



**STANDING ADVISORY  
COUNCIL ON RELIGIOUS  
EDUCATION  
AGENDA**

<b>6.00 pm</b>	<b>Monday 24 February 2025</b>	<b>Safeguarding Academy, 200-206 Elm Park Avenue, RM12 4SD</b>
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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  
Corinne Simmons, Jewish

**Group B**

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

Mrs Stephanie Ellner  
Ruth Everett

**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 Laurance Garrard  
Councillor Philip Ruck

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**Standing Advisory Council on Religious Education, 24 February 2025**

Councillor David Taylor  
Councillor Katharine Tumilty

Sidra Naeem

**For information about the meeting please contact:  
Michelle Morgan  
[michelle.morgan@haverling.gov.uk](mailto:michelle.morgan@haverling.gov.uk)**

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

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

Reporting means:-

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

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

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

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

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

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

**AGENDA ITEMS**

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

**2 NEW OR SUBSTITUTE MEMBERS**

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

**3 ELECTION OF CHAIR AND VICE CHAIR**

**4 MINUTES OF PREVIOUS MEETING AND MATTERS ARISING (Pages 5 - 8)**

To receive and agree the Minutes from the meeting held on 5 December 2024.

**5 UPDATE ON SCHOOL ACTIVITY**

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

**6 NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION (Pages 9 - 16)**

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

**7 OFSTED PRESENTATION**

**8 SECONDARY SCHOOL OUTCOMES MONITORING (Pages 17 - 18)**

**9 YOUTH CONFERENCE - WORKING PARTY UPDATE**

**10 DETERMINATION PROCESS (Pages 19 - 20)**

**11 SCHOOL WEBSITE MONITORING (Pages 21 - 24)**

**12 ANY OTHER BUSINESS**

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

**13 DATE OF NEXT MEETING**

To discuss the summer term SACRE meeting date and venue.

**Michelle Morgan  
Clerk to SACRE**

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

**5 December 2024**

The meeting took place via Teams

Present

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

Wendy Brice-Thompson, Roman Catholic  
Jenny Fox, Salvation Army  
Dr John Lester, Baha'i faith  
Peter Feinson, Baptist

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

Ruth Everett

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

Katheryn Everitt

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

Councillor Jacqueline McArdle  
Councillor Katharine Tumilty

### **Co-opted Member**

Sidra Naeem

### **Professional adviser:**

Julie Hinds

Corinne Simmons – Jewish Representation  
Michelle Morgan – Clerk, Havering Governor Services

## **1. APOLOGIES FOR ABSENCE**

Apologies for absence had been received from Dawn Ladbrook, Barry Smith, Karen Van Coevorden, Cllr Philip Ruck and John Smailes.

Absence from the following Members was noted: Tariq Mahmood MBE, Om Dhir, Kamal Siddiqui, George Prinn, Sansar Narwal, Paster Aloyius

Chair's  
Initials

Peter, Nasir Mubasher, Luthaneal Adams, Stephanie Ellner, Marlene Wylie, Bal Degun, Terry Riches and Cllr Taylor.

## 2. NEW OR SUBSTITUTE MEMBERS

Julie Hinds, RE Today Advisor was welcomed to the meeting, due to the change in date, Julia Diamond-Conway, was unable to attend due to prior commitments.

Corinne Simmons was welcomed as the new representative of the Jewish Faith.

SACRE Members agreed to retain Karen Van Coevorden as a member of Group C, as although leaving teaching, Karen's new role was still linked to education as Learning & Engagement Officer for St Paul's Cathedral.

## 3. MINUTES OF MEETING HELD ON 19 MARCH 2024 AND 2 JULY 2024 AND MATTERS ARISING

3.1. The minutes of the meeting held on 19 March 2024 were received and agreed as a true record.

3.2. The minutes of the meeting held on 2 July 2024 were received and agreed as a true record.

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

3.3.1. Ofsted report presentation (Minute 5, refers): In the absence of Julia Diamond-Conway, this item had been deferred.

