme of collective worship / reflection? Please give details.			
14	Is there anything else you wish to bring to SACRE's attention in relation to your application?			

## Applying for a Determination from Ealing SACRE: maintained schools

Title of Document	Question	Tick if attached
Application form: download from EGfL <a href="http://www.egfl.org.uk">www.egfl.org.uk</a> : <a href="#">Determination</a>		
Governing board minutes ( <i>relevant section only</i> )	5	
Parental consultation	6	
Collective worship / reflection arrangements <ul style="list-style-type: none"><li>For safeguarding interests of Christian parents</li><li>Catering for specific groups in school</li></ul>	8a 8b	
Changes since the last determination was granted	9	
School policy on collective worship / reflection	10a	
Arrangements relating to provision for each school day	10b	
All-school plans for the current and previous term	11a, 11b	
Brief descriptions of at least three acts of collective worship/ reflection from this or the previous term that reflect the range of religious and non-religious content in your programme.	11c	

<b>Headteacher's signature</b>	<b>Date</b>
--------------------------------	-------------

**Thank you for completing this application.**

Please submit to [elp@ealing.gov.uk](mailto:elp@ealing.gov.uk) with all supporting documentation at least three weeks prior to the SACRE meeting.

### **Further information on the school visit for SACRE members and school staff**

#### **School visits for determinations**

The process of application for a determination includes a school visit by one or more representatives of Ealing SACRE. Their task is to ensure that the school provides a suitable opportunity for collective worship or reflection for all pupils every day. During the visit the SACRE representatives will:

- Observe an act of collective worship
- Hold a discussion with the headteacher and other relevant members of staff

The school visit is unlikely to last more than one hour. Following the visit, the SACRE representatives will compile a report for a SACRE meeting to consider, in which they will recommend whether or not a determination should be granted or renewed. The pro-forma on page 9 may be used for the report.

#### **Definitions**

The terms 'assembly', 'collective worship' and 'reflection' are not synonymous. They have specific meanings and their correct use is summarised here:

##### **Assembly**

- a gathering of part or all of the school for general announcements
- part of the secular curriculum
- not required by law
- no pupil withdrawal; staff may have to attend
- may include an act of collective worship, if there is reflection or prayer

**Collective Worship (CW)** is a daily act which:

- is mandatory for all pupils in all maintained schools
- comprises pupils who are part of same educational community; they may possess diverse religious, agnostic and non-religious life stances (NB called 'corporate worship' if all share the same religious beliefs)
- may take many forms but always presents pupils with specific concepts, themes and thoughts
- can use structures of religious worship but does not require actual worship
- allows deep thinking and individual spiritual response to the concepts explored

##### **Reflection**

- part of every daily act of collective worship
- allows thinking about the specific concepts, themes and thoughts presented
- encourages the pupil to apply these ideas to their own life
- helps pupils develop the capacity to appreciate introspection
- CW and Reflection can support the RE programme e.g. by focus on special features of the calendar.

Traditionally, Ealing SACRE has used the term 'Reflection' in carrying out its statutory duty in order to enhance inclusivity in a very diverse population.

## **Applying for a Determination from Ealing SACRE: maintained schools**

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### **Aspects to be considered by the SACRE representative(s) on the school visit**

The SACRE representatives should be familiar with the paperwork and information submitted by the school to support its application for a determination. The following are suggestions about what might be considered in observing the school and in discussion with the school staff. It is not designed to be an exhaustive list of questions, merely to provide an understanding of the school in this context.

#### **1. Number of pupils in**

- a) The school
- b) Each year group
- c) Each tutor group

#### **2. Context of Collective Worship/Reflection**

- a) Within assemblies
- b) Within tutor, form or teaching group

#### **3. Frequency of Collective Worship/Reflection for**

- a) The whole school
- b) Each year group
- c) Each class group
- d) On the days when a child does not have school or year group CW/reflection, what provision is made within the class setting?

#### **4. Location of Collective Worship/Reflection**

- a) School hall
- b) Classroom
- c) Sports hall
- d) School grounds

#### **5. Time of Collective Worship/Reflection**

- a) at the beginning of the school day
- b) at the end of the school day
- c) during the school day

#### **6. Duration of Collective Worship/Reflection**

How much time is allowed for the specific act of CW/reflection?

