



**WOKINGHAM
BOROUGH COUNCIL**



A Meeting of the **SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** will be held in
David Hicks 1 - Civic Offices, Shute End, Wokingham RG40 1BN
on **MONDAY 20 JUNE 2022 AT 6.15 PM**

Susan Parsonage
Chief Executive
Published on 10 June 2022

Note: Non-Committee Members and members of the public are welcome to attend the meeting or participate in the meeting virtually, in line with the Wokingham SACRE's Constitution. If you wish to participate either in person or virtually via Microsoft Teams please contact Democratic Services. This meeting can also be watched live using the following link: <https://youtu.be/z5i76j-HDcw>

MEMBERSHIP OF THE SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)

Group A

Catherine Jinkerson	Free Church
Beth Rowland	Free Church
Anju Sharma	Hinduism
Shira Solomons	Judaism
Sukhdev Bansal	Sikhism
Shahid Younis	Islam

Group B

Linda Galpin	Church of England
Rev Philip Hobday	Church of England

Group C

Stephen Vegh	(Chairperson) Education Advisor
Julie Easton	Primary RE Teacher
Paris Finnegan	Primary RE Teacher
Philippa Chan	Primary Headteacher
Samantha Lawless	Primary RE Teacher
Nick Barnett	Soulscape

Group D

David Hare	Wokingham Borough Councillor
Jackie Rance	Wokingham Borough Council

Clerk to the SACRE

Catharine Newport

LA Link / RE Advisor

Angela Hill and Emily Waddilove

ITEM NO.	SUBJECT	PAGE NO.
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1 WELCOME AND APOLOGIES

The Chairman will welcome members, guests and new members. The clerk will extend apologies received. Stephen/Catharine (2mins)

2 MINUTES

To confirm the minutes of the meeting held on 7th March 2022.

5 - 12

3 MATTERS ARISING

4 SUMMER TERM 2022 - HOW ARE THINGS FOR WOKINGHAM SCHOOLS? - EW

13 - 22

5 DEVELOPMENT PLAN AND BUDGET UPDATES - EW AND AH

ACTION: Beth Rowland and Emily Waddilove to work together on budget for 2022-23 and include a wish list.

ACTION	Everyone to contact Emily Waddilove with ‘wish list’ proposal if you have one	
ACTION:	Emily Waddilove and Angela Hill to proceed with the proposal for the training for secondary school staff and send SACRE members AND Primary School colleagues a link to the training.	
6	FEEDBACK FROM TEACHER NETWORKS AND TRAINING OPPORTUNITIES - AH	
7	SACRE PROJECTS - EW	23 - 24
8	BERKSHIRE SACRES HUB UPDATE - FEEDBACK FROM HUB MEETINGS INCLUDING SYLLABUS REVIEW PLANS - AH	
9	WORLDVIEWS - AH	
10	NATIONAL UPDATES RELATING TO EDUCATION AND RE - AH	25 - 30
	ACTION: Catharine to add ‘Worldviews’ to the agenda for the summer meeting	
11	NASACRE UPDATES AND FEEDBACK FROM NASACRE CONFERENCE / AGM - AH	31 - 70
	ACTION: Stephen Vegh, Beth Rowland and Angela Hill to discuss adding the Self-Evaluation Tool to the summer meeting agenda - Catharine Newport to include this in the draft agenda to prompt this discussion.	
12	SELF-EVALUATION TOOL DISCUSSION	71 - 100
13	AOB	
14	DATES OF NEXT MEETINGS Monday 7th November 2022 6.15pm – online in TEAMS Monday 20th February 2023 6.15pm – online in TEAMS June 2023 date tbc	

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Agenda Item 2

SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)

MINUTES OF A MEETING HELD ON 7 MARCH 2022 AT TIME NOT SPECIFIED

Committee Members Present

Group A

Catherine Jinkerson	Free Church
Beth Rowland	Free Church
Shira Solomons	Judaism
Shahid Younis	Islam

Group B

Linda Galpin	Church of England
Rev Philip Hobday	Church of England

Group C

Stephen Vegh	Chairperson Secondary RS Teacher
Julie Easton	Primary RE Teacher
Philippa Chan	Primary Headteacher
Samantha Lawless	Primary RE Teacher
Nick Barnett	Soulscape

Group D

Jackie Rance	Wokingham Borough Council
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Clerk to Sacre

Catharine Newport

LA Link / RE Advisor

Angela Hill and Emily Waddilove

1 WELCOME AND APOLOGIES

The Chairman welcomed members and 2 new members who are joining us as part of Group C. Sam Lawless is a teacher from Shinfield St Mary's and has been an RE co-ordinator for 21 years, with experience helping at the University with their lectures in RE. And Nick Barnett, CEO of Soulscape – a Wokingham charity of 25 years who work in and with schools to create space for young people to deal with the issues that affect them.

Apologies were received from David Hare

2 MINUTES

The minutes of the last meeting held on 29th November 2021 were proposed by Philippa Chan and seconded by Jackie Rance and Beth Rowland

3 MATTERS ARISING

Matters arising from the 29th November 2021 will be covered in the items on the agenda.

4 SPRING TERM 2022 - HOW ARE THINGS FOR WOKINGHAM SCHOOLS? - EMILY WADDILOVE

Last half term things were incredibly challenging in schools, and most Head Teachers and teachers would probably say that it was the most difficult half-term since the start of the pandemic. It was made particularly difficult because the Government's national messages were about declining infection rates, life returning to normal, the removal of Plan B, and the removal of mitigations in schools, and that was completely at odds with what was happening in schools where infection rates were soaring incredibly among staff and children. In the second half of January, there was nearly a 200% increase in infection rates in Wokingham schools, particularly in primary schools where there are hardly any children vaccinated. Primary children are not doing regular lateral flow tests in the same way that secondary pupils are being asked to. Of course, that level of staff and pupil absence causes huge disruption to learning. So, it was a real headache for school leaders to ensure they had adequate numbers of staff in school every day and two of our secondary schools, actually because of lack of staff, had to switch to remote learning in some year groups. Leaders were having to cover for absent colleagues rather than doing their normal leadership roles. Teachers were finding it incredibly difficult because they had up to 30% of their class absent at any one time. Morale was quite low. Staff were very aware that exams and primary assessments are all going ahead as normal this year; some children were anxious about that too. Thankfully, since half term, things appear to be much better in terms of infection rates, although we do get a daily email updating us all on the case numbers and today's shows a higher number of cases than we've had in previous days.

We had a discussion with head teachers at our meeting with them last week about the approach that they're taking this half term, particularly in primary schools where the children are still almost all unvaccinated. Many Head Teachers are thinking along the lines of how can we try to minimize infections in staff and children? Many schools are still not holding large events and in their messaging to parents, they are reminding them that, although the laws around the restrictions have gone, the guidance actually hasn't changed and the UK HSA have emphasized that the pandemic is not over. From April primary school children can be vaccinated. So, hopefully next term this will help things to improve, together with the better weather.

For now, schools are schools are still being cautious to different degrees. Most are still continuing with having windows open, hand washing and more regular cleaning. Some schools may still be asking staff to take regular lateral flow tests, although schools are no longer being sent test kits.

There is a lot of tiredness among staff just from the length of time they've been dealing with the pandemic.

In terms of SACRE members visiting schools, we've been having discussions as a school improvement team about how to approach visiting schools going forward. Experts seem to be saying that COVID is not going to completely go away and probably at least for the next few years during the colder months of the year, infection levels will rise. Meetings with school colleagues can work well online. But some activities require us to visit schools in person. We may think in terms of doing those activities mostly in the summer term and the first half of the autumn term when infection rates are likely to be lower and it's easy to have windows open. SACRE members might want to think along those lines in terms of our visits to schools.

5 FINAL ANNUAL REPORT ON PREVIOUS ACADEMIC YEAR TO BE SHARED - ANGELA HILL

The final annual report has been emailed to members. It was discussed in draft form and agreed at the autumn meeting. Please feedback to Angela Hill or Emily Waddilove if you have any concerns regarding anything in the report.

Emily Waddilove is going to send the report to the design team at the local authority. Because it has been written very differently this year in accordance with the NASACRE framework and is not so appealing to readers, Emily will ask the design team to include pictures and make it look like our previous reports to engage with the various audiences.

6 DEVELOPMENT PLAN AND BUDGET - EMILY WADDILOVE AND ANGELA HILL

Budget- Emily Waddilove

We had a larger budget this year because we were able to carry forward some funding from last financial year. We have quite a lot of money left although not as much as it first appears because we have some outstanding invoices. After taking all of that into account we will have about £1600 left in the budget. We have been informed by our finance team that we will not be allowed to carry this forward. If we do not spend it by the end of March, it will be lost. There are several factors that have contributed to the surplus funding: a smaller request for funding from the hub than was anticipated; no travel expenses being required for Angela Hill; a shorter online Subject Leader training than was budgeted for; less funding being needed for Angela's work for the hub.

Comments made at a Secondary School network meeting in January indicated that teachers would welcome training to develop their subject knowledge in key stage 3, particularly for non-specialists. We sent out a survey and asked them to indicate which religion they felt they most needed subject knowledge. We only got 4 schools' responses, despite our reminders. Those 4 responses indicated they most wanted training on Worldviews followed by Buddhism, Sikhism and then Hinduism. The least wanted was Judaism and Islam. This was no surprise to us as most schools are teaching Judaism and Islam at GCSE level and would, therefore, have relevant materials for this.

