Public Document Pack

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

AGENDA

6.00 pm	**Tuesday 2 July 2024**	**Nelmes United Reformed Church, Burntwood Avenue, Hornchurch**

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

Representative Groups (current membership)

Group A

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

Group B

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

Group C

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

Group D

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

Councillor David Taylor
Councillor Katharine Tumilty

For information about the meeting please contact:
Michelle Morgan
SACRE@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 MINUTES OF PREVIOUS MEETING AND MATTERS ARISING (Pages 5 - 12)

To agree as a correct record the minutes of the meeting held on 19 March 2024 (attached) and to discuss any matters arising.

4 UPDATE ON SCHOOL ACTIVITY (Pages 13 - 18)

To receive and discuss the SACRE Local update report (Summer 2024).

5 NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION (Pages 19 - 24)

To receive and discuss the SACRE National update report (Summer 2024).

6 EVALUATION AND MONITORING (Pages 25 - 90)

To review progress made against the SEF (March 2023), and discuss how to evaluate and monitor RE in Havering moving forward.

7 DETERMINATION PROCESS

To receive feedback from the working party regarding any progress made in developing a determination process for Havering.

8 YOUTH PROJECT (Pages 91 - 92)

To discuss and agree a local project for schools and to agree next steps regarding a potential Youth SACRE.

9 TRAINING FEEDBACK

To receive any feedback following training undertaken.

10 ANY OTHER BUSINESS

11 DATE OF NEXT MEETING

Date for the autumn term meeting to be confirmed.

Michelle Morgan
Clerk to SACRE

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

19 March 2024

The meeting took place via Teams

Present:

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

Wendy Brice-Thompson, Roman Catholic
Peter Feinson, Baptist
Jenny Fox, Salvation Army
Tariq Mahmood, Muslim Community
Barry Smith, United Reformed Church
Pastor Aloysius Peter, Pentecostal Church
John Smailes, Evangelical Free Church

Representing the Church of England (Group B):

Ruth Everett
Stephanie Ellner

Representing teachers (Group C):

Karen Van Coevorden

Representing the Local Authority (Group D):

Councillor Jacqueline McArdle
Councillor David Taylor
Councillor Katharine Tumilty

Co-opted Member

Sidra Naeem

Professional adviser:

Julia Diamond-Conway (JDC)

Michelle Morgan – Clerk, Havering Governor Services

Chair's Initials

1. APOLOGIES FOR ABSENCE

Apologies for absence had been received from George Prinn, Dawn Ladbrook, Marlene Wylie, and Dr John Lester.

Absence from the following Members was noted: Om Dhir, Sansar Narwal, Kamal Siddiqui, Rabbi Lee Sunderland, Nasir Mubashar, Luthaneal Adams, Bal Degun, Kathryn Everitt, Terry Riches, Councillor Garrard, and Councillor Ruck.

2. NEW OR SUBSTITUTE MEMBERS

There were no new or substitute Members in attendance.

3. MINUTES OF MEETING HELD ON 21 JUNE 2023 AND 9 NOVEMBER 2023 AND MATTERS ARISING

3.1. The minutes of the meeting held on 21 June 2023 were received and agreed as a true record. The minutes had been discussed at the previous SACRE, however, were not approved as the meeting was inquorate.

3.2. The minutes of the meeting held on 9 November 2023 were received and agreed as a true record.

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

3.3.1. Minute amendments, minute 3.1 refers: The clerk confirmed that amendments were made to the Minutes as requested.

3.3.2. Collective Worship (Minute 3.2.2, refers): Training had been provided on 31 January 2024. JDC advised that following the session she had been invited into 2 schools to deliver a session on Collective Worship. The clerk would collate any feedback.

ACTION: HGS

3.3.3. Survey re specialist RE teachers (Minute 5, refers): SACRE Members did not discuss the proposed survey.

3.3.4. Annual Report 2022-2023 (Minute 6, refers): Approval had been received regarding the Annual Report.

3.3.5. Working group (Minute 8, refers): KVC reported that there had not yet been the opportunity to meet with MW and JL to discuss the determination process. JDC made the

Chair's Initials

recommendation that more SACRE Members could volunteer to join the working party; the Chair confirmed that she would be happy to support. A SACRE Member asked for some terms of reference for the working party. JDC agreed to draft a briefing document.