#### **7. Leaders of Collective Worship/Reflection**

- a) Headteacher
- b) Teacher(s)
- c) Pupil(s)
- d) Governor(s)
- e) Representative(s) of a faith community

#### **8. Delivery of Collective Worship/Reflection**

- a) the spoken word including stories, poems, prayers, discussions, interviews, prose
- b) the sung word including hymns, pop songs, rhymes
- c) Visual stimuli including pictures, posters, slides, religious artefacts, natural objects, video
- d) Performance including dance, drama, role play, movement, mime, simulation
- e) Music: recorded or live
- f) Atmosphere enhancers including subdued or coloured lighting, candles, incense, drapes, central visual focus

## Applying for a Determination from Ealing SACRE: maintained schools

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### 9. Theme

- a) Does the school have a weekly, monthly or termly theme?
- b) How and by whom are these themes decided?
- c) To what extent does the CW/reflection provision reflect the theme?
- d) What is the scope for reinforcing the message of the CW/reflection in other situations?

### 10. Collective Worship/Reflection content

- a) Does the CW/reflection reflect the faith groups with which the parents of the school body identify?
- b) How is provision made for those with no religious affiliation?
- c) How is provision made to reflect those faith groups that are not represented within the school body?

### 11. In the context of the school curriculum

Relationship between the CW/reflection programme and the secular curriculum, including RE, PSHE, Citizenship, British values, SMSC (Spiritual, moral, social and cultural development)

### 12. Withdrawal

- a) Are any pupils withdrawn by parental request? Please explain why.
- b) Is the request discussed with parents?
- c) Is there a substitute activity?
- d) How are withdrawn pupils presented with opportunities for reflection?

### 13. Other issues

- a) How is potential friction between children from different faith backgrounds managed?
- b) How are children who are not fluent in English included?
- c) Does display around school reflect themes, rights etc.?
- d) Are pupils engaged and responsive?

### Guidelines for observation of Collective Worship/Reflection

- How is CW/R introduced and differentiated from any previous activity?
- Levels of pupil engagement and responsiveness
- Accessibility of language for ages and belief backgrounds
- Clarity of core theme/thought
- Appropriateness of atmosphere
- Delivery styles used (words, song, candles, artefacts etc.)
- How much time allotted for act of CW/R?

### References

1. Circular 1/94: 'Religious Education and Collective Worship', Department for Education, 1994.
2. Collective Worship Guidelines. Education Department Advisory and Support Service, London Borough of Hounslow

## **Applying for a Determination from Ealing SACRE: maintained schools**

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**Ealing SACRE member(s) visit report for application for or renewal of a determination**

**School:**

**Headteacher:**

**Date of visit:**

**SACRE members:**

**Summary of visit**

**Brief details about the school:**

**Collective worship/reflection:** brief summary of the approach in the school

**Collective worship/reflection observed:** brief summary of what was observed

**Conclusion/summary:** overview of visit and documentation, recommendation for renewal of the determination

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### **Further information on the school visit for SACRE members and school staff**

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- Observe an act of collective worship
- Hold a discussion with the headteacher and other relevant members of staff about the school's approach to collective worship.

The school visit is unlikely to last more than one hour. Following the visit, the SACRE representatives will compile a report for a SACRE meeting to consider, in which they will recommend whether or not a determination should be granted or renewed. The pro-forma on page 4 may be used for the report.

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How much time is allowed for the specific act of CW/reflection?

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## Applying for a Determination from Ealing SACRE: maintained schools

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- Appropriateness of atmosphere
- Delivery styles used (words, song, candles, artefacts etc.)
- How much time allotted for act of CW/R?