**ACTION: JDC / HGS (for the agenda)**

3.3.2. Youth Interfaith event (Minute 6, refers): A summary of the working party discussion had been shared prior to the meeting. Please see Minute 8.

3.3.3. Determination process (Minute 7, refers): An update would be brought to the next meeting regarding contacting Newham SACRE to see if they were happy to share their process with Havering.

**ACTION: JDC**

3.3.4. Youth Project (Minute 8, refers): Cllr Taylor was not in attendance to provide an update as to whether the Romford Recorder had been contacted regarding the Youth Faith event. Potentially it would be preferable to contact the paper once the details had been finalised.

Chair's  
Initials

- 3.3.5. Youth SACRE (Minute 8, refers): An update would be brought to the next meeting for JDC to advise if Havering SACRE Members could visit Newham's Youth SACRE.

**ACTION: JDC**

- 3.3.6. Interfaith Forum (Minute 10.1, refers): This action had been completed.
- 3.3.7. Date of meeting (Minute 11, refers): The meeting date had been confirmed.

#### **4. UPDATE ON SCHOOL ACTIVITY**

In the absence of JDC, there was no local update on school activity.

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

SACRE Members received the report on national developments. JH advised that the report detailed the training available for the following term. The clerk advised that SACRE Members could contact her should they wish to be booked onto any training.

An update was given on the Curriculum Review; the most significant result could be a legal obligation for all schools (including academies) to follow the National Curriculum.

The Chair commented on the 'Ethics Cup' stating that it looked to be an exciting competition to participate in.

#### **6. COLLECTIVE WORSHIP**

SACRE Members received extracts from agreed Governing Body minutes that related to discussions held on Collective Worship (spring term 2024).

#### **7. ANNUAL REPORT 2024**

SACRE Members received and agreed the draft Annual Report. The Chair would write the foreword to be shared with JDC. Once completed, the clerk would share with NASACRE.

**ACTION: Chair / JDC / HGS**

#### **8. WORKING PARTY UPDATE – PRIMARY RE CONFERENCE**

The summary of the working party meeting (5 August 2024) was received. The Vice Chair advised that schools would require notice and it was therefore proposed to hold the event during the 2025-2026 academic year. The Salvation Army remained the most suitable venue to host the event, although it was stressed that Wednesdays and Fridays had the most

availability. It was agreed to bring back for further discussion in the spring term.

**ACTION: HGS (for the agenda)**

**9. SCHOOL WEBSITE MONITORING**

It was agreed for SACRE Members to complete the remaining website audits from Years 1 and 2 before allocating out Year 3 schools in the spring term. A copy of the audit along with the remaining schools had been shared with the meeting papers.

**ACTION: SACRE Members**

**10. ANY OTHER BUSINESS**

R Everett advised that M Wylie would no longer be a Group B representative. The Diocese were currently reviewing membership across all SACREs and therefore, it was hoped that other potential members would be identified. R Everett explained that she also had to consider her own membership as only able to attend virtually. It was agreed therefore to look more closely at membership at the next meeting.

**ACTION: HGS (for the agenda)**

Congratulations were shared to W Brice-Thompson for being made 'Alderman of Havering' for all of her hard work and contribution to the borough.

**11. DATE OF THE NEXT MEETING**

Monday 24 February 2024

Hosted by Tariq Mahmood (MBE)

Safeguarding Academy

200-206 Elm Park Avenue

The Chair thanked everyone for their time.

The meeting closed at 6.30pm

Chair.....

Date.....

Chair's  
Initials



## National RE Updates for SACRE from RE Today Spring 2025 for Havering SACRE

### NATRE Primary Provision Survey

In 2024 NATRE conducted their biannual survey into religious education in primary schools. The findings are used by NATRE to provide guidance to its work with RE teachers.