Angela Hill and her colleagues at RE Today came up with a proposal for training and moved things around in their diaries to accommodate us so that we could spend the money by the end of March. We are bringing the proposal for the training to this meeting to get SACRE members' thoughts.

The proposal involves a training session for secondary schools on each of those four religions. We were concerned that, due to the short notice, it might not be possible for all the relevant secondary school colleagues to attend. We propose, therefore, that three of the sessions will be pre-recorded sessions which the staff could access whenever they have time. The Worldviews training is interactive and therefore needs to be done live.

These 4 sessions would cost £1600.

The proposal was discussed among SACRE members.

Shira Solomons suggested that the sessions be both live and recorded as this will ensure that the trainer knows the level of understanding and the specific questions these school colleagues have. Having live sessions also encourages colleagues to be actively involved

rather than putting off watching a recording at a later date, which they may never do. And finally, do a doodle poll to work out the most popular time and day to run the course.

Angela Hill's reply – Three of the sessions are going to be pre-recorded but we will give school colleagues the opportunity for a 'live' Q&A in the summer term. We have needed to take into account the prior commitments of Angela and her colleagues when planning the training programme.

Queries from Stephen Vegh:

- Have we sourced any other advisors to see if there are any alternatives?
- How much is each session? £400 per session seems steep.

Emily Waddilove and Angela Hill's reply –

- We have not approached any alternative training providers due to the time constraints
- RE Today would normally charge £450 per session but are charging £400 per session in this case. This would also cover the cost of the live Q&A later in the year. The standard charge for an RE advisor is £1,000 per day.

Samantha Lawless asked whether there would be resources to go along with the training that could be used to enhance the learning and shared with other colleagues?

Angela Hill's reply – yes, we always ensure that there are resources which teachers can use straight away in the classroom.

Beth Rowland has concerns about the budgeting as it would be better not to find out about a surplus at such a late stage in the financial year. She would be happy to help with the budgeting as she has accounting experience.

Emily Waddilove's reply - Help would be welcome. However, she isn't sure that this situation could have been avoided. The pandemic has made budgeting particularly difficult – for example, we budgeted for travel expenses for Angela Hill who would normally travel from Cardiff, but no travelling was needed. Because the budget is relatively small, it is a challenge to get it exactly right - we have to ensure we have allowed in the budget for funding that may be needed. Emily believes that in previous years there has been a surplus to some extent but that this has not always been picked up on until the end of the financial year when it has been too late to spend it.

Catherine Jinkerson –

- is there a reason why we cannot hold the SACRE meeting earlier in the year so we have more time to review the budget before the end of the financial year?
- Is there anything we can do to offer funding to schools directly, such as for travel costs for school visits to a mosque for example?

Stephen Vegh's reply - Giving money to schools is a great idea but there is not enough time now to do that.

Shira Solomon suggested that when doing the budget we have an agreed 'wish list' so that when we know we have surplus we know how to use it.

There was a majority vote in favour of the proposal for spending this surplus.

In terms of the timing of SACRE meetings, traditionally these take place on the second Monday after half term so that we are in sync with other Berkshire SACREs – this was thought to be helpful during the syllabus review process, and to support other hub work. It was agreed that it would be good to check with the hub whether this is still useful or whether we could move our meeting dates.

Development plan – Angela Hill

The development plan is in line with the budget and is for the financial year rather than academic year. I am currently looking ahead to the next financial year. If anyone has any suggestions for something we have not included in this years' plan, but they would like to see in next year', please let me know to see if we can accommodate it.

Because SACRE member visits to schools have been difficult due to the pandemic we are thinking of including in next year's development plan networks and training under this heading: members' attendance at network meetings and training is a good alternative way for them to keep in touch with schools.

The NASACRE training sessions are valuable, but it has not always been possible for SACRE members to attend due to busy schedules. It would be great if SACRE members are able to attend the sessions, particularly the one coming up in June which is for new members.

We are still working closely with the Pan-Berkshire Hub – the syllabus review is ongoing.

We have done well to attract new members. We still have 4 vacancies – in Group A 2 vacancies for Christian denominations other than Church of England and 1 Buddhist, and in Group B 1 Church of England member. The best way to recruit is by word of mouth so we would appreciate members of SACRE helping to fill these vacancies by inviting their contacts.

Catherine Jinkerson volunteered to speak to Nick Hudson at Wokingham Baptist Church. Beth Rowland has volunteered to contact Churches Together in Woodley.

School training coming up which SACRE may wish to attend -

21st March Primary RE Subject Leader training 4pm – 5.30pm via Teams

29th March Primary Network Meeting 4pm – 5pm via Teams

Agenda will include talking teachers through the syllabus review survey questions. We will also be asking teachers for feedback on the free resources and autumn term training that SACRE provided. SACRE members may find this meeting interesting.

Anyone wishing to attend, contact catharine.newport@wokingham.gov.uk

ACTION: Beth Rowland and Emily Waddilove to work together on budget for 2022-23 and include a wish list.

ACTION: Emily Waddilove and Angela Hill to proceed with the proposal for the training for secondary school staff and send SACRE members **AND** Primary School colleagues a link to the training.

ACTION Everyone to contact Emily Waddilove with 'wish list' proposal if you have one

7 FEEDBACK FROM TEACHER NETWORKS AND TRAINING OPPORTUNITIES - ANGELA HILL

(Members were referred to the document in the agenda pack)

There only 2 events to report back to SACRE.

The Primary Network Meeting in the autumn term was a training session on RE in the early years foundation stage, led by Fiona Moss of RE Today. 21 teachers attended and 1 SACRE member. The session was about story, subject knowledge, creative strategies and examples of pupil's work. This session was well received with overwhelmingly positive feedback.

Secondly, the Secondary Teachers Network in January. Sadly, this was not well attended, with only 4 teachers at the meeting. However, the feedback was extremely positive - teachers felt the meeting was really useful. Sarah Whitethread from the Forest School had experience of going through Ofsted and gave us a lot of insights, and the teachers had the opportunity to ask her questions. We talked about future training needs and the subject knowledge issue was identified.

We believe we will be able to successfully build network meetings online with secondary teachers as we believe word is getting out that what we are providing is useful and valuable for the teachers and we are hoping numbers will increase.

8 SACRE PROJECTS - ANGELA HILL

Nothing to report – current projects are being undertaken through the hub.

9 BERKSHIRE SACRE HUB UPDATE - FEEDBACK FROM HUB MEETINGS - BETH ROWLAND

The main discussion at the recent meeting was around the syllabus review.

The survey return rate from teachers across the whole of the Berkshire authorities was only 57 reported returns: 17 from Wokingham, 17 from Bracknell and the rest were just spread around. This is likely to be because of exhaustion and frustration because of the pandemic and answering a survey from SACRE was not a high priority.

In light of this, SACREs are being asked whether it would be wise to defer the process of the syllabus review to allow teachers time to give their views.

Sam Lawless suggested that, as one of the teachers who completed the survey, the survey included tricky questions requiring the person completing it to look up other information and meant the survey could not be easily and quickly completed. It might be a good idea to look at that aspect.

Angela Hill agreed and stated that some of the results made it clear that some of the teachers were confused about which documents the survey related to. The average time to complete the survey was 18 minutes.

Angela Hill also pointed out that there is no obligation for Wokingham SACRE to partner up with the other SACREs. Wokingham can go its own way with its own syllabus.

Catherine Jinkerson added that from feedback from teachers who had filled it in, there needs to be clarity around syllabus vs scheme of work.

Philip suggested that bite-size videos supporting the syllabus would be very useful. Stephen agreed and said the suggestion would be taken back to the Hub as, although the Real People, Real Faith videos are very good, some are a bit lengthy.

Beth stated further films are planned and funding is available.

Link to the videos [HERE](#)

[Real People Real Faith \(natre.org.uk\)](#)

Shira suggested the new syllabus be online and hyper-linked to relevant videos and resources.

Angela Hill pointed out that, whilst she is a fan of hyper-links, these are known to move around, especially the BBC hyper-links, and also they can be hacked so teachers would need to be vigilant. Having said that, it would be good to make resources easily available and it should be considered when reviewing the syllabus.

Shahid suggested a SACRE YouTube channel for these resources. Stephen said this would be taken to the Hub for consideration.

Conclusion: Wokingham SACRE agrees with the suggestion to delay the review of the syllabus.

10 NATIONAL UPDATES RELATING TO EDUCATION AND RE - ANGELA HILL

(Members were referred to the document in the agenda pack)

NATRE have been examining Ofsted inspection reports - not just those that relate to deep dives into RE, but those which mention RE at all or anything that is RE related. Please take a look at the links and consider what's going on in the national picture across England. We could start to think about how we can analyze the inspection reports for Wokingham schools. Monitoring Wokingham school Ofsted reports used to be done on a regular basis but hasn't been happening regularly – partly because there have been few inspections during the pandemic. We might want to think about monitoring inspection reports moving forward, to help the local authority to monitor standards.

