

Northumberland SACRE Action Plan January 2019 - December 2021

Key Element: Monitoring standards, quality and provision of RE.

Rationale: To monitor, support and evaluate implementation of the locally agreed RE Syllabus, to monitor RE/RS exam results.

Objective	Action	Responsibility and date to be achieved	Cost	Success criteria/ outcomes	Date achieved
<p>To continue to disseminate information about the locally agreed RE syllabus</p>	<p>Ensure that schools which MUST use the syllabus do so and know how to access its content</p>	<p>The SACRE, LA officers. Ongoing</p>	<p>Officers' time</p>	<p>All school that MUST use the syllabus do so and do so successfully</p> <p>The syllabus is easily accessible via the SACRE webpage on the NCC website, and teachers and others can navigate the syllabus quickly and with ease</p>	
<p>To support school staff as they implement the RE agreed syllabus</p>	<p>Provide, help to organise or indicate from where support for RE (e.g. consultations, CPD, the annual RE conference) can be accessed by all staff in a school, or RE subject leaders/specialists in one or more schools</p>	<p>The SACRE, LA officers. Ongoing</p>	<p>Officers' time</p>	<p>All schools develop schemes of work which meet with the requirements of the syllabus.</p> <p>Staff responsible for RE feel confident teaching the subject</p> <p>The quality of RE improves in all key stages</p> <p>Pupils and students enjoy RE and are</p>	

				<p>challenged by it even more than at present</p> <p>Schools consider applying for the RE Quality Mark</p>	
<p>To monitor implementation and delivery of the RE agreed syllabus</p>	<p>Schools, anonymously if they so wish, are encouraged to submit examples of schemes of work to the SACRE</p> <p>LA officers report to the SACRE about delivery of the syllabus observed during visits to schools</p> <p>Encourage more schools to complete the survey about RE and collective worship circulated in Autumn 2018</p>	<p>LA officers. Ongoing</p>	<p>Officers' time</p>	<p>The amount of time allocated to RE conforms with the advice in the syllabus</p> <p>Evidence exists that schools are meeting their statutory duties in relation to the syllabus</p> <p>The SACRE is better informed about what is taught during RE lessons and how the subject is delivered</p>	
<p>To monitor results in RE/RS/philosophy and ethics exams</p>	<p>Examine RE/RS/philosophy and ethics exam results annually for short course GCSE, full course GCSE and post-16 courses, and compare such results with past results in the County, and past and</p>	<p>LA officers. Annually, ideally Autumn term</p>	<p>Officers' time</p>	<p>A report is submitted to the SACRE with accurate data, ideally in Autumn or Spring term, for exam results in the Summer before</p> <p>The SACRE has an accurate picture of the provision of</p>	

	contemporary results nationally			RE/RS/philosophy and ethics exam courses and the success achieved by students in the County	
To monitor the number of pupils and students withdrawn from RE	<p>Examine annually the number of pupils and students withdrawn from RE</p> <p>Consider why the number is high or low</p> <p>If appropriate, offer advice to schools about how they can reduce the number of pupils and students withdrawn from RE (e.g. via an article in the termly SACRE Newsletter)</p>	LA officers, the SACRE. Annually, ideally Summer term	Officers' time	<p>A report is submitted to the SACRE with accurate data, ideally in Summer term</p> <p>Appropriate actions result from the report, perhaps including the provision of advice to schools about how to reduce the number of pupils or students withdrawn from RE</p>	
In the academic year 2020 to 2021, complete the review of the the RE agreed syllabus (retain it as it is, engage in limited/small-scale improvement, engage in substantive/large-scale improvement)	<p>Set up a working party which meets to make recommendations to the Agreed Syllabus Conference (ASC)</p> <p>If necessary, the working party assumes responsibility for amending the existing syllabus</p> <p>If necessary, the new</p>	LA officers, the SACRE/ASC, the working party. By July 2021	Officers' time	<p>The existing syllabus is retained and schools notified about the decision, or:</p> <p>The existing syllabus is revised and schools notified about the launch date and by when the new syllabus must be fully implemented in schools</p>	

	syllabus is officially launched (by July 2021)				
<p>Key Element: Monitoring the provision and quality of Collective Worship in community, foundation and voluntary schools. Rationale: To audit Collective Worship provision and ensure good use is made of the 2006 NCC Collective Worship Policy and Guidelines.</p>					
Objective	Action	Responsibility and date to be achieved	Cost	Success criteria/ outcomes	Date achieved
<p>To monitor provision of collective worship in relation to the 2006 NCC Collective Worship Policy and Guidelines</p>	<p>Letter to all appropriate schools seeking confirmation that collective worship conforms with the advice in the 2006 policy and guidelines</p> <p>Encourage more schools to complete the survey about RE and collective worship circulated in Autumn 2018</p>	<p>Chair of the SACRE/LA officers. Annually, ideally by July 2019</p>	<p>Officers' time</p>	<p>The SACRE has a more accurate picture of collective worship provision in the County</p> <p>The SACRE/LA has evidence to confirm to what extent legislative requirements as they apply to collective worship are being met</p>	
<p>To encourage schools to share with each other (e.g. via the termly SACRE Newsletter) successful acts of collective worship (ACWs) complying with the 2006 Collective Worship Policy and</p>	<p>Letter to all schools with appropriate information</p> <p>An article in the termly SACRE Newsletter about the 2006 Collective Worship Policy and Guidelines and sharing examples</p>	<p>Chair of the SACRE/LA officers. May 2019, but ongoing</p>		<p>A number of model ACWs exist which can be disseminated among schools</p> <p>Collective worship is inspirational, of a consistently high standard and addresses diverse teaching and</p>	