Most Agreed Syllabuses recommend that the equivalent of approximately 60 minutes per week be spent on RE at Key Stage 1 and about 75 minutes at Key Stage 2. The survey data suggests that in just under a third of schools without a religious character (30.7%) insufficient time is being spent on the teaching of RE to ensure that pupils make good progress. On the other hand, in around 94% of schools timetable time has either increased or remained the same.

A third of subject leaders have no set or no budget for RE. Funding is an issue for all schools in the current climate. If resources are up to date and appropriate to modern teaching methods, it is vital that subject leaders have appropriate funds at their disposal. School funding is expected to rise this year and RE subject leaders will need to make the case for appropriate resourcing for RE. The most common budget is less than 50p per pupil per year and 35% of primary schools in the survey have no budget or no set budget at all.

Adults other than teachers are less likely to teach RE than was the case from the 2024 survey. In 54% of schools (63% in 2022) some RE is being delivered by this group of adults other than teachers. This was raised as a matter of concern by Ofsted in 2013 when in 24% of schools RE was delivered by teaching assistants. In just over one in five schools, (one in four in 2022) more than 25% of RE teaching is delivered in this way

A large proportion of primary teachers have no training in RE. More than 56% of the teachers in primary schools report that they received between 0 and 3 hours of training to teach RE in their initial teacher training (ITE). This represents an increase from 40% in 2022. 18% of these received no hours at all. This serious issue was the focus of Recommendation 6 of the Commission on RE (2018) Report. It links with the question about teachers' confidence. 60.5% of our respondents' colleagues feel reasonably or very confident in how to teach RE and 63.2% about what to teach in RE.

Wide variations in teachers' confidence to teach about different traditions. Teachers' confidence in teaching specific religions and beliefs varies significantly. Christianity, Islam and Judaism were ranked most highly in terms of teachers' confidence about their subject knowledge. Conversely, they were much less confident about teaching religions such as Zoroastrianism, the Bahá'í faith, Jainism and Paganism and also about non-religious worldviews such as Humanism.

RE is now commonly led by more experienced teachers. Far fewer subject leaders are recently qualified teachers than when we first began conducting this survey. Not only are the overwhelming majority of subject leaders, those with more than 10 years teaching experience but also they tend to hold the position for a number of years, 67% for more than 3 years and 42% for over 5 years.

The number of parents exercising the right to withdraw their child from RE is small but remains at around one in five schools but generally affecting fewer than 10 children per school, most frequently

one or two. 82% of schools reported that there had been no withdrawal from RE in the last academic year. The fact that parents can withdraw their child from RE without giving any reason or justification means that the ability of schools to educate pupils for life in a diverse modern world is compromised. The most common use of the right of withdrawal is from teaching about anything other than the home religion or belief. This is cited in 54% of cases.

## Spirited Arts 2025

NATRE has announced the subject areas for its annual Spirited Arts competition for 2025. This annual competition asks pupils to use their creative talents to explore questions of religious and non-religious worldviews.

This is the 21<sup>st</sup> year for Spirited Arts and there are six themes for pupils to choose from

- Living in a Diverse World
- Stories that Change Lives
- Thinking about God
- Sacred Places
- All God's Creatures? (Sponsored by **AIA** & **VinE**)
- Making Sense of Life

Schools can submit up to entries which should be received by the closing date of 31<sup>st</sup> July 2025. Full details are available at [Spirited Arts 2025 - Inspiring students to explore big questions through art](#)

## NASACRE and Westhill Awards

Westhill Endowment supported by NASACRE is once again offering the chance for SACRES to bid for funds to run a 2-year project involving schools, teachers and the local community to promote diversity in RE and Collective Worship. Projects should inspire young people to connect with diversity in their local area and should produce compelling learning experiences in RE or collective worship.