A teacher survey was conducted via the NATRE Secondary school survey. There weren't very many respondents, but there is a link to some of the results. Some encouraging news and other not so encouraging content.

There has been no financial support from government for religious education, where other subjects have received significant amounts of money. There's a suggestion in the updates that perhaps SACRE could get involved by contacting their local MP. Perhaps this is something that individual SACRE members will consider doing by writing to their MPs and making them aware that there hasn't been any financial support for our subject.

Religion and worldviews Education – Training by NASACRE. Unfortunately, nobody from our SACRE was able to attend. Perhaps Worldviews needs to be on the agenda for the summer meeting as it is a big change in focus for RE. Steven agreed on behalf of SACRE that it should be added to the agenda.

Some competitions for schools to enter: the spirited arts competition, and the lessons that make a difference which is a blog competition.

There's some news about offers for a free Bible magazine to pupils.

Some websites have been relaunched and there are a number of revamped videos.

ACTION: Catharine to add 'Worldviews' to the agenda for the summer meeting

11 NASACRE UPDATES - ANGELA HILL

(Members were referred to the document in the agenda pack)

SACRE members are invited to attend the upcoming NASACRE AGM. It will be held in Birmingham on Monday 23rd of May and there's also the option to attend virtually, but you'll only see part of the conference.

The Local Area Network observes what is going on in SACREs and calls upon SACREs to make local links. Wokingham SACRE has strong links - with the local authority and faith communities and so on, as well as across the Berkshire local authorities. This is going to be discussed further at the NASACRE AGM in May.

Another item we think is appropriate for the summer agenda is the self-evaluation tool that NATRE are hoping SACREs might engage with. It is quite a detailed document. Its use is completely non statutory. There might be parts of the self-evaluation framework that we want to use as a SACRE, or we might want to adopt the whole thing. It would be good to discuss this in the summer meeting if everyone is in agreement.

ACTION: Stephen Vegh, Beth Rowland and Angela Hill to discuss adding the Self-Evaluation Tool to the summer meeting agenda -Catharine Newport to include this in the draft agenda to prompt this discussion.

12 AOB

There was no AOB

13 DATES FOR NEXT MEETINGS

It was agreed that we should aim to have one face-to-face meeting in the summer and the other 2 meetings online. The face-to-face meeting could be a hybrid where it is possible to still participate in the meeting online if you are not able to attend in person.

Monday 20th June 2022 6.15pm –

Wokingham Borough Council Offices, David Hicks 1

Monday 7th November 2022 6.15pm – online in TEAMS

Monday 20th February 2023 6.15pm – online in TEAMS

SACRE budget April 2021 - March 2022

BUDGET PLAN	Spending Apr-June 21	Spending July-Oct 21	Spending Nov 21- March 22
CORE COSTS Planned spending = £2,990 <ul style="list-style-type: none"> Professional fees <ul style="list-style-type: none"> NASACRE subscription Attendance at NASACRE conference IT support for webcasting virtual SACRE meetings Annual report design/ printing LA link/RE advisor – 5 days: <ul style="list-style-type: none"> 3 x SACRE meetings (preparation and attendance) Annual report writing Attendance at NASACRE conference Travel expenses (RE advisor) 	£60 – 4 places for NASACRE conference £250 - Advisor – June SACRE meeting £500 – Advisor – NASACRE conference	£105 – NASACRE subscription £50 – NASACRE training events – for members and advisor to attend	£125 – Advisor – completing mandatory WBC training module £250 – Advisor – November SACRE meeting and preparation £500 – Advisor - Annual report writing and attending NASACRE training on new report format £250 Advisor - SACRE meeting March + pre-meeting/ preparation £37 webcasting SACRE meeting
PROJECT COSTS Planned spending = £1,675 <ul style="list-style-type: none"> Consultancy: <ul style="list-style-type: none"> 3 x primary network meetings Half day primary subject leader training Twilight secondary training Travel costs Updating of SACRE leaflet – design and printing 		£250 – Advisor – July network meeting	£250 – RE Today – November network meeting £125 – Advisor – guidance to LA/ schools via email £250 – Advisor - secondary network meeting + preparation £250 – Advisor – Primary subject leader training + preparation £250 – Advisor – spring term primary network meeting + preparation £150 - Advisor - Ad hoc emails, queries, admin-Dec - March 2022
PROJECT COSTS – Use of funds carried forward from 2020-21 = £2,832 <ul style="list-style-type: none"> 3 x twilight training sessions Resource for every school + postage 		£2,037 – Resources for schools/ postage £795 - 3 twilight training courses	£1,800 - RE Today - Secondary Subject knowledge training package (4 x training sessions + Q and A session)
BERKSHIRE SACRE HUB ACTIVITIES Planned spending = £1,475 <ul style="list-style-type: none"> Termly Hub meetings (Hub managers' prep and attendance) Hub manager travel costs Hub activities: <ul style="list-style-type: none"> Completion of Westhill 'Real People: Real Faith' Project Syllabus review RE advisor attendance at hub meetings - 1.3 days RE Advisor time to support hub activities – 0.5 day RE advisor travel costs 	£500 - contribution to hub £62 – Advisor – hub meeting April	£63 – Advisor – hub meeting July	£250 – Advisor - Hub meetings/syllabus review planning during Autumn term £250 Advisor - Hub meetings and related work Dec-March 2022
Total planned spending = £8,972 Budget allocation = £9,600	Total spends to end of June: £1,372	Total spends to end of Oct: £4,672	Total spends to end of Feb: £6,172 Total spends to end of March: £9,409

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SACRE budget plan April 2022 - March 2023

CORE COSTS	
Professional fees	
- NASACRE subscription	110
- Attendance at NASACRE conference (RE advisor)	40
IT support for webcasting SACRE meetings	165
Refreshments for in person meeting	25
Annual report design	120
LA link/RE advisor – 4.6 days: - 3 x SACRE meetings (preparation and attendance) – 2 days - Annual report writing - 1 day - Attendance at NASACRE conference/ AGM – 1 day - Emails, admin etc – 0.6 day	2,300
Travel expenses (RE advisor) x 1 SACRE meeting	90
Sub-total budget core costs	£2,850
PROJECT COSTS	
Consultancy – 3 days: - 5 x network meetings (2 primary; 2 secondary (online); 1 cross phase (in person)) - Twilight primary subject leader training (online) - Twilight secondary training (online) - Travel costs (1 x cross phase network meeting)	1,250 250 250 90
Updating of SACRE leaflet – design costs	80
Sub-total budget Wokingham project costs	£1,920
BERKSHIRE SACRES HUB	
- Termly Hub meetings (Hub managers' prep and attendance) - Hub manager travel costs - Hub activities: Additional materials for 'Real People: Real Faith' project Syllabus review	Wokingham contribution: 900
Consultancy: -RE advisor attendance at hub meetings (+ prep) - 1 day -RE Advisor time to support hub activities – 1 day	500 500
Sub-total budget Hub activities costs	£1,900
Total budget plan	£6,670
Budget allocation	£6,800

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SACRE budget April 2022 - March 2023

BUDGET PLAN	Spending Apr-June 22
CORE COSTS Planned spending = £2,850 <ul style="list-style-type: none"> • Professional fees <ul style="list-style-type: none"> - NASACRE subscription - Attendance at NASACRE conference • IT support for webcasting virtual SACRE meetings • Refreshments for in person SACRE meeting • Annual report design • LA link/RE advisor: <ul style="list-style-type: none"> - 3 x SACRE meetings (preparation and attendance) - Annual report writing - Attendance at NASACRE conference - Emails, admin - Travel expenses (RE advisor) 	£40 NASACRE conference £55 Webcasting March SACRE meeting £114 Annual report design
PROJECT COSTS Planned spending = £1,920 <ul style="list-style-type: none"> • Consultancy: <ul style="list-style-type: none"> - 5 x network meetings - Twilight primary subject leader training - Twilight secondary training - Travel costs • Updating of SACRE leaflet – design costs 	£72 SACRE leaflet design
BERKSHIRE SACRE HUB ACTIVITIES Planned spending = £1,900 <ul style="list-style-type: none"> - Termly Hub meetings (Hub managers' prep and attendance) - Hub manager travel costs - Hub activities: <ul style="list-style-type: none"> 'Real People: Real Faith' Project Syllabus review - RE advisor attendance at hub meetings - RE Advisor time to support hub activities 	
Total planned spending = £6,670 Budget allocation = £6,800	Total spends to end of June: £281

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Wokingham SACRE action plan April 2022-March 2023

(See budget plan for costings)

Aim	Actions	Timescales	People Responsible	Summer 2022	Autumn 2022	Spring 2023
A. CORE BUSINESS To be a supportive and proactive SACRE enjoying full and well-informed membership	1. Fill membership vacancies if/when they arise Work proactively with SACRE members, faith communities and other partners to ensure representation on all SACRE committees.	ongoing	SACRE Chair SACRE Clerk SACRE members			
	2. SACRE members attend termly SACRE meetings (3 per year) and, when possible, teacher termly network meetings and training events e.g. annual SACRE conference	Termly SACRE meetings: Summer 2022 Autumn 2023 Spring 2023 Termly teacher network meetings and occasional training events	SACRE Chair/SACRE Adviser SACRE members SACRE Clerk	Meeting -in person	Meeting - online	Meeting - online
	3. SACRE member attendance at networks and training events/and or visit local schools	Aim for one person to visit a school by the end of the 2019-20 academic year, and one each term thereafter	SACRE Chair SACRE Clerk SACRE members RE teachers and school leaders	Member participation at least 1 event/or at least 1 school visit	Member participation at least 2 events/or at least 2 school visits in total	Member participation at least 3 events/or at least 3 school visits in total