ACTION: JDC

3.3.6. Website monitoring (Minute 9, refers): The clerk confirmed that a reminder had been sent regarding the website audits.

3.3.7. Art competition (Minute 10, refers): As the meeting was being held virtually, it was agreed that example resources relating to the art competition/exhibition would be brought to the next meeting.

ACTION: JDC

3.3.8. Time of the next meeting (Minute 12, refers): The time and venue for this SACRE meeting had been amended to reflect Ramadan and enable colleagues to break fast at the appropriate time.

4. UPDATE ON SCHOOL ACTIVITY

SACRE Members received the report on the Local Activity.

JDC reported that excellent feedback had been received following the RE Subject Leader training that had been held earlier in the day.

SN referred SACRE Members to a BBC programme she had featured on where she had led a school assembly on Ramadan. A copy of the link would be shared.

ACTION: HGS

JDC advised that the BBC were in the process of uploading RE clips onto their website such as BBC Bite size and BBC Teach. It was noted that the ERA (Education Recording Agency) were normally able to source old clips if requested.

5. NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION

SACRE Members received the report on national developments.

Referring to the Ofsted national findings listed in the report around the teaching of RE in schools, SACRE Members were disappointed to see that many schools were failing to meet the statutory requirement to teach RE to all pupils in all year groups and that pupils were not being taught enough

Chair's Initials

substance to prepare them to engage in a complex, multi-religious and multi-secular society. A SACRE Member highlighted that with the current conflicts ongoing around the world, the need to encourage discussion amongst young people about different faiths was needed more than ever. It was questioned if the lack of teaching of RE was related to the need for more resources. JDC responded that RE was a subject that was fitted in around the core subjects. At secondary level, even if not taken at GCSE level, pupils should still have Religious Studies, however again, it was often not seen as a priority subject or was referred to as 'life skills' and not explicit enough to be classed as RS.

JDC reported however that Havering did offer quality CPD for RE Subject Leaders and that she provided 1 full day and 6 twilight sessions per year. It was noted that local feedback had been given following Ofsted Inspections, where Subject Leaders had received a 'light dive' into RE and had been able to demonstrate how their pupils had made progress.

A SACRE Member questioned what could be done if schools were not fulfilling their statutory duty. JDC replied that a national contents standard document had been produced to ensure that there was a consistent standard in teaching nationally. Both leading political parties had also stated that education in general would be reviewed following the General Election.

A SACRE Member questioned if Havering was providing enough funding to support the teaching of RE in schools or whether there was a declining standard due to lack of resources. JDC responded that, in terms of CPD and revising the Agreed Syllabus, she felt that Havering was providing adequate funding. However, NASACRE had recently put out a FOI (Freedom of Information) to all Local Authorities and part of the reason was to ascertain the level of funding allocated to RE. It was noted that Havering SACRE did not have a specific budget, however money had always been provided in the past when requested, such as for training. It was anticipated that, once NASACRE had collated the information, Havering would be somewhere in the middle in terms of funding.

A SACRE Member questioned if there was a youth equivalent for the Havering Inter Faith Forum. JDC replied that Newham, for example, had 2 ongoing projects where they had a Youth SACRE and another was Young Ambassadors. It was noted that the roles differed with Youth Ambassadors visiting primary schools to talk about their faiths. Havering SACRE Members might decide to visit Newham to see these projects in action. JDC suggested that establishing a youth project might be an alternative to the previously discussed art competition. This would be considered further at the next meeting.

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ACTION: HGS (to include on the agenda)

6. EXAM AND SCHOOL WORKFORCE DATA

A SACRE Member sought clarification on whether the data showed an improvement compared with the previous year however comparative data was not available to scrutinise.

JDC described the triangulation process where SACRE Members would look to compare the number of workforce data hours against the number of pupils taking RE at GCSE level alongside feedback from the website audits; if the evidence suggested low engagement, then SACRE could write to the school to offer support in how to improve. At times, different terminology used by schools meant that it might look as though RE was not covered whereas it may actually be included under 'philosophy and ethics, for example. The Chair and JDC would look at the content of the letters outside of the meeting.

ACTION: JDC / Chair

7. HAVERING SACRE ACTION PLAN

SACRE Members reviewed progress against the Havering SACRE Action Plan noting the 3 key objectives:

- Objective 1: Support and monitor quality and standards of Religious Education in Schools
- Objective 2: Monitor Collective Worship and develop protocols
- Objective 3: Improve SACRE impact and effectiveness

SACRE Members acknowledged that although good progress had been made, there remained a number of outstanding website audits that had yet to be completed. A copy of the template, alongside the list of allocated schools to specific members, would be resent out for reference.