The idea is that the projects will foster collaboration between SACREs and local schools, strengthening the provision and impact of RE and Collective Worship. There may be connections created between schools and local communities as part of the project. The theme in recent years has been Education into Diversity and this will continue, though renamed Developing Diversity, encouraging SACREs to think about how RE and Collective Worship are preparing pupils and students for life and work in multi-religious and multi-secular Britain.

Applications should be completed using the application form on the NASACRE web site and be submitted by 28<sup>th</sup> February 2025 and sent to [westhill@nasacre.org.uk](mailto:westhill@nasacre.org.uk) and [diane@westhillendowment.org](mailto:diane@westhillendowment.org). The successful SACREs being notified at the annual NASACRE conference in May.

## RE Hubs and School Speakers in Your Area

The RE hubs are offering training for speakers who would like to support schools bring to life their curriculum through first hand experience of meeting and talking with people from different religions and non-religious worldviews, as well as experts in social sciences, philosophy and theology.

Once the training has been completed then speakers are kite marked and then included on the RE hubs web site for the local region. Schools can then access a full list of speakers in their area to help bring RE to life in the classroom. There are a range of training dates available through the RE hubs website through to 7<sup>th</sup> July 2025. Potential speakers, which may include members of SACREs can register at [Register as a school speaker](#)

## NATRE responds to the DfE Call for Evidence for the Curriculum Review

Following NATRE's submission of evidence to the review in November, NATRE has continued its conversations and correspondence with the Department for Education. This has included engagement with Professor Becky Francis OBE, Chair of the review, other members of the review panel and officials.

NATRE have continued to make clear the case for considering key issues that we included in their Call for Evidence response. These included:

- The advantages, disadvantages and legal issues around including RE in the subjects of the National Curriculum rather than the basic curriculum.
- The extent to which changing the legal status of RE would alleviate the key changes being faced by teachers of the subject, including securing high-quality provision
- RE Council's National Content Standard and evidence of the level of consensus around this document
- Issues around the current GCSE and A level specifications
- The right of withdrawal from RE for teachers and for parents
- The nature of RE in different types of schools and the importance of opportunities to build on previous learning, especially when children move between schools in the same or different area

We anticipate the publication of the interim report of the review in 'early spring' and have offered to consult members of NATRE about specific proposals as soon as these become clear.

## Explaining Atheism

RE Today is delighted to be working with the Explaining Atheism research project as part of its outreach programme. A short video has been released that explains the research and the outreach projects: [Outreach — Explaining Atheism](#)

Leading on behalf of RE Today is National RE Adviser, Stephen Pett, who has been working with a number of researchers from Explaining Atheism to bring findings from their core research and affiliated research projects into classrooms across the UK.

Stephen is working in collaboration with filmmaker Briony Campbell and photographer Aubrey Wade to create learning resources from their projects. In October 2024 this work was trialled with groups of RE pupils at a pop-up exhibition and workshop series at Conway Hall in London, led by Lat Blaylock.

RE Today will be publishing teacher resources to link to the Explaining Atheism research. Earlier research from the project has been featured in *Challenging Knowledge in RE: Studying Worldviews* (2021) and *Investigating Non-Religious Worldviews* (2023).

**Speaking about this opportunity, RE Adviser Stephen Pett said:**

*“It is a privilege to work with the researchers on this extensive and illuminating project. Findings help to show something of the complexity of what it means to have non-religious worldviews in the UK and in five other countries around the world. The multidisciplinary and interdisciplinary approaches are helpful for the RE community as we embrace the use of diverse ways of knowing in the classroom. I look forward to presenting our teaching and learning materials when they are ready to go!”*

The video will serve as a helpful resource for RE teachers across the UK. It highlights the importance of including non-religious perspectives in the conversation, ensuring that all pupils can engage meaningfully with the diversity of worldviews that shape our world.

## Jerusalem Trust Applications – RE Grants for Schools

Applications are now open for RE Grants for Schools from the Jerusalem Trust. The Jerusalem Trust’s Small Grants to Schools Scheme supports the teaching of Christianity within Religious Education. The scheme operates by providing schools with grants of up to £600 to purchase Christianity resources for use in RE lessons. The grants are available for all state funded schools in England and Wales.