	4. Produce annual SACRE Report	Autumn Term 2022	SACRE Adviser and clerk	Draft report prepared	Present draft for members' approval during Autumn term Submit report by 30 th December 2022 Final report emailed to members and other stakeholders	Present final, submitted report at Spring 2023 meeting
	5. Review the action plan at each meeting	At each SACRE meeting	SACRE Adviser and SACRE	Meeting	Meeting	Meeting
	6. Subscribe to NASACRE Representation at annual NASACRE conference, NASACRE AGM	Ongoing	At least 1 SACRE member and SACRE Adviser to attend annual AGM. SACRE adviser to provide updates on NASACRE business at meetings and, where appropriate, through the SACRE clerk via email	This year's conference and AGM online on 23 rd May 2022	NASACRE updates discussed at Autumn meeting. Invitation opened to members to attend the AGM in 2023	Spring 2023 SACRE meeting to finalise who will attend NASACRE AGM in 2023 to represent Wokingham SACRE
B. To support teachers of RE to continually improve RE learning in their	1. Provide two termly primary network meetings, two termly secondary network meetings	Ongoing - network meetings meeting each term plus feedback at each	SACRE Adviser	Network meeting at a convenient time for teachers each term	Network meeting at a convenient time for teachers each term	Network meeting at a convenient time for teachers each term

	<p>school, ensuring that the agreed Pan-Berkshire syllabus is understood, and teachers are equipped to deliver it effectively</p>	(online) and one cross-phase network meeting (in-person) for Wokingham teachers	termly SACRE meeting			
		2. Primary Subject Leader Training - twilight session online	Autumn term 2022	SACRE Adviser	To be advertised in the summer term and booking to be made available	CPD to take place
		4. Support RE teachers and leaders in secondary schools with an annual twilight online CPD in addition to network meetings	Ongoing	SACRE advisor, Chair and clerk	Advertise secondary CPD opportunity	Feedback to SACRE
Pan-Berkshire Hub	<p>Consolidate and develop the Pan-Berkshire SACRE Hub.</p> <p>Syllabus review</p> <p>Real People, Real Faith project – additional material</p>	Ongoing	SACRE members SACRE advisers and the 6 Chairs from all Berkshire SACREs	<p>The Real People: Real Faith Project is complete but work extended with extra funding to develop films and resources on additional faith communities.</p> <p>The Hub continue to seek contributions</p>	<p>Work with Hub to aid extensions of the Real People: Real Faith project</p> <p>Liaise with SACRE members and Hub to consider the feasibility of further projects, but prioritising the syllabus review</p>	<p>Begin to establish, in earnest, the Agreed Syllabus Conference.</p>

				<p>from faith communities to demonstrate diversity within as well as across religions</p> <p>Syllabus review: it has been agreed that the review will be postponed for a year due to the pandemic and new thinking emerging around RE. Discussion of ways forward will continue this year.</p>	<p>Teacher survey re agreed syllabus has now been considered and next steps relating to the syllabus review being discussed</p>	
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Agenda Item 7

Wokingham SACRE Summer Meeting

Teacher Networks and Training Opportunities

Since the last SACRE meeting on 7th March 2022, the following training opportunities and networks for teachers and leaders of RE in the local authority have taken place. All events that have already taken place have received overwhelmingly positive feedback from teachers. All took place online, via Microsoft Teams, as twilight sessions. All sessions were provided free of charge to schools.

Spring Term 2022

Training/networking opportunity	Date	Description
Primary RE Subject Leader Training	21 st March 4pm-5.30pm Number of participants: 13	CPD for new RE subject leaders, those returning to the role or those wanting a refresher. Exploring the role of the subject leader, using practical activities to develop understanding of RE and your leadership and management skills. Tips on establishing and developing a vision for RE, planning a scheme of work, and effective and manageable monitoring and self-evaluation.
Secondary Non-Religious Worldviews	28 th March 4pm-5:30pm Number of participants: 7	Introduction to teaching about non-religious worldviews in RE, Stephen Pett
Primary RE Network Meeting	29 th March 4pm-5:30pm Number of participants: 14	Thoughts on future network meetings Date, venue and training focus for summer network meeting NATRE membership benefits RE Updates for Primary Practitioners Reflection and feedback: Autumn festival of RE CPD Discussion: syllabus review 7 Key Stage 3 subject knowledge recordings and Q and A coming soon

Summer Term 2022: Forthcoming training and network opportunities

Training/networking opportunity	Date	Description
Primary RE and Secondary Joint Network Meeting	29 th June	National and local updates relating to primary RE. Training focus: A Worldviews Paradigm in RE

Secondary Subject Knowledge Pre-Recorded Webinars

1-hour recorded webinars are now available to Wokingham teachers on

- Buddhism
- Hinduism
- Sikhism

Live Q and A scheduled for 23rd June 2022

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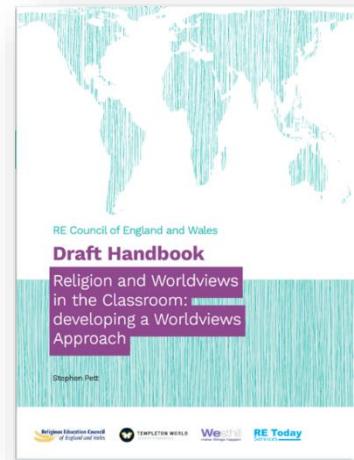
Draft Handbook for Religion and Worldviews in the Classroom

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

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

Sections include:

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



The Draft Handbook is primarily written to inform three Framework Development Teams, who will work over the next 18 months to apply the NSE and the Handbook guidance to their own contexts. During this process, the Draft Handbook will be tested and revised as necessary, before the publication of a final Handbook, three example frameworks, sample units of work and pupil responses, in 2024.

You can download copies of the Draft Handbook here:

www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/

This is a next step towards a worldviews approach in our subject. How might SACRE consider this and its implications for our local syllabus?

RE report card 2022

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

Below are two of the cards. The full set can be found here:

www.rethinkre.org/re-report-card

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

£0 SPENT ON RE PROJECTS BETWEEN 2016-2021

AT A TIME WHEN:

ENGLISH:
£28.5 MILLION

MUSIC:
£387 MILLION

MATHS:
£154 MILLION

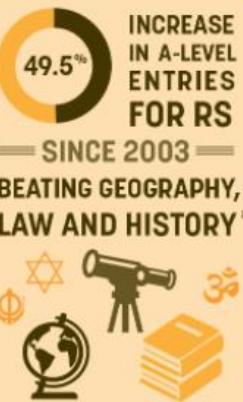
SCIENCE:
£56 MILLION

A REVIEW OF THE PERFORMANCE OF RELIGIOUS EDUCATION



VALUE OF THE QUALIFICATION

IN THE LAST DECADE THE NUMBER OF PUPILS IN ENGLAND ENTERING A FULL GCSE RS COURSE **INCREASED BY 29.7%**



“ RE IN PRIMARY AND SECONDARY SCHOOLS ENABLES PUPILS TO TAKE THEIR PLACE WITHIN A DIVERSE MULTI-RELIGIOUS AND MULTI-SECULAR SOCIETY. AT ITS BEST, IT IS INTELLECTUALLY CHALLENGING AND PERSONALLY ENRICHING.³

DFSTED RE RESEARCH
REVIEW MAY 2021

HIGHER ATTAINMENT
8 SCORES ON AVERAGE
IN SCHOOLS WITH
HIGHER RATES OF ENTRY
FOR GCSE RS⁴



95% of teachers say that the subject is more or equally relevant than ten years ago⁵

ACADEMICALLY RIGOROUS AND CHALLENGING,
RE STUDENTS GO ON TO STUDY AT THE UK'S
TOP UNIVERSITIES AND ENTER CAREERS IN
LAW, MEDICINE, POLITICS AND JOURNALISM⁶



School and government performance on RE is failing a record number of students, says landmark data review.

More comment here:

www.natre.org.uk/news/latest-news/school-and-government-performance-on-religious-education-failing-record-number-of-students-says-landmark-data-review/

SCHOOL PERFORMANCE



The 2021 Ofsted Research Review identified barriers to high-quality RE teaching in schools including:¹⁰

Insufficient time to teach an ambitious RE curriculum

Insufficient professional development for teachers of RE

Gaps in teacher subject knowledge

A lack of a 'scholarly approach'

Some teachers embedding unhelpful misconceptions



However, too many schools are breaking the law by not teaching RE

34% of academies report no timetabled RE⁷



Around 500 secondary schools still report zero hours of RE provision in Year 11⁸

RE also continues to be neglected on the school timetable in favour of EBacc subjects: On average 6 hours of RE are allocated to each 'teacher of RE' at Key Stage 3 as opposed to 7 for history⁹



SCHOOLS MUST DO MORE TO ENSURE THEY PROVIDE THE RIGHT AMOUNT OF HIGH-QUALITY RE PROVISION FOR ALL STUDENTS ACROSS THE YEAR GROUPS



NATRE's annual primary survey 2022 – let schools have their say!