ACTION: HGS

It was noted that plans were in place to establish a formal determination process for Havering schools.

SACRE Members were encouraged to attend the free training that was shared via email and included in the papers for the meeting.

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JDC also encouraged SACRE Members to volunteer their time to come along to Subject Leader meetings as this would help inform teachers and also raise the profile of Havering SACRE.

It was noted that the Collective Worship training had been delivered to which governors had been invited; feedback from discussions at Governing Board meetings would be shared once collated.

JDC suggested that SACRE could look to add more teachers onto its membership; new members could be offered a mentor to give them some additional support.

The Chair advised that she had attended a new SACRE Member webinar led by NASACRE, which had been very useful. It was agreed to have training as a standing item on agendas to give Members the chance to feedback on any sessions attended.

ACTION: HGS (for the agenda)

It was agreed that Havering SACRE were making good progress on the action plan.

JDC highlighted that the NASACRE Conference this year had been scheduled for 20 May 2024. JDC encouraged a SACRE Member to come forward and attend the conference on behalf of Havering, and to feedback what they had experienced at the next meeting. Interested parties were asked to advise the clerk by 15 April 2024 if they would like to attend.

8. SACRE SELF EVALUATION

A copy of the review document completed in June 2022 had been included within the pack, however it was agreed that it was time to review again to see where progress had been made. It was agreed to complete this at the summer term meeting. The outcomes would be used to drive the Havering SACRE Action Plan for 2024-2025.

ACTION: HGS (for the agenda)

9. DETERMINATION PROCESS

Those interested in the joining the Working Party would advise the clerk by 15 April 2024.

10. SCHOOL WEBSITE MONITORING 2023-2024

SACRE Members were thanked for completing the website audits; a reminder would be sent out regarding those which remained outstanding.

Chair's Initials

11. ART COMPETITION/EXHIBITION

As discussed at the previous meeting, although the art competition previously led by SACRE had produced some outstanding work from local schools, feedback was that it was challenging fitting it into an already full curriculum. It had therefore been suggested that a future event would need to be built into the curriculum so that it was not additional work. SACRE Members had agreed that the event could include artwork, poetry or indeed any item of reflection relating to a particular theme. JDC added that another activity could be for schools to have a big display of a particular unit of work which would show off what had already been done; this might also increase the profile of RE in schools. Schools could then be asked to send in a photo of their displays.

A SACRE Member referred back to the idea of establishing a Youth SACRE or Youth Ambassadors, especially as the demographic within Havering had changed significantly; it was important for young people to be able to discuss issues from an educated and informed perspective. It was however acknowledged that this would be a longer-term project. JDC was encouraged to hear enthusiasm for these roles however reiterated that training would need to be put in place for these roles.

It was agreed that SACRE would look to start a creative initiative from September 2024 and that JDC would start to communicate the display focus with Subject Leaders. At the end of the year, it would be possible to make an anthology of the work completed and share as good practice. A prize for the best displays could also be considered.

With regards to the Youth SACRE/Ambassadors, the first step would be to arrange to visit Newham to get a real understanding of the roles. This would be discussed at the next meeting.

Pastor Aloysius Peter and Councillor David Taylor left the meeting at 6.30pm due to other commitments.

12. ANY OTHER BUSINESS

NS thanked SACRE colleagues for changing the meeting venue and time to accommodate Ramadan; all SACRE Members had been supportive of this change.

13. DATE OF THE NEXT MEETING

The date of the next meeting was confirmed as Tuesday 2 July at 6pm. The clerk welcomed SACRE Members to come forward with any offers of venues for future meetings.

Chair's Initials

The meeting closed at 6.40pm.

Chair……

Date……..

Chair's Initials

Havering SACRE, Local RE update: Summer 2024

Since the last report, there have been 3 training sessions for teachers of RE:

A CPD session for all involved in the teaching of RE in Havering Primary Schools on 26th February 2024. This focused on creative ways to teach RE. The participants elected to focus on the use of thinking skills in RE teaching. The session was well received, with attendees asking for more creative ideas at the next session. Therefore, this term's session will be held on 20th June 2024 and will focus on using art, photos and statistics creatively in RE.