### References

1. Circular 1/94: 'Religious Education and Collective Worship', Department for Education, 1994.
2. Collective Worship Guidelines. Education Department Advisory and Support Service, London Borough of Hounslow

## Applying for a Determination from Ealing SACRE: maintained schools

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Ealing SACRE member(s) visit report for application for or renewal of a determination

School:

Headteacher:

Date of visit:

SACRE members:

Summary of visit

**Brief details about the school:**

**Assemblies and collective worship:** brief summary of the approach in the school

**Assembly/ collective worship observed:** brief summary of what was observed

**Conclusion/summary:** overview of visit and documentation, recommendation for renewal of the determination

# **COLLECTIVE WORSHIP**

## **seeking a determination**

### Part A COLLECTIVE WORSHIP

#### **The law on collective worship (a summary)**

The delivery of collective worship in community schools is guided by the law which states that:

- collective worship must be provided daily (separate arrangements may be made for nurseries and special schools);
- collective worship may take place at any time of the school day;
- schools may decide on the age/groupings of pupils and these may vary from day to day;
- the times decided for the delivery of collective worship may vary for different groups from day to day;
- generally collective worship should take place on the school premises;
- the content of the majority of acts of collective worship in a term should be “wholly or mainly of a broadly Christian character, reflecting the broad traditions of Christian belief.”;
- the choice of content should have regard for the family backgrounds, ages and aptitudes of pupils;
- parents may withdraw their children from collective worship;
- teachers may withdraw from collective worship;
- Students in the sixth form may withdraw themselves from collective worship
- in a community school the responsibility for managing the provision for collective worship is with the head teacher after consultation with the governing body; and
- every maintained school is required under the Education (Schools Information) Regulations 1996 to include in its annual prospectus information about the collective worship provided by the school and how parents may withdraw their children from it.

## **What is Collective Worship?**

The law has never clearly defined collective worship. It is known, however, that it is **not** the same as faith community worship (corporate worship) because:

- a community school is not a faith community;
- a community school contains pupils and staff from many different faith backgrounds as well as those who have no religious beliefs or no faith background; and
- a school community contains a wide range of people with different views on what 'worship' might mean and what or whom may be worthy of worship.

Collective worship is not the same as an Assembly because staff and pupils do not have the right to withdraw from Assembly.

Assembly may be defined as the time when members of the school are gathered together to pass on information and move forward matters of secular business (notices).

## **What is a determination?**

If the Headteacher of a school feels that the provision of collective worship within the broadest interpretation of the law is still not suitable for all or some pupils in their school, then the Head teacher needs to consider whether it might be appropriate to ask the SACRE to grant a "Determination" in accordance with the law.

The *Determination* is the decision of the SACRE as to whether it is appropriate for the requirement for collective worship as described in law to apply to the school, or a group, class or description of pupils at the school, having regard to any circumstances relating to the family background of the pupils at the school.

If SACRE determines that the alternative collective worship as described in an application from the school is appropriate, it grants a Determination which lasts for a maximum of 5 years. The SACRE must review the Determination if the school requests and, in any event, within five years of the date when the Determination was made or last reviewed.

Part B of this document sets out guidance on the process of the determination procedure.

## Part B GUIDANCE

The purpose of this paperwork is to support a Head teacher:

- (a) when considering whether seeking a Determination is appropriate to the school; and
- (b) in collecting the evidence base and other documentation that will be needed in order to make an application to SACRE.

### **1. Seeking a Determination**

- 1.1 The law states that the majority of acts of collective worship in a term should be wholly or mainly of a broadly Christian character and it is considered that this should be appropriate for most pupils across the country.
- 1.2 In schools where the Head teacher and the governors believe that this requirement is inappropriate for their pupils, the school may apply to its local SACRE (Standing Advisory Council on Religious Education) for a “determination” that the “wholly or mainly broadly Christian” criterion will not apply.
- 1.3 This may be in respect of the whole school or in respect of a particular group of students within the school. However, the school must continue to make provision for collective worship for all pupils.
- 1.4 Factors which may inform a head teacher’s decision to make an application to the SACRE are:
  - (a) the number of withdrawals from broadly Christian acts of collective worship; and
  - (b) where there are significant numbers of pupils from non-Christian backgrounds
- 1.5 The determination procedure allows this requirement to be lifted in respect of some or all of the pupils in a school where the requirement is inappropriate.
- 1.6 The Head teacher of the school must first decide:
  - (a) why wholly or mainly broadly Christian collective worship is not appropriate; and
  - (b) what alternative form of collective worship would be appropriate, and why.