NATRE is conducting this survey to obtain information about the current state of RE in all types of schools for Primary age children so that it can continue to support the teacher in the classroom by raising awareness of the impact of government policy on RE.

NATRE is asking for schools to take a few minutes to answer as many of the questions as they can. It is offering a ‘thank you’ to schools for completing the survey: they will receive £5 off RE Today publications, training or NATRE membership, and enter schools into a free prize draw, for a chance to win a FREE platinum NATRE membership for one year!

NATRE will treat responses with complete and absolute confidentiality; no schools or teachers will be identified in any use NATRE makes of the information provided.

Complete the survey here: www.surveymonkey.co.uk/r/NATREprimarysurvey2022

How can SACRE encourage schools to fill in the survey? This kind of date is so useful when lobbying the government for support for our subject.

NASACRE's SACRE Self-evaluation tool

The NASACRE development group has worked hard on reviewing, updating, and improving the SACRE self-evaluation tool. This tool will enable SACREs to consider their effectiveness in all areas of its work in order to produce a targeted and costed Development Plan in partnership with your LA.

The SEF is available [here](#) for use at SACRE meetings.

NASACRE's new online training programme

NASACRE members can access these recorded sessions [here](#) along with the slide shows and resources. The programme for 2021-22 can be accessed [here](#).

Can anyone from SACRE attend any of these? Which might be useful?

NATRE Spirited Arts 2022

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

The 5 themes

1. “We have more in common than that which divides us.”
2. God’s good earth? (“Beautiful World, wonderful God?”)
3. Searching for God
4. A view of the world.
5. Celebrations: Big days and big ideas

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

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

RE Council and NATRE at the Party Conferences

RE's interests will be represented at the Autumn Party Conferences of the Conservative and Labour Parties, where primary and secondary teachers of RE will be working with NATRE to take every opportunity to meet with parliamentarians and gain their support for our work towards a national plan for RE. The RE Community has had some success in gaining recognition of the needs of the subject in this way, but not much success yet in persuading the Ministry to plan to improve RE.

Can local MPs help? Are they willing to support us?

The international ministerial conference on freedom of religion and belief is being hosted by the government in London in July.

The conference has 5 objectives, which are interestingly connected to RE:

- To raise awareness of:
 - the current challenges to FoRB across the world
 - the relevance of FoRB to other human rights
 - best practice in preventing violations and abuses and protecting and promoting FoRB
- use UK leadership and experience in addressing human rights issues and our convening power to improve FoRB for all
- galvanise partner countries and stakeholders to work more closely together to promote and protect FoRB, including by working together to address FoRB violations and abuses
- encourage collective action by governments, human rights experts, civil society, academia and faith and belief actors to address FoRB challenges, exchange best practice, and build shared commitments
- to strengthen the voices of and build the capacity of defenders of FoRB, including religion and belief groups, inspiring future leaders and young people, and building and reinforcing global coalitions for collective action.

Could SACRE make use of the publicity and resources of the conference to further our own agenda of free thinking about religion and belief?

Details: <https://www.gov.uk/government/publications/international-ministerial-conference-on-freedom-of-religion-or-belief-london-2022-aims-and-objectives/international-ministerial-conference-on-freedom-of-religion-or-belief-london-2022-aims-and-objectives>

New resources for BBC RE in Key Stage 1 Bitesize: places of worship and examples of caring.

Lat Blaylock writes: "I worked on these resources last year, and they are now free and available for all. Ready to use animations, information and graphics to enable children aged 5-7 to understand places of worship and different ways that faith communities put their values into action are all ready for you to use." Start here:

<https://www.bbc.co.uk/bitesize/topics/zwv8q6f/articles/z8c22v4>

New Resources for addressing anti-semitism in schools

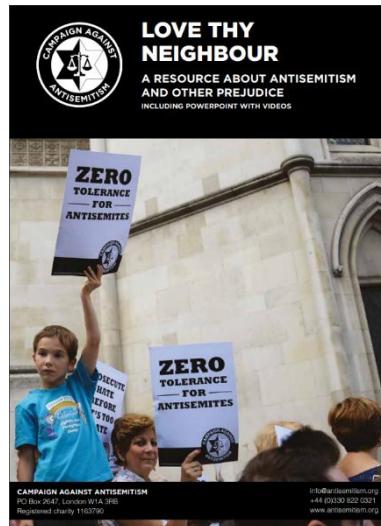
In 2021, there were 124,091 hate crimes recorded by the police in England and Wales with the instances of hate crimes rising at almost 10% a year. The instances are now more than double what they were a decade ago. Race and religion features as a main reason behind many of these crimes.

Teachers have been asking for materials to support them in raising awareness and providing opportunity for discussion and exploration of prejudice. In response, Judith Hayman, a former teacher and Holocaust Educator has created a free presentation and teacher guide exploring the to give teachers something to hang the conversation onto. The resource is pitched to KS2/3 and explores different types of prejudice. It is flexible enough to be used either in assemblies or collective worship as well as cross curricular engagement in PSHCE, Religious Education and History.

The resource is constantly being updated with up to date examples and references. The teacher guide and presentation are available to download for free through the website www.antisemitism.org/teachers There are versions for the various settings, non-denominational, Catholic and Church of England.

Can we encourage our schools to use these resources and tackle this kind of prejudice more effectively?

Thanks to Terry Hart for this item – he is the Adviser for Religious Education & Christian Distinctiveness at the Diocese of Manchester



New offer from 'Good News for Everyone': free Bible magazine to pupils and primary classrooms

The charity 'Good News for Everyone' – which used to be known as 'The Gideons' – have produced a 48-page magazine which provides children aged 7-11 with extracts from Bible stories, texts and teachings. The extracts include all the major Bible texts used in the 'Understanding Christianity' resources. There are questions for discussion and thinking, and quizzes, all illustrated in an age-appropriate style. Good News for Everyone exists to give Christian scriptures away, and this new educational collection of Bible texts is available through schools to pupils – for example Good News for Everyone will be happy to send a visitor to schools to give a class set of copies for teachers to use and a personal copy to all school pupils for them to keep. The charity still visits secondary schools to distribute copies of the New Testament, Psalms and Proverbs free to pupils.

Contact: <https://goodnewsuk.com/bibles-for-education>

Visits, videos and other resources for the classroom

Birmingham faith visits

The Arts Society Birmingham has worked with six faith communities to provide guidance and materials on six places of worship. Teachers can find a 4-page booklet, three videos introducing the building and community, and a related quiz for each place of worship. Supported by a generous grant from Westhill Endowment Trust. The Arts Society Birmingham has collaborated with six different places of worship, Birmingham Faith Leaders and other organisations to produce resources designed to enhance a school visit, or to support a virtual visit, to a place of worship for children 8 to 13 years.

Actual visits to the places of worship may be arranged by contacting them directly. Contact details are provided on the Illustrated Guides. Details here: <https://birmingham-faith-visits.theartsociety.org/>

RE:Quest – online Christianity resources from Youth for Christ

The RE:Quest website has refreshed and relaunched with a series of new resources on key Christian concepts such as Salvation, resources for pupils with additional needs and a series of new films. You can also create boards of resources for particular units or topics for pupils and teachers to access. Resources on the key concepts provide sample lesson plans too.

<https://request.org.uk>

Understanding Humanism

The Understanding Humanism website has relaunched with over 100 new FREE resources to support teaching about humanism and non-religious worldviews.

Resources for ages 5-18 organised into several core areas of knowledge to support young people's understanding of a humanist approach to life, humanist history, and the influence of humanism on the modern world.'

<https://understandinghumanism.org.uk>

True Tube

The Truetube website has also had a refresh with a series of new films added for teachers in Primary and secondary schools.

www.truetube.co.uk

Online training

Webinar series from University of Edinburgh

<https://blogs.ed.ac.uk/teachingbuddhism/2021/11/29/who-is-the-buddha-new-webinar-series-for-teachers-jan-march-2022/>

A series of webinars on the life of the Buddha – excellent for KS3 and KS4. The series has already started, but sessions are uploaded afterwards, so you can catch up later.

Register [here on Eventbrite](#)

Online seminar series from University of Chester

The Chester Uni A level webinar series have started. Look [here](#) to find out about the programme. Is Pure Land Buddhism Buddhism?

- Can God suffer and does it help?
- Love poetry in the Sufi Tradition.
- Self and Non-Self in Hinduism and Buddhism.
- Is Christianity irredeemably sexist?

Just some of the sessions on offer!

National News Update prepared by RE Today/NATRE
June 2022



National Association of
Standing Advisory Councils
on Religious Education

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Ambitious SACREs

NASACRE annual conference
Monday 23rd May 2022



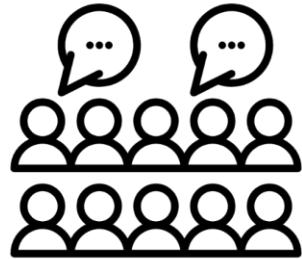
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Agenda Item 11

Ambitious SACREs



You may have noticed you were automatically 'muted' as you entered conference. As our day progresses, we want you to think of good questions to pose to our Panel this afternoon, and send them privately to 'QUESTIONS' in Chat.