The annual development day for RE Subject Leaders was held on 19th March 2024. The agenda included:
Intent of RE
Aims of RE within the Havering syllabus and identifying these in the unit plans
Ofsted update
Diversity within worldviews
Leading RE
Quizzing in RE to aid 'sticky knowledge'

This term's RE Subject Leaders' meeting was held on 1st May. Due to the publication of the Ofsted report into Religious Education a few weeks earlier, the meeting mainly focused on the report and its messages for those teaching RE in schools.

Two schools have requested and received help in order to develop their Collective Worship provision.

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National Updates for SACRE, Summer 2024

Ofsted publishes its subject report on Religious Education

The long-awaited Ofsted subject report into Religious Education entitled *Deep and Meaningful?* was published on 17th April 2024. OFSTED notes the importance of government action in the body of this report and in its recommendations. This follows the 2021 Ofsted Research Review into RE and the HMCI's Annual Report which made specific mention of RE and which was published in November 2023.

The latest report sums up findings from Ofsted reports into RE in the primary and secondary phases. In response to the report, Sir Martyn Oliver, the Chief Inspector said:

> 'A strong RE curriculum is not only important for pupils' cultural development, it is a requirement of law and too many schools are not meeting that obligation. I hope that the examples of good RE curriculum in our report help schools develop their own practice and support the development of a strong RE curriculum for all.'

The report discusses how RE is delivered in schools and the impact on pupils' learning. It states that many secondary schools are failing to ensure that RE is taught at Key Stage 4 and 5 for those not undertaking a recognised qualification. The importance of appropriate timetabling was highlighted as key to developing schema and for pupils to encounter ever more challenging RE: *"Long gaps between lessons hindered pupils' recall. When the timetable was organised so that pupils had regular RE lessons, they remembered more."* Note was also made that schools were not enabling pupils to understand the diverse nature of religion and non-religious views. *"Given the quality of curriculums found in the majority of schools sampled, it is unlikely that their pupils would build up an overall diverse and rich conception of religion and non-religion. This is because most curriculums lacked collectively enough content to achieve it. Most lacked depth of study in specific religious traditions, which meant that there was a weak conceptual basis for pupils to make links with other traditions."*

Professional development of teachers was also commented on throughout the report with reference made to the fact that, through the inspections used as the basis for this report, more than half of secondary RE teachers had no qualification in the subject and in the majority of cases they had received no training in how to deliver RE. Around 50% of primary teachers do not feel confident teaching RE. The report refers to 90% of teachers not having received professional development in RE to keep up to date with subject developments. Read the full report, as well as responses from NATRE and the RE Policy Unit here: OFSTED: 'Deep and meaningful? The religious education subject report' April 2024 (natre.org.uk)

Religious Education Council launches new curriculum toolkit to help teachers deliver high quality RE

The RE Council of England and Wales launched a new curriculum toolkit on 2nd May 2024 to help schools in England develop a high quality RE curriculum using a religion and worldviews approach. The toolkit contains a handbook for curriculum developers, three curriculum frameworks, and the National Content Standard NCS) for RE in England. This is the culmination of a three-year Religion and Worldviews in the Classroom project, with authors drawing on academic research, classroom experience, and further consultation on the landmark 2018 report from the Commission on RE, which recommended steps to both adopt an academically rigorous approach to the subject and reflect the nature of belief and practice in contemporary Britain.
The resources are available for all teachers, senior leadership teams, and curriculum developers. They build on existing best practice and were developed in partnership with teachers in different communities from multi-academy trusts to schools with a religious character.

Central to all these resources is a National Statement of Entitlement (NSE) that sets out what all state school pupils up to the end of year 11 are entitled to be taught. It provides a set of principles for content selection and pedagogical tools to help them deliver a more scholarly approach to the teaching of religious education. In addition, the NCS sets a benchmark for RE to help clarify expectations for schools. The need for this sort of guidance was one of the key recommendations of the Ofsted subject report published in April 2024. The NCS has been recommended by all major school providers in England including the Church of England, the Catholic Education Service, and the Board of Deputies of British Jews.

REC Chair, Sarah Lane Cawte, said:

> "This is a major project that reflects a broad consensus across the RE community to help all schools deliver a personally enriching and academically challenging religious education. A religion and worldviews approach, already in use in many schools around the country, will help all teachers improve their existing practice by placing students at the heart of the subject, providing clarity and guidance for teachers in a variety of different contexts about what constitutes high quality RE."