Any school wishing to apply for the grant should visit [Grant Criteria – The Jerusalem Trust](#) which outlines what the grant will and will not cover and there is also a Frequently Asked Questions section available for schools to support them in making an application [FAQs – The Jerusalem Trust](#) .

At the time of the writing of the Havering SACRE update there is availability for both primary and secondary schools to apply for the grant. The application will take between 15 and 20 minutes to complete.

## Windows into Buddhism

A new resource has been produced to support the delivery of Buddhism in the RE curriculum. The web site allows teachers to access topics areas in Buddhism from Key Stage 1 to Key Stage 5 as well as giving access to webinars on key areas such as Why do we suffer? On 2<sup>nd</sup> May. Access to the resource is at <https://windowsintobuddhism.com>

## Woolf Institute

The Woolf Institute is an independent charity based in Cambridge, specialising in the Abrahamic religions. Their aim is to develop better understanding of these faiths and a number of resources are available for schools to access to support delivery in religious education at [Woolf Institute \(en-GB\)](#)

*Living in Harmony* resources explore artistic, intellectual, and cultural sharing between Jews, Muslims, and Christians through music, architecture, and science. *Gender in Religious Experience* resources explore diverse lived experience of gender in Judaism, Islam, and Christianity as it relates to scripture, marriage and divorce, head covering, sacred space, and leadership. The resources include teachers' guides, videos, lesson plans, glossaries, and discussions encouraging students to relate content to their own experience and worldviews.

## Understanding Humanism

Understanding Humanism provides a wealth of resources for EYFS through to KS5, to support the teaching of Humanism. All resources are designed for classroom teachers, but are also of use to SACREs and Agreed Syllabus Conferences to further the teaching of humanism amongst non-religious worldviews. All resources are available at [Understanding Humanism](#)

## Multidisciplinary RE

Over the last few years, the Templeton World Charity Foundation has funded a series of major research projects connected to its theme, Big Questions in Classrooms (BQIC).

BQIC seeks to develop teachers' and pupils' understanding and insight about "how knowledge works," particularly in the domains of science education and religious education (RE) in England. The intention is to nurture pupils' curiosity and their appreciation of how various forms of knowledge can come together to enrich our questioning, reasoning, and learning.

This [short video](#) tells the wider story of the purpose and impact of the BQIC programme.

Projects include:

- [Challenging knowledge in RE](#) – this project researched and developed an approach for multidisciplinary RE, resulting in a series of [six publications for primary](#) and [six for secondary teachers](#). These anticipated the interest of the [Ofsted Research Review](#) in using different disciplines or ways of knowing
- [Epistemic Insight](#) – training pupils to think critically about how knowledge is communicated and how it can be applied in different contexts
- [Argumentation is science and religious education](#) – developing students' abilities to form claims based on logical and rational evidence in science and RE

The BQIC programme also funded the **RE Council's religion and worldviews project**. This 3-year project developed key guidance on a religion and worldviews approach, culminating in the publication of the [Handbook for Curriculum Writers](#) and a selection of sample frameworks that put the Handbook model into practice.

This short film from TWCF celebrates the value of multidisciplinary approaches in science and in RE, and of the religion and worldviews approach in RE. <https://youtu.be/GStlIVDd4VE>

## RE Hubs and AREIAC

**Multi Academy Trust RE Leads**  
**Religious Education Networking Meeting**  
FREE CPD for NATRE & AREIAC members

**1 April 2025 4.00 - 5.30 PM**

**Networking opportunity:** Meet RE Leads in MATs across the country.

**High-quality leadership:** Have your say into the government's curriculum review on RE.

**High-quality RE:** National updates & links to opportunities and resources for your MAT.

**Speaker:** Hazel Henson, HMI for RE at Ofsted

Hazel will speak about high-quality RE in academies with a Q&A session

## Upcoming RE Today Courses for the Spring Term and beyond!

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

### Primary Phase CPD

#### **cREative primary RE**

19<sup>th</sup> March 2025 (Morning 9.30am – 12.30pm)