Our Panel this afternoon is:

Ed Pawson, Richard Kueh, Kathryn Wright, David Hampshire, Paul Smalley and Lesley Prior

Welcome from our Patron and Chair

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1st Keynote: Ed Pawson

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*Working together for high
quality education in
religion and worldviews*



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Breakout discussions (11:35-11:50)

35



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Breakout questions (11.35-11.50)

36

1. What can SACREs contribute to high quality education in religion and worldviews?
2. What are the main challenges facing your SACRE at present?



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Comfort break (11:50-12:10)

37



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2nd Keynote: Richard Kueh

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The substance of the curriculum: high-quality RE and Ofsted's inspection frameworks



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Breakout discussions (12:30-12:45)

63



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Breakout questions (12:30-12:45)

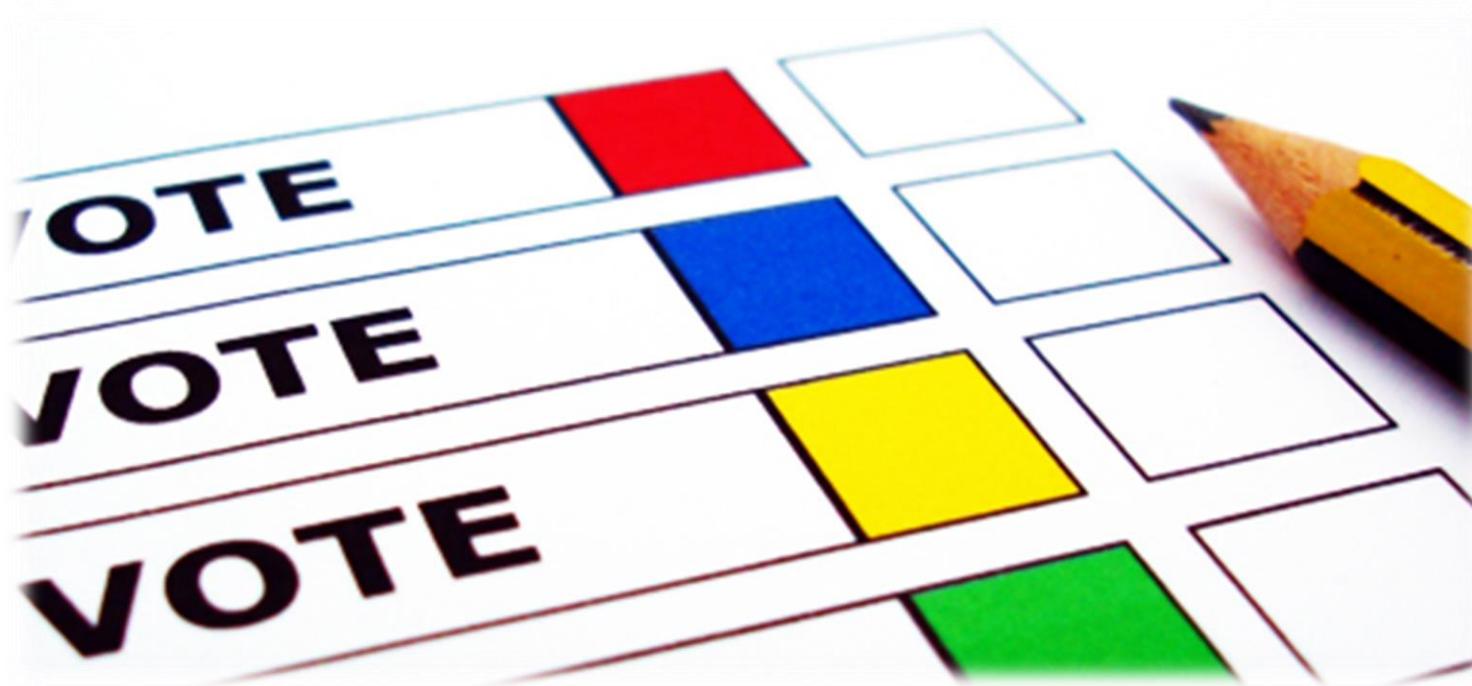
1. How can SACREs be ambitious in the curriculum they set?
2. If NASACRE is setting an ambitious agenda for 22-23 what would you want on it?



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NASACRE Exec nominees

14



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Conference workshops

42

Date	4-5pm	5-6pm	7-8pm
Monday 6 June			<i>Still Standing</i> report Claire Clinton
Tuesday 7 June		<i>Reviewing your SACRE membership</i> (Chairs, Vice Chairs, Advisers, Clerks) Lesley Prior	
Wednesday 8 June		<i>Reviewing the RE Curriculum in the light of a National Statement of Entitlement & Big Ideas for RE</i> Dave Francis	
Monday 13 June		<i>Interfaith encounters for pupils and teachers</i> (Westhill/NASACRE award) Barking & Dagenham SACRE	
Wednesday 15 June			<i>Supporting RE teachers with enhanced subject knowledge</i> (Westhill/NASACRE award) Coventry SACRE
Thursday 16 June	<i>Public perceptions of RE: What SACREs need to know?</i> Faith & Belief Forum workshop		
Monday 20 June		<i>What do SACREs need to understand about Ofsted to support schools?</i> A conversation with Paul Smalley	
Tuesday 21 June	<i>Determinations: getting your SACRE system sorted</i> Lesley Prior		
Thursday 23 June		<i>Developing the three VAT strands of Vocabulary, Art(exacts), and Texts within RE</i> (Westhill/NASACRE award) Barnet SACRE	

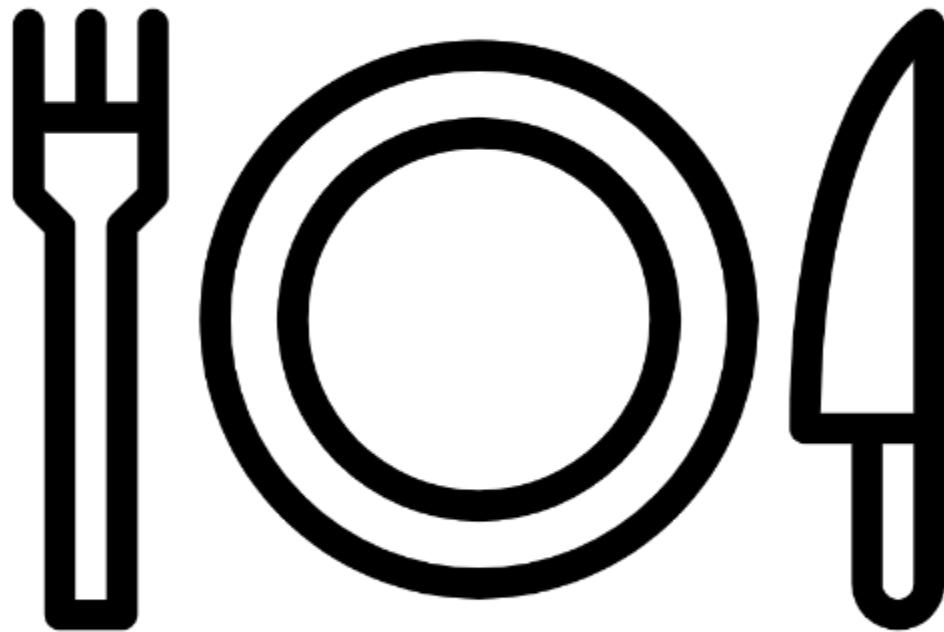
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Lunch break (1-1:45)



See you back at 1:45pm!

Westhill/NASACRE award 2022-2023

‡
Westhill
make things happen



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Westhill/NASACRE Winners 2022-23

Awards are being offered to:

- Bristol SACRE
- Leicester SACRE, and
- Luton SACRE

Hearty congratulations to these SACREs.



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3rd Keynote: David Hampshire

National analysis of SACRE annual reports

46



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Breakout discussions (2:15-2:30)



47



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Breakout discussions (2:15-2:30)

84

1. What is the most striking thing you learnt from David's presentation?
2. What is your SACREs next step for your annual report?



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Question time (2:30-2:55)

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On our panel today we have...



Movement break

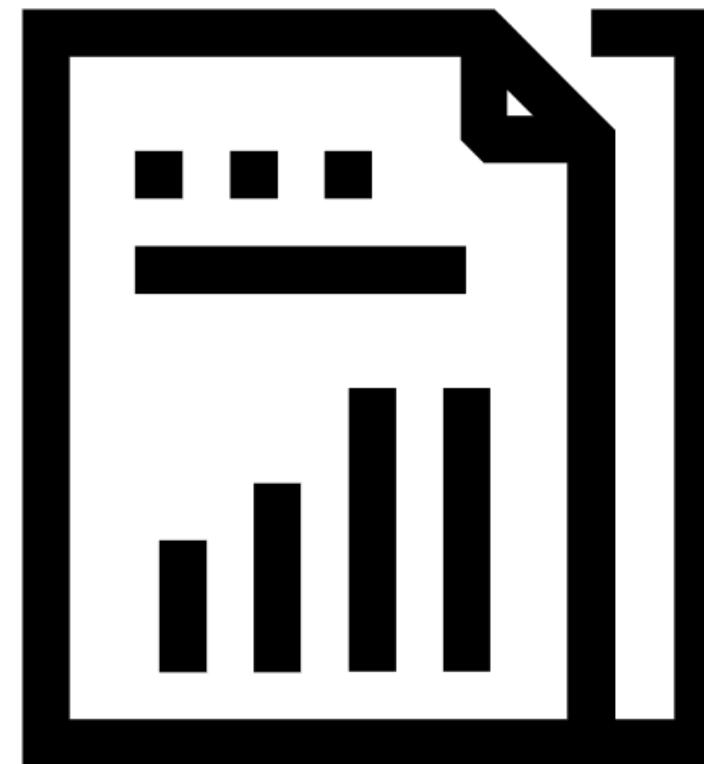
51



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Business AGM (2:55-3:15)

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Thank you Michael!