- 1.7 The Head teacher will need an evidence base for the school's proposals which should be submitted with the application. It could include:
- Pupils' faith (or other relevant) backgrounds;
  - Information from the school's most recent OFSTED inspection;
  - Evidence of the number of withdrawals from collective worship and the reasons for them;
  - Evidence of the views of governors, teachers and parents.
- 1.8 There must be consultation with governors, parents and staff, all of whom will need the following information to guide their decisions:
- a statement explaining why the "wholly or mainly broadly Christian character" of collective worship is not appropriate (for all or part of the school);
  - clear information about what the alternative form of collective worship would be and to whom it will apply;
  - an outline timetable of the determinations procedure; and
  - any other information that the head teacher considers may be appropriate to supporting their application, e.g. relevant paragraphs from the school's OFSTED report, the school's current policy on collective worship.
- 1.9 Governors, parents and staff must be consulted on the proposals. Governors and parents must also be given the opportunity to see collective worship in the school, should they wish. Governors must vote at a meeting of the full governing body. Parents and teachers must be given the opportunity to vote in a secret ballot which must be time restricted (i.e. there must be a published deadline).

## 2. **Timetable**

- 2.1 SACRE will consider determinations at a separate meeting convened for that purpose.



- 2.2 SACRE members will need sufficient time to consider an application.
- 2.3 Schools will need to organise their consultations with governors, parents and teachers so that they allow reasonable time for them to make a proper consideration of the head teacher's proposals. It should be remembered that parents and governors should be given the opportunity to see collective worship in the school should they so wish.
- 2.4 The Head teacher and a governor of the school or their representatives should attend SACRE's determinations meeting to answer any questions or to provide supplementary evidence.

### **3. What if a Determination application is agreed by SACRE?**

- 3.1 Where a Determination has been granted in respect of all or some of the pupils in the school, daily collective worship must still be provided for them. This will be in the form agreed by the SACRE to be more suitable for their needs.
- 3.2 Where a Determination has been granted in respect of a class or description of pupils of a particular faith or religion, the alternative collective worship may be provided for those pupils as a whole. It should not be distinctive of any particular denomination of any faith or religion, but may be distinctive of a particular faith or religion.
- 3.3 Parents will continue to have a right to withdraw their children from collective worship. This parental right should be made clear, be freely exercisable and a school must grant any such request. Parents are not obliged to state their reasons for seeking withdrawal.
- 3.4 Where a single Determination has been granted for the whole school, pupils can not be divided into faith groups for worship.
- 3.5 Where a Determination covers only part of the school, or where more than one Determination has been granted in respect of different pupils at a school, a single act of collective worship may be provided for each group of pupils covered by a single Determination. Where such a group has been defined because of the pupils' faith background, it follows that the single faith worship may be provided for the pupils involved.
- 3.6 Each group in respect of which a Determination has been made may, of course, be further subdivided by school or age group if that is felt to be appropriate.
- 3.7 Information about new arrangements for collective worship in the school should be published in the school prospectus/ on the school website. This information should also be made available to Ofsted.

**Please Note:**

- (I) If the Secretary of State is satisfied, either on complaint by any person or otherwise that any SACRE:
  - (a) has acted or is proposing to act unreasonably in determining whether it is appropriate for the requirement for Christian collective worship to apply in the case of a school or group of pupils; or
  - (b) has failed to discharge its duty in this respect;

the Secretary of State has the power to direct the SACRE to revoke the Determination, withdraw the proposed Determination or, as the case may be, to discharge its duty.

- (II) Determinations last for no longer than five years.
- (III) SACRE is concerned that a Determination for some of a school may be divisive and conflict with the desire to create a cohesive community. In such cases, SACRE hopes that headteachers will be able to reassure them as to how and why this will not be the case in their particular school.
- (IV) In this guidance the term Parents should be understood as including pupils' legal guardians.