Access the resources and read commentary on them here: Religious Education Council launches new curriculum toolkit to help teachers deliver high quality RE (natre.org.uk)

NATRE Primary Teachers' Survey now open!

NATRE takes the voices of teachers to stakeholders such as OFSTED and the DFE through its biannual Primary survey. NATRE calls upon SACREs to proactively encourage teachers to participate. The survey takes 10-15 minutes to complete. As a token of gratitude for completing the survey, teachers will receive a complimentary NATRE resource and will be entered into a draw for two free Primary School Enhanced memberships.

Complete survey →

'REady for Work' Campaign

Former President of the Confederation of British Industry launches call to action, highlighting the importance of high quality RE in schools.

In his open letter, Lord Karan Bilimoria, former President of the Confederation of British Industry and Chancellor of the University of Birmingham, says that he has 'always been keen to highlight the importance of high-quality Religious Education in schools'. Lord Bilimora is positive about how RE has evolved over the past decade, and the passion of RE teachers, but expresses concerns with the standard of RE in many schools across the country, launching a Call to Action for employers and business leaders, imploring them to stand by students interested in a high quality education in religion and worldviews as preparation for the future workplace.

Read Lord Karan Bilimoria's letter here: REady for Work campaign - ReThinkRE . Do you know of business leaders who would sign this call to action?

Religious Studies remains a popular GCSE despite specialist teacher recruitment challenge

The number of students in England and Wales taking a GCSE course in Religious Studies has remained stable at 253,906, up by a margin of 0.3% from last year. The slight rise in entries comes as a campaign supported by cross party politicians intends to attract a new generation of teachers to the subject, focusing on the restoration of training bursaries. The latest UCAS data showed applicants to train to teach the subject had fallen by a one-third.
The number of GCSE entries this year means that RS is taken by more students than Business Studies, Design and Technology, and Art and Design at GCSE. Despite this, the number of hours of RE taught by teachers with no post-A level qualification remains one of the highest at 26%. Half of teachers delivering RE lessons spend most of their timetables teaching a different subject. This has led subject leaders and politicians to reissue their call for a National Plan for the subject and for the reinstatement of bursaries for trainee RE teachers.

Sarah Lane Cawte, Chair of the Religious Education Council of England and Wales (REC), said:

> "RS is one of the most popular subjects at GCSE, yet bizarrely it does not receive the corresponding funding and support. Teacher training applications have not recovered since the axing of the bursary in 2021, and no money has been spent on the subject for five years. We want an even distribution of funding across the curriculum to ensure young people taking the subject receive their fair share of support from the government."

Katie Freeman, Chair of the National Association of Teachers of Religious Education (NATRE), said:

> "An RE lesson offers a unique and much needed place for young people to explore life's big questions, build societal cohesion and contribute to their spiritual and academic development. It's a real travesty that one of the most popular subjects at GCSE has not received fair allocation of government support to ensure every young person in every school receives this opportunity."

Father of the House, Sir Peter Bottomley MP, who first called for a National Plan for the subject after chairing a parliamentary roundtable on its future last year, also responded to the results:

> "RE continues to play a pivotal part in the education of young people across the country, allowing them to understand and academically engage with some of the moral and theological debates that continue to inform our society. A National Plan would scale out a modern and relevant curriculum in the faiths, cultures and beliefs of modern Britain taught by highly trained and committed teachers. Neglecting the subject in this fashion does a disservice to the quarter of a million young people who take it at GCSE every year."

Fall in A Level RS entries sparks calls for action for recruitment of specialist teachers

Recruitment challenges mean schools are now struggling to offer the subject at A level after decades of growth in entries. RS A level exam entries have decreased by 3.5 percent in England and 24 percent in Wales. The fall comes as the overall number of A level entries in England and Wales increased this year by 2 percent from 812,124 in 2022 to 830,312 in 2023.

14,690 students took an RS A level in England in 2023 compared with 15,216 in 2022, while in Wales entries were recorded at 748, a fall from 982.

A level entries for RS also fell last year by 2.7 percent, despite a 6.1% increase in 2021. Between 2003 and 2022, A level RS has been one of the fastest growing subjects at A level, with an increase of 39 percent in the number of entries to the subject.