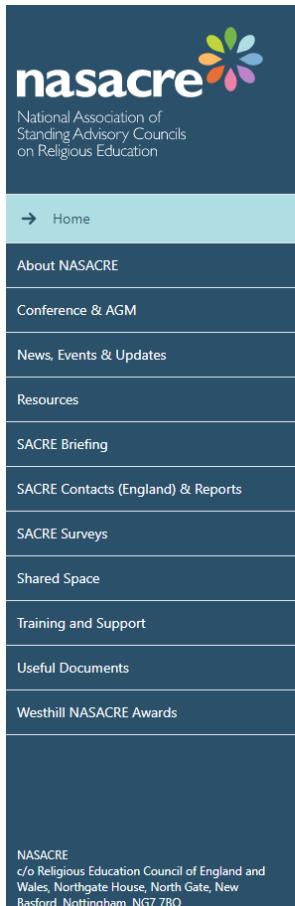
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New NASACRE website launch: Matt Tullett

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Welcome to NASACRE

NASACRE works to celebrate, support, strengthen and promote the work of local SACREs and represents their interests at a national level.

Please explore the menu bar on the left for the full range of NASACRE's services for SACREs, including access to training and support, resource materials and answers to FAQs.

Our digital communication **SACRE Briefing** is sent to every English SACRE several times a year.

All SACREs in England are members of NASACRE, but we would urge SACREs to consider becoming subscribing SACREs in support of our work and to unlock extra resources to facilitate their own work.

[→ Why subscribe](#) [→ About NASACRE](#)

Search Website

Search all areas of the NASACRE website



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Chair's closing remarks

Evaluation form: <https://forms.gle/HkZ4c4igx7DtmJVs5>

55



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Conference workshops

50

Date	4-5pm	5-6pm	7-8pm
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NASACRE Conference 2022

Ambitious SACREs

Working together for high quality education in religion and worldviews

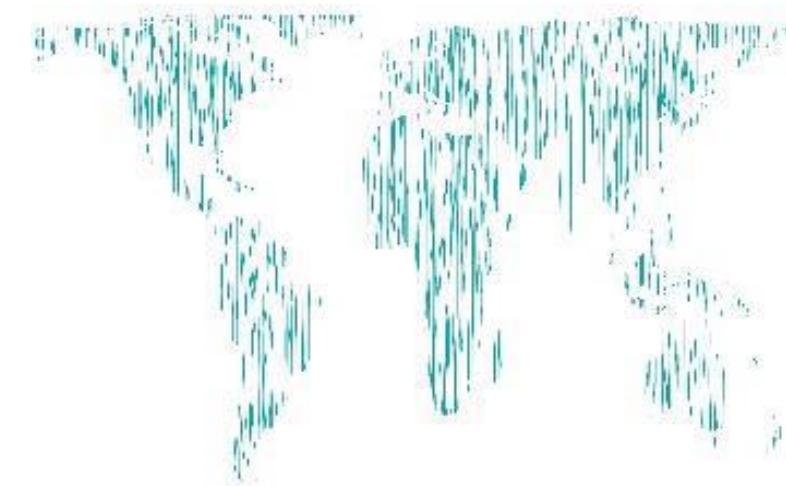
- What is the Religious Education Council (REC)?
- Why is the Draft Handbook on Religion and Worldviews a landmark?
- How has the REC been working with its partners to improve RE?

- Ed Pawson
- Deputy Chair of the Religious Education Council (REC)
- efpawson@gmail.com

Draft Handbook on Religion and Worldviews in the Classroom: Developing a Worldviews Approach

Published May 2022

Produced for syllabus writers and curriculum developers to support them on translating the REC's vision of an excellent education for all in **Religion and Worldviews** into practical resources for teachers



RE Council of England and Wales

Draft Handbook

Religion and Worldviews
in the Classroom: 
developing a Worldviews
Approach

Stephen Hart

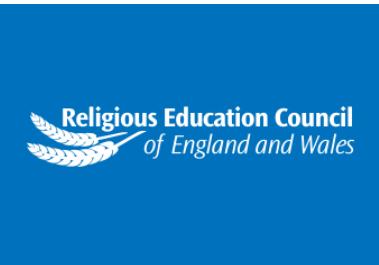
The purposes of this Handbook are to:

- present a ‘national statement of entitlement’ (NSE)
- equip syllabus and curriculum developers
- set out the nature of a religion and worldviews approach



This approach means enabling all pupils to become open-minded, critical participants of public discourse, who make academically informed judgements about important matters of religion, belief and practice which shape the global landscape. It is a subject for all pupils, whatever their own family background and personal worldviews (P2).

The Religious Education Council (REC)



- Established in 1973 to represent the collective interests of a wide variety of professional associations and faith and belief communities
- To deepen and strengthen provision for religious education
- Providing a multi-faith forum where national organisations share concerns and promote RE

Commission on RE (CoRE) set up (2016)

Vision (2021)

Every young person experiences an academically rigorous and personally inspiring education in religion and worldviews

Mission (2021)

The REC campaigns and advocates for a high quality education in religion and worldviews for every young person

The REC has over 60 members:

- Accord Coalition
- Al-Khoei Foundation
- Archbishop's Council
- Association of Christian Teachers
- ...
- ...
- ...
- World Congress of Faiths
- World Federation of KSIMC
- Zoroastrian Trust

What does the REC do?

Campaigning and advocating for a high quality education in religion and worldviews for all young people, as proposed by the CoRE report (Commission on RE, 2018)



- ② Leading the Beyond the Ordinary Teacher Recruitment Campaign to address the shortage of secondary RE specialists



Hosting and co-ordinating the RE Quality Mark



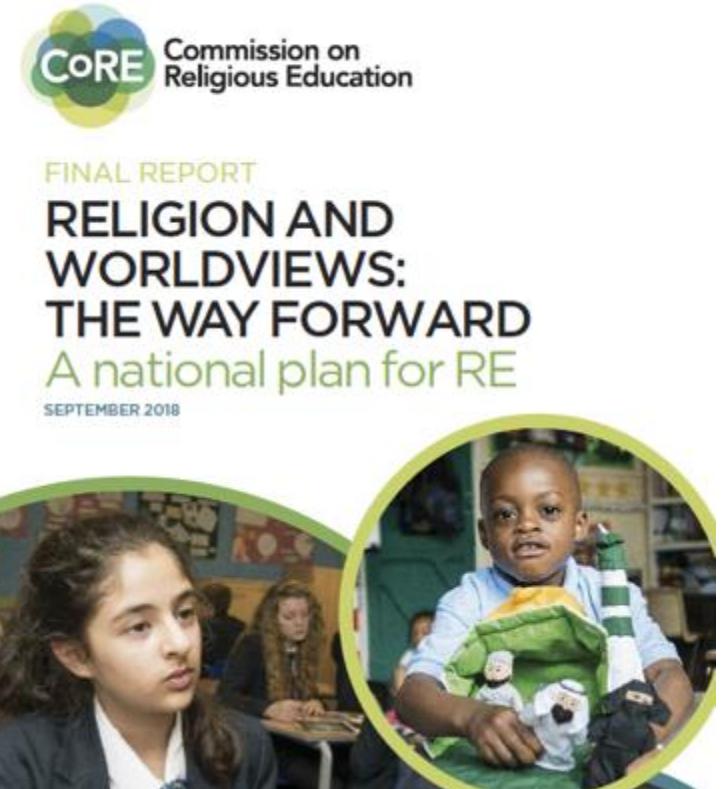
Engaging politically, including representing RE to MPs and decision-makers, the DfE, Ofsted etc



A New Vision for RE

CoRE recommendations (2018):

1. A name change to '**Religion and Worldviews**', reflecting a broader and more inclusive emphasis for the subject
2. All pupils should have access to high quality teaching in RE. A National Entitlement should apply to all schools
3. A significant investment to ensure the provision of highly qualified and knowledgeable teachers



Lived Experience



‘The shift in language from ‘religion’ to ‘worldview’ signifies the greater attention that needs to be paid to individual **lived experience**, the complex, plural and diverse nature of **worldviews** at both **institutional** and **individual** levels, and the extension of the subject beyond six major world faiths and humanism.’