# Lewisham SACRE (Standing Advisory Council on Religious Education)

## Part C APPLICATION

*Please use additional sheets if there is not enough space in any section.*

### Qualifying Information

1. Do you wish the requirement to be lifted for: (please tick)  
  
some of the pupils in the school? or   
all of the pupils in the school?
  
2. In what ways do you consider the requirement for collective worship to be of a wholly or mainly broadly Christian collective worship to be inappropriate for the pupils indicated?
  
  
  
  
  
  
  
  
  
  
3. The SACRE must have regard to any circumstances relating to the **faith backgrounds** of the pupils which are relevant for deciding what type of collective worship is appropriate. If the Headteacher of a school considers that the requirement for collective worship to be “wholly or mainly of a broadly Christian character” conflicts with what is appropriate to the **family backgrounds** of the pupils, their **ages** and their **aptitudes** they can apply to the SACRE to lift or modify the requirement. Therefore:
  - 3.1 what circumstances relating to the faith backgrounds, ages or abilities of the pupils in your school are relevant to your request?
  
  
  
  
  
  
  
  
  
  
  - 3.2 how many pupils are currently withdrawn from collective worship? (Please state why, if the reason is known)

**3.3 Please provide a breakdown of the faith groups represented in the school.**

**3.4 as your request may be related to either a clearly described and defined group or to the whole school, which group(s) are to be included in your case?**

**4. What type of collective worship do you consider to be more appropriate to your school and why?**

## Consultations

### Consultation 1 - Governing Body

Before making an application for a determination, the head teacher must consult the school's **full** governing body. The governing body must be issued with the following paperwork set out in paragraph 1.8 (above):

A majority of the governing body must agree in order to proceed.

5. **Have you formally consulted the full governing body? Yes/No**
6. **Is the governing body in agreement with your request? Yes/No**
7. **How have you consulted the full governing body and what was the response? (please provide a copy of the minute)**

### Consultation 2 – Parents

SACRE expects schools to seek the views of parents / carers (or other guardians if appropriate). Parents must be given the same information as governors and must be offered the opportunity to see the collective worship currently provided in the school.

The parents' vote must be by secret ballot. At least **two thirds** of the parents of pupils for whom an alternative form of collective worship is proposed must respond to make the ballot valid. A majority must be in agreement with the headteachers proposals in order to proceed.

Parents will still have the right to withdraw their children from collective worship under any new arrangements.

8. **Have you formally consulted parents? YES/NO**
9. **Are the majority in agreement? YES/NO**  
(please provide evidence of the ballot and a copy of ther ballot paper)

### **Consultation 3 - Teachers**

SACRE expects that teachers will be formally consulted (as with parents and governors) on whether they agree with the headteachers proposal(s) and receive the same paperwork, as set out in paragraph 1.8 (above). The teachers' vote must be by secret ballot.

Teachers will still have the right to withdraw from collective worship under any new arrangement.

- 10. Have you consulted with teachers at the school? YES/NO**
- 11. What was their response?**  
(please provide evidence of the ballot and a copy of the ballot paper)

### **Other Requirements**

12. Before applying for a Determination in relation to the whole school, care should be taken to safeguard the interests of any parents of children for whom broadly Christian collective worship would still be more appropriate.
- 12a. How have you safeguarded the interests of such parents and their children?**
13. SACRE expects the Headteacher will wish to take appropriate steps to notify the governing body, school staff and the parents of the new arrangements.

- 13a. How do you intend to notify the governing body, school staff and parents should the determination be made?**
14. It is essential for the Head teacher to keep sufficient records to enable them to reply to any parental enquiry about the reasons for applying or not applying for a determination for a group of pupils.
- 14a. Are you already keeping such information and how do you intend to inform parents of their existence?**

**Supporting information**

Please list here what supporting information is enclosed with this application.

Date:

Signature: \_\_\_\_\_ Headteacher

Signature: \_\_\_\_\_ Chair of Governors

Name of School: \_\_\_\_\_

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SACRE's use only

Date received	Date of Determination
Agreed/Not Agreed	Signed: _____ Chair of SACRE  _____ Clerk to the SACRE
Details of the SACRE's decision will be obtained from the Clerk to the SACRE	