The fall follows the launch of a campaign to recruit a new generation of RE teachers to the subject, with the RE Council of England and Wales warning that a shortage in specialist teachers means some schools, particularly in the Midlands and North East, are now struggling to offer the subject at A level.

A level RS is the humanity most likely to be taken by disadvantaged pupils. Research by the FFT Education Datalab has found that this group is twice as likely to choose to study A level RS than their peers.

Sarah Lane Cawte, Chair of the Religious Education Council of England and Wales (REC), said:

> "These results show the really concerning impact that teacher retention and recruitment is having on the subject. For the last two decades, A level Religious Studies has been a success story with growing numbers of entries and impressive results that have opened up a world of opportunity, particularly for people from disadvantaged backgrounds, providing them with access to top universities and careers in law, journalism and teaching.
> "That legacy is now threatened. A teacher training bursary and a fair allocation of resources to the subject would help reverse this trend and ensure RE continues to thrive as it has done for the last decades."

Katie Freeman, Chair of the National Association of Teachers of Religious Education (NATRE), said:

> "Despite this dip in entries, A level RS continues to be a very popular choice at A level, being both personally enriching and intellectually challenging. RS A level teachers are highly trained professionals, managing classroom debates on sensitive ethical and theological issues that continue to inform the modern world.
>
> "To be in a situation where students are not able to take Religious Studies at an advanced level is a real travesty, denying many young people an opportunity to partake in a subject that has opened up a world of opportunities in higher education, their personal lives and the world of work."

Closure of the Interfaith Network

Following the withdrawal of government, the Interfaith Network Board has now closed its doors on 29th April 2024. For more than thirty years the organisation has worked diligently to fulfil its aims to work through 'education, advocacy, and creation of opportunities for meeting, to:

- widen public awareness of the religious traditions in the UK, including their distinctive features and their common ground
- increase inter-faith understanding and cooperation and good relations at all levels of society.

Engagement between the IFN and bodies such as the REC (Religious Education Council) NASACRE and individual SACREs has provided a useful conduit for exploring ideas about interfaith in educational contexts.

NASACRE News

Webinar Programme

The next in NASACRE's series of webinars, entitled '*So, you've joined your local SACRE…*' is hosted by Executive members for those who are new to SACRE. It will take place on **Wednesday 26th June 2024, 6:30-8pm.** This is a re-run of the September session, to help new SACRE members to understand their role, how SACRE works, its statutory responsibilities and how members make their contribution to SACRE's work. FREE session - for further details please contact admin@nasacre.org.uk

NASACRE Website Update

Work has been underway to reorganise and streamline the NASACRE website. There is a new Noticeboard feature, and subscribing SACREs can now share their documents.

Upcoming NATRE Courses for the Summer Term

For more details on any of these courses, click here: https://www.natre.org.uk/courses-events/upcoming-courses-events/?page=1

ALL PHASES

Introducing a Religion and Worldviews approach, Stephen Pett

11/07/2024

What is a religion and worldviews approach? How is it different from current RE practice? What are the benefits to teachers and pupils? A practical introduction, drawing on the new RE Council Handbook and Frameworks, including resources and strategies, to show how to enrich and deepen pupils' understanding of religious and non-religious worldviews.

PRIMARY PHASE

RE Today Roadshow with Lat Blaylock

For primary teachers of RE looking for support and practical training to teach religious and non-religious worldviews, showcasing the best resources from RE Today and NATRE.

Led by Lat Blaylock, the roadshows will draw upon an inspiring career in RE to give a clear vision for the future of the subject in the next five years including an engagement with worldviews, using different ways of knowing in RE and the latest Ofsted requirements.

Further details about the Roadshows can be found here:

- **Leeds – 3 June 2024, Venue - Hilton Leeds city centre**
- **Birmingham – 18 June 2024 , Venue - the Eastside rooms**
- **Reading – 1 July 2024, Venue - Holiday Inn Reading South**

Developing Pupil Personal Knowledge, Julia Diamond-Conway

27/06/2024

Increase your understanding and practice when it comes to personal knowledge. Of the 3 pillars of knowledge in RE, 'personal knowledge' is often the least explored, so if you need to consider what personal knowledge is and how to approach it in the classroom, this session is for you. This webinar will be a mix of practical and academic, looking at some of the theory surrounding personal knowledge before thinking about how to apply this in the classroom. Of course, there will be plenty of practical and ready to use activities for you to take back to school and try out with pupils.