RE Commission report (P30)

Moving beyond the ‘World Religions’ paradigm

- The concept of ‘religion’ is the product of colonialism and Protestant Christianity
- ‘Other’ ‘religions’ have been categorised by the yardstick of Christianity
- A ‘religion’ needs to conform to a checklist of features: prophets, holy books, places of worship, rituals, divine beings, liturgy and prayers etc
- The ‘World Religions’ paradigm assumes that particular sub-traditions within those religions are normative - the true version of a religion - and everything else is somehow ‘less than’



The World Religions paradigm can imply that ‘religions’ are understood as fixed, bounded entities

Vision of an education in religion and worldviews

New REC vision statement:

'every young person experiences an academically rigorous and personally inspiring education in religion and worldviews'

The REC has put in place:

- A comprehensive operational plan to implement this strategy
- A whole series of projects and initiatives to promote the vision with the RE community and the wider public

Examples of this vision in action:

- A 2021 Culham St Gabriel's Trust/Savanta survey shows that 73% of people believe that RE's role is to provide pupils with the opportunity to learn more about other people, beliefs, worldviews and cultures
- Changes to the RE Quality Mark award criteria reflect the new vision

Improving Structures for RE support

REC and NASACRE project

- Still Standing (2021) report made a number of recommendations for government, SACREs and NASACRE
- Piloting the concept of local advisory networks (LANs) for religion and worldviews

8

RE Today Services and the REC infrastructure project

- Enhancing RE at a regional level and improving communication from classroom to the research community
- Supporting NATRE local groups
- National lead director, 10 regional hubs leads

STILL STANDING

A report on future directions for SACREs



A report on the joint REC/NASACRE LAN Pilot project 2020-21.

Claire Clinton

November 2021

Impact of CoRE on the RE Curriculum

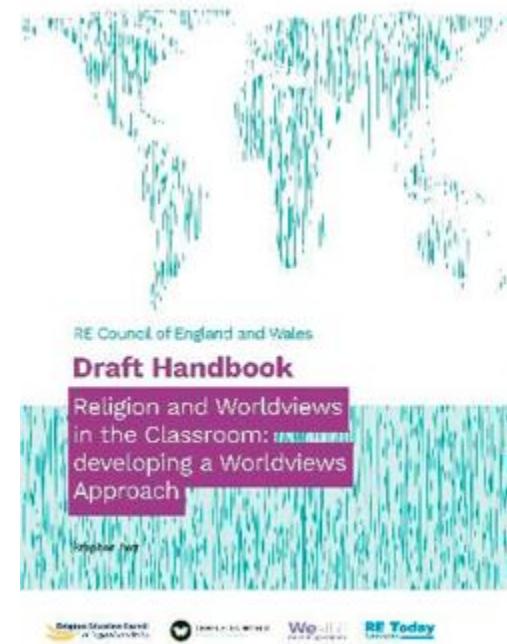


Templeton World Charity Foundation Project (£150,000 grant):
Developing new model curriculum frameworks utilising a
worldviews approach

Draft Handbook published May 2022

Bids for 3 successful groups to write exemplar curricula for
religion and worldviews being decided this week (May 2022)

Since 2018, analysis of the 5 yearly reviews of local agreed
syllabi demonstrates that a significant number are embracing a
religion and worldviews approach



RE in Academies and Free Schools

8

The issue of how we set curriculum standards and expectations for high quality education in religion and worldviews in MUST be solved

Questions

⑧

What can SACREs contribute to high quality education in religion and worldviews?

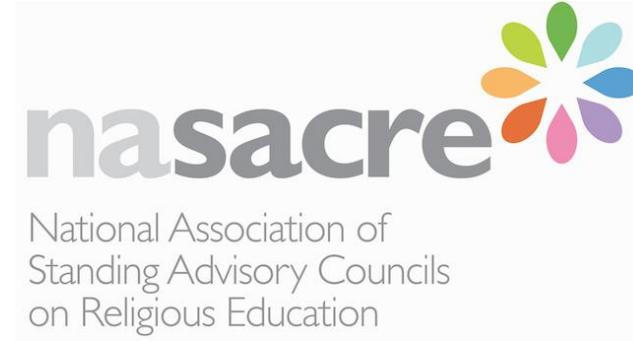
What are the main challenges facing your SACRE at present?



FINAL REPORT
RELIGION AND
WORLDVIEWS:
THE WAY FORWARD
A national plan for RE
SEPTEMBER 2018



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SACRE self-assessment tool

SACRE

The SACRE Self Evaluation Toolkit

Introduction

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

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

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

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

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

Rationale

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

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

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

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

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

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

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

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

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

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

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

We reiterate that as a minimum expectation, LAs must provide the following:

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

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

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

¹ *ibid.*, page 11

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

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

Q2 The potential for SACREs to contribute more widely is dependent on SACRE members feeling that the meetings are outward looking, focused on pupil needs, purposeful and enjoyable. This can be achieved, for example, by meeting in different locations (schools, places of worship, cultural centres and council meeting rooms) and by ensuring that all members feel they are equal partners whose views and experiences are sought, listened to and valued.

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

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

Key Area: 1b – SACRE meetings <i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
Requires improvement/struggling A SACRE in this position would:	not hold regular meetings, if they meet at all. Any meeting held is purely to demonstrate that the LA has allowed SACRE to meet.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> • routine administrative arrangements • appropriate distribution of agendas and papers Business is dealt with in a prompt and orderly way. There is limited opportunity for SACRE members to contribute to the work apart from attending meetings. Business tends to be focused solely on routine statutory requirements.	<input type="checkbox"/>

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

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

Key Area: 1d – Improvement/development planning
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.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. SACRE has limited awareness of national projects or initiatives related to the work of SACRE and so is unable to plan any work or request funding to initiate new work.	<input type="checkbox"/>
Established A SACRE with established practice would:	have a costed development plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. SACRE has awareness of national projects or initiatives related to the work of SACRE and so is able to plan work or request funding to update and review their development plan. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a well-defined development plan with clear objectives and success criteria. Resource implications are clearly defined and funding negotiated with the LA or outside funding streams. There is a clear link between the plan and the wider objectives of the LA and also to national innovations.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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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.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA when the LA wishes to give it rather than ask questions of the LA or receive answers to its request. There is little opportunity to be a critical friend.	<input type="checkbox"/>
Established A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and CW in local schools and given a context within which any school is working. The SACRE receives the information in a way that enables it to act as a critical friend and question the LA's work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and CW. As a result, SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or	<input type="checkbox"/>

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

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

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

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

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

∞ • **For the SACRE**

• **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

Section 2. Standards and quality of provision of Religious Education

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

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

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

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

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

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

Key Area: **2a - RE provision across the LA.** How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?

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

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Key Area: **2b - Standards of achievement and public examination entries**
How does SACRE use information about standards and examinations to target support and training for schools?

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

3

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

Key Area: 2d Quality of interaction and communication with leadership and management of RE in schools <i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>
Requires improvement/struggling A SACRE in this position would:
Developing A SACRE with developing practice would:

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

Key Area: 2e - Relations with academies and other non-LA maintained schools.

To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?

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

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

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

Date of review (1)

Date of review (2)

 **Date of review (3)**

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.

LA^s 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".

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

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

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

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

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

Key Area: 3c – Launching and implementing the Agreed Syllabus

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.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE. Have little training provision for implementing the revised syllabus. Be prevented from providing any significant additional guidance or extended training on using the AS by a shortage of financial and human resources.	<input type="checkbox"/>
Established A SACRE with established practice would:	use other forms of communication (for example the LA website) to promote the launch. Have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed. Provides additional guidance or extended training on using the AS over its life.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the AS a high profile as an important development in the work of the LA and local community. The launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors. Provides effective training on implementing the AS, which is supported by all schools, leads to teachers being clear about standards and expectations in the AS and the implications for teaching and learning. Provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC)

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

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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.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have no clear structure for developing a new AS. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new AS with teachers, SACRE members and the local religious/worldview communities.	<input type="checkbox"/>
Established A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an AS which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
Advanced A SCRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The AS has a clear framework for progression and challenging learning	<input type="checkbox"/>

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

Barriers to success

Areas for development/ Action points:

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

Date of review (1)

Date of review (2)

Date of review (3)

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Section 4. Collective Worship

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

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

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

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

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

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

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

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- 46 • **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

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

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

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

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

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

² Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the 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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5b SACRE's understanding of the local area

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.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
Established A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. Know about and have a relationship with local interfaith groups and the work that they do in the locality.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area. Take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local interfaith groups. Be aware of the impact of this local context on schools and on the provision for RE and CW in those schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5c – SACRE's engagement with the community cohesion agenda.

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.	<input type="checkbox"/>
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Developing A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. Have little opportunity to promote RE's contribution to cohesion.	<input type="checkbox"/>
Established A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. Understand and have a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. SACRE members appreciate their key role in promoting RE's contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local AS and related guidance.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5d – SACRE's role within wider LA initiatives on community cohesion <i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
Requires improvement/struggling A SACRE in this position would:	be given no information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area. Aware of local interfaith groups and in regular communication with them to ensure opportunities to support high quality RE/CW in schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

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

Date of review (1)

Date of review (2)

Date of review (3)

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ANNEX

The responsibilities of a Local Authority

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

In brief, local authorities are legally required to:

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

The responsibilities of a SACRE

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

In brief, SACREs are legally required to:

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

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

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

In addition, SACREs may:

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

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

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