How can I ensure children are engaged in RE lessons? What strategies can I use to make sure pupils are inspired during RE? This session is packed full of ready-to-use ideas for anyone who wants to engage pupils more fully in RE sessions. There will be a focus on the Spirited Arts competition 2025. Perfect for all primary practitioners who teach RE including Early Career Teachers, Subject Leaders



and Teaching Assistants; with a wide range of practical classroom ideas for primary RE, there is sure to be something for everyone.

### **Primary - Understanding Christianity**

19<sup>th</sup> May 2025 (Afternoon 1.00 pm – 4.00 pm – with two additional dates in Autumn 2025 and Spring 2026)

Get the confidence and subject knowledge to teach about Christianity: Text Impact Connections through this tried and tested course which is supported by a substantial whole school teachers handbook. Many locally agreed syllabuses include requirements for teaching Christianity that are directly supported by this resource. This resource supports good quality teaching about Christianity and can be used within the requirements of your syllabus guidelines.

### Secondary Phase CPD

#### **Peaceful and Purposeful Discussion in RE**

3<sup>rd</sup> March 2025 (Twilight 3.30 pm – 5.30 pm)

The best RE is not afraid of controversy! This session will explore practical strategies for helping pupils engage in peaceful and productive discussion of contested issues in RE.

#### **The RE Update: a day course for every secondary RE teacher (March 2025)**

19<sup>th</sup> March 2025 (Full Day 9.30 am – 3.30 pm)

Refresh your repertoires of teaching and learning strategies with this wide-ranging course, which will equip you with fresh classroom ideas and materials around some key current issues in the subject. Hear about the latest developments in the delivery of RE across the Key Stages. This wide-ranging course from Ian Nicholson will present fresh classroom ideas and materials to meet the needs of teachers of RE around some key current issues in the subject.

### Cross Phase CPD

#### **Introducing a Religion and Worldviews approach**

7<sup>th</sup> May 2025 (Afternoon 1.30 pm – 4.30pm)

What is a religion and worldviews (RW) approach? How is it different from current RE practice? What are the benefits to teachers and pupils? This session offers a practical introduction to worldviews and explores what an RW approach means for subject content and how we teach it, as well as reflecting how it develops pupils' personal worldviews. Drawing on the 2024 RE Council Handbook and Frameworks, including resources and strategies, this session will show how to enrich and deepen pupils' understanding of religious and non-religious worldviews.