SECONDARY PHASE RE

Powerful Knowledge in RE, Angela Hill

11/06/2024

What do learners need to know in RE? Is knowledge-rich RE dull and irrelevant to teenagers? With limited time and resources, how can we choose what to teach and what to leave out? In this session, we will think deeply about how knowledge in RE can empower those we teach and make them competent and independent learners.

The New Curriculum Leader for RE, Ian Nicholson

14/06/2024

A day course for new Heads of Departments/Curriculum Leaders who will begin their new position in September, or for more experienced middle leaders. This course will provide you with the knowledge and confidence to be an effective and inspirational RE lead in your school. Explore the role of the subject leader, using practical activities to develop your understanding of RE and your leadership and management skills. Focus on planning a scheme of work using your locally agreed syllabus or faith community guidelines, and effective and manageable monitoring and self evaluation.

SACRE self-assessment tool

SACRE

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

The SACRE Self Evaluation Toolkit

Introduction

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

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

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

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

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

Rationale

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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[1] *ibid.*, page 11

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

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

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

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

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

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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.

Summary of potential Havering SACRE actions following completion of the SEF – March 2023:

1. Management and Partnership:

    - The aim of SACRE needs to be clearer.
    - Ensure connections with the LA is maintained
    - Have a LA directory that SACRE Members can refer to.
    - More engagement with academies
    - LA providing a publically accessible place to meet – use of the Town Hall?
    - Increase attendance at meetings; possibility of 'bring and share.'
    - Guest speakers at SACRE to provide an element of learning
    - SACRE social – Interfaith Quiz – opportunities to engage
    - Meetings in schools to engage teachers – input from teachers
    - SACRE to attend Havering Interfaith Forum events

2. Standards and Quality

    - Exams
    - Make sure websites are accurate
    - More teachers to attend SACRE

3. Effectiveness of Syllabus

    - Establish better relationships by visiting schools
    - Exam outcomes

4. Collective Worship

    - Schedule a review for 1-2 years' time

5. Contribution of SACRE across the community

    - Encourage more inter-school events such as World Faith Day

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

Does the website also include:

A RE policy? (primary only)

Information about collective worship?

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?

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

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

The Display Project

Aim - to increase the profile of RE in schools for pupils, teachers, parents and the wider community.

- to highlight the work of SACRE in supporting the teaching of RE.

Suggested format

- Schools are invited (via direct school contact or via Subject Coordinator meetings) to produce a display to be exhibited in school, preferably in a public area, for a number of weeks.
- the project would run for at least two terms to allow a breadth of units to be covered.
- the coordinator or teachers involved in teaching RE would choose the unit to be displayed rather than SACRE. The display would be of a particular topic that highlighted one aspect of the RE syllabus that teachers felt best exemplified the pupils' understanding and engagement.
- The display could include pupil work, artefacts, creative elements and teacher input of relevant facts/texts/explanations and talking points.
- photos of the exhibit would then be submitted to SACRE or a visit from a member arranged.
- schools would then store the display when it is needed to be replaced.
- SACRE could then consider all the entries at the end of the school year and choose several to be brought out of storage and either
- be re-displayed in a Borough wide exhibition somewhere prominent for the public to see and/ or
- digitally included on the Council website or, even better, on the Council Newsletter at the end of the school year.

Benefits

- it requires only a little extra input from teachers in a time constrained school day. Teachers are expected to produce displays as part of their subject remit.
- it incentivises RE teachers to raise their profile in school with Senior Leadership.
- encourages teachers to realise the importance of display in taking RE beyond the classroom.
- it raises the profile of RE in schools during open days and evenings when parents and carers can view aspects of the RE syllabus.
- it will provoke discussion among the pupils of RE topics outside the classroom.
- it will allow residents of Havering to see the quality of RE work and dispel misconceptions about what is being taught in our schools.

Considerations

- a limited theme might discourage schools from participating, whereas an open remit would allow schools more flexibility and, therefore, they are more likely to take part.
- a team or volunteers would be needed to to a) view displays and b) select those to be publicly displayed c) arrange the Borough exhibition or input the selections digitally.
- is this to be a wide display of the best work or a competition with secondary and primary ‘winners?’
- do we extend the the remit to include Philosophy and PHSE to encourage more participation?