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LA name	School Name	Religious/Other	School Type	LA ALEP/Other/Cont	Year 7 hours - RE	Year 8 hours - RE	Year 9 hours - RE	Year 10 hours - RE	Year 11 hours - RE	Year 12 hours - RE	Year 13 hours - RE	Year 14 hours - RE	K54FCEntries	K54FCEntriesPc	K54AIEntries	NoEntriesPerc	OfstedRating	Percentage9-4FC	Percentage9-45C	Secondary/Aviation	Sponsor	
Having	Hall Mead School	None	Academies	jula@retoday.org.uk	4.3	4.37	4.22	2.09	2.16				3.34	24.1	0	24.1	75.9	88.2	88.2	Very Low	Empower Learning Academy Trust	
Having	Redden Court School	Does not apply	Academies	jula@retoday.org.uk	0	0	0	1.04	0				0.22	0	0	0	100			Low	SFAET LTD	
Having	Bitons School and Technology College	None	Academies	jula@retoday.org.uk	3.92	3.23	3.85	1.98	0				2.41	0	0	0	100			Medium	Empower Learning Academy Trust	
Having	Emerson Park School	Does not apply	Academies	jula@retoday.org.uk									0	0	0	0	100			Very Low		
Having	The Royal Liberty School	None	Academies	jula@retoday.org.uk	1.51	1.87	1.79	1.37	1.24				1.52	0	0	0	100	Good		Low	SFAET LTD	
Having	Marshalls Park School	Does not apply	Academies	jula@retoday.org.uk	2.56	2.68	3.92	11.11	13.47				6.66	96.2	0	96.2	3.8	Requires improve	58.4	Low	South West Essex Community Education Trust (SWECET)	
Having	Bower Park School	Does not apply	Academies	jula@retoday.org.uk	4.35	4.05	4.17	1.24	2.63				3.19	25.5	0	25.5	74.5		58.8	Low	Empower Learning Academy Trust	
Having	The Campion School	Roman Catholic	Academies	jula@retoday.org.uk	9.43	8.83	8.14	9.49	8.82	4.83	5.03	7.58	94	0	94	6	77.9		77.9	Very Low		
Having	The Frances Bardsley School for Girls	None	Academies	jula@retoday.org.uk	5.3	4.61	4.27	4.05	3.84	2.74	1.98	4.02	98.3	0	98.3	1.7	81.4		81.4	Low	Life Education Trust	
Having	Abbs Cross School and Arts College	None	Academies	jula@retoday.org.uk	2.01	0	5.3	2.26	3.37				0.2	0	0	0	100		82	Very Low	Loxford School Trust Ltd	
Having	The Coopers' Company and Coborn School	Christian	Academies	jula@retoday.org.uk	5.16	3.42	3.39	6.04	7.46	4.74	4.08	4.96	98.5	0	98.5	1.5	88.1		88.1	Very Low		
Having	Sacred Heart of Mary Girls' School	Roman Catholic	Academies	jula@retoday.org.uk	8.3	7.84	5.91	7.75	8.2	4.61	4.97	6.75	98.3	0	98.3	1.7	90.8		90.8	Very Low		
Having	Drapers' Academy	Does not apply	Academies	jula@retoday.org.uk	1.88	1.66	3.24	0	0	0	0	1.05	13	0	13	87	Good		68	Medium	Drapers Company	
Having	The Britons Academy	Academies	Academies	jula@retoday.org.uk	3.82	3.23	3.85	1.58	0				2.41	0	0	0	100	Good		88.1	Very Low	Empower Learning Academy Trust
Having	The Coopers' Company and Coborn School	None	Academies	jula@retoday.org.uk	5.16	3.42	3.39	6.04	7.46	4.74	4.08	4.96	98.5	0	98.5	1.5	Good		88.1	Very Low		
Having	Abbs Cross Academy and Arts College	None	Academies	jula@retoday.org.uk	2.01	0	5.3	2.26	3.37				0.2	0	0	0	100		82	Very Low	Loxford School Trust Ltd	
Having	The Campion School	Roman Catholic	Academies	jula@retoday.org.uk	9.43	8.83	8.14	9.49	8.82	4.83	5.03	7.58	94	0	94	6	77.9		77.9	Very Low		
Having	Hall Mead School	None	Academies	jula@retoday.org.uk	4.3	4.37	4.22	2.09	2.16				3.34	24.1	0	24.1	75.9	Outstanding	88.2	Very Low	Empower Learning Academy Trust	
Having	Sacred Heart of Mary Girls' School	Roman Catholic	Academies	jula@retoday.org.uk	8.3	7.84	5.91	7.75	8.2	4.61	4.97	6.75	98.3	0	98.3	1.7	Outstanding	90.8	Very Low	90.8	Very Low	
Having	Redden Court School	Academies	Academies	jula@retoday.org.uk	0	0	0	1.04	0				0.22	0	0	0	100	Outstanding		Low	SFAET LTD	
Having	Emerson Park Academy	Does not apply	Academies	jula@retoday.org.uk									0	0	0	0	100	Good		Very Low		
Having	The Frances Bardsley Academy for Girls	None	Academies	jula@retoday.org.uk	5.3	4.61	4.27	4.05	3.84	2.74	1.98	4.02	98.3	0	98.3	1.7	Good		81.4	Low	Life Education Trust	
Having	Bower Park Academy	Does not apply	Academies	jula@retoday.org.uk	4.35	4.05	4.17	1.24	2.63				3.19	25.5	0	25.5	74.5	Good	58.8	Low	Empower Learning Academy Trust	
Having	Harris Academy Rusham	None	Academies	jula@retoday.org.uk	6.03	6.01	5.97	1.62	1.15				4.17	10.7	0	10.7	89.3	Good	89.3	Low	Harris Federation	
Having	The Royal Liberty School	None	Academies	jula@retoday.org.uk	1.51	1.87	1.79	1.37	1.24				1.52	0	0	0	100	Good		Low	SFAET LTD	
Having	Hornchurch High School	None	Academies	jula@retoday.org.uk									0	0	0	0	100	Good		Low	Partnership Learning	
Having	Marshalls Park Academy	Does not apply	Academies	jula@retoday.org.uk	2.56	2.68	3.92	11.11	13.47				6.66	96.2	0	96.2	3.8	Good	58.4	Low	South West Essex Community Education Trust (SWECET)	
Having	Gaynes School	Does not apply	Academies	jula@retoday.org.uk	4.21	4.48	9.09	6.25	4				5.56	93.8	0	93.8	6.3	Good	80	Low	Loxford School Trust Ltd	
Having	Sanders Draper	None	Academies	jula@retoday.org.uk	3.71	3.99	3.26	2.87	3				3.29	0	0	0	100	Good		Low	SFAET LTD	

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## APPLICATION TO SACRE FOR A DETERMINATION

### 1. DETAILS ABOUT SCHOOL

1.1. Name of school: .....

1.2 Type of school (please tick appropriate boxes):

Special	<input type="checkbox"/> Infant	<input type="checkbox"/> Junior	<input type="checkbox"/> Primary	<input type="checkbox"/>
Sec., 11-16	<input type="checkbox"/> Sec., 11-18	<input type="checkbox"/> Community	<input type="checkbox"/> Foundation	<input type="checkbox"/>

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

### 2. REASONS FOR SEEKING A DETERMINATION

2.1 Family religious background:

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

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

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

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

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

Determination being sought for part of school

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

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

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

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

4 **EVIDENCE OF CONSULTATION**

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

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

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

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

4.1 **PLANS FOR ALTERNATIVE COLLECTIVE WORSHIP**

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

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

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

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

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

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

**This application is submitted by:**

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

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

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	Yes
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	Yes
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	Yes
Primary	Growing Together Federation	Crowlands Primary	1	Kathryn	Yes
Infant		Crownfield Infant	1	Clr Ruck	
Junior	The Learning and Achieving Federation	Crownfield Junior	1	Clr Tumilty	
yes	Life Education Trust	Dame Tipping C.of.E Primary	1	Sidra	Yes
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	Yes
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	Yes
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	Yes
Secondary	Partnership Learning	Hornhurch High	2	Jenny	Yes
Primary		Hylands	2	Marlene	
Primary		Langtons Infant	2	Marlene	
Primary	Reach 2 Academy Trust	Lantons Junior	2	Sidra	Yes
Secondary	South West Essex Community Trust	Marshalls Park	2	Sidra	Yes
Primary		Mead	2	Wendy	Yes
Primary		Nelmes	2	Wendy	Yes
Primary	The Growing Together Federation	Newtons	2	Ruth	
Primary	Oasis Community Learning	Oasis Academy Pinewood	2	Ruth	
Primary		Parklands	2	Stephanie	Yes
Primary		Parsonage Farm	2	Stephanie	Yes
Primary		Rainham Village	2	Barry	Yes
Secondary	SFAET	Redden Court	2	Barry	Yes

# 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.

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

**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?**