<p>Guidelines</p>	<p>of successful ACWs</p>			<p>learning styles</p> <p>Opportunities for pupil and student participation in preparing and presenting collective worship are increased</p> <p>Collective worship is inclusive for all pupils and students whether they have a religious commitment or not</p>	
<p>To monitor the number of pupils and students withdrawn from collective worship that is wholly or mainly of a broadly Christian character, and to confirm that suitable alternative provision is made for such pupils and students</p>	<p>Examine annually the number of pupils and students withdrawn from such collective worship, and critically evaluate what alternative provision is made for such pupils and students</p> <p>Consider why the number of pupils and students withdrawn from such collective worship is high or low</p> <p>If appropriate, offer advice to schools about how they can reduce the number of pupils and students</p>	<p>LA officers, the SACRE. Annually, ideally Summer term</p>	<p>Officers' time</p>	<p>A report is submitted to the SACRE with accurate data, ideally in Summer term</p> <p>Appropriate actions result from the report, perhaps including the provision of advice to schools about how to reduce the number of pupils or students withdrawn from collective worship</p>	

	withdrawn from such collective worship				
<p>Key Element: The development of SACRE's role and work. Rationale: To raise awareness of SACRE's role and responsibilities among schools and the local community.</p>					
Objective	Action	Responsibility and date to be achieved	Cost	Success criteria/ outcomes	Date achieved
To comply with the SACRE's statutory responsibilities, on behalf of the LA	Produce a 3-year SACRE action plan	The SACRE sub-group, The SACRE. July 2019		Raised awareness of the SACRE's role and responsibilities among SACRE members and the local authority as a whole	
To continue producing a termly SACRE Newsletter for schools, which will include information about new RE resources and best practice in the County	<p>Copy to be sent in the first instance to AT and PA, who will edit/proof-read/compose, etc. copy for the Newsletter</p> <p>DC to liaise with in-house or external suppliers to publish the Newsletter</p> <p>The Newsletter to be circulated to all the usual recipients (SACRE members, schools, etc.)</p>	<p>The SACRE, LA officers.</p> <p>Copy TBA at least four weeks in advance of publication (publication is always early every term).</p> <p>Ongoing</p>	Assurances have been given that all reasonable costs will be met centrally for the production of the Newsletter	<p>Awareness of the SACRE's role and responsibilities raised among teachers and governors</p> <p>Teachers contribute examples of good practice to disseminate via the Newsletter</p> <p>Good practice in relation to RE and collective worship is replicated in readers' schools</p> <p>The amount of copy produced by the editorial team is reduced as others,</p>	

				including teachers, contribute by writing articles	
To produce an annual report about the work of the SACRE for the DfE (Department for Education), etc.	<p>The Chair and LA officers to collate information and write the report for the DfE, etc.</p> <p>On completion, the report to be circulated to all the usual recipients</p>	The SACRE, LA officers. December annually	Officers' time	A statutory duty is met and good work carried out by the SACRE, NCC and the County's schools affirmed	
To broaden the membership of the SACRE, thereby ensuring, a) all four voting committees have sufficient representatives for SACRE to be quorate, and, b) other stakeholders are represented through co-option or as observers	The Church of England, other faith communities, Teachers' Associations and the LA to be approached for representation, as appropriate. Other stakeholders to be approached for representation as co-optees, as appropriate	The SACRE, LA officers. Ongoing		<p>The SACRE embraces a rich variety of religions and beliefs, and accesses the viewpoints of a wide range of stakeholders, all of whom seek to improve RE and collective worship in the County</p> <p>The SACRE enhances its knowledge, understanding and skills in relation to RE and collective worship</p> <p>The SACRE is kept informed about concerns, priorities, developments, etc. nationally as they</p>	

				relate to RE and collective worship	
To send a delegate to NASACRE's Annual Conference	A representative of/officer associated with the SACRE volunteers to attend the Conference and to report to the SACRE about the main outcomes	May, annually	Conference fee, return rail fare to venue, possible overnight accommodation. Officer's time, if an officer attends	The SACRE is informed about concerns, priorities, etc. of SACREs nationally, and about the latest developments in relation to RE and collective worship	
To arrange an occasional SACRE meeting in a school or academy rather than County Hall	LA officers ask schools or academies if they would like to host a SACRE meeting	LA officers	Officers' time	The SACRE acquires first-hand insight into RE and/or collective worship in specific schools or academies, and the SACRE's profile is raised outside County Hall	
To take appropriate action in relation to outcomes associated with the 2018 RE conference (arrange a coach trip for teachers to visit houses of worship?), the 2018 SACRE development day (are there issues that still need addressing?) and the 2018 schools' survey about RE and collective worship (given the data, etc. acquired, what	Documents relating to the conference, development day and survey are examined to extract from them possible action points. A future SACRE meeting agrees what action will be taken re the most important/pressing action points	The SACRE, LA officers. January 2020 at the latest	Officers' time	Schools, etc. acquire confirmation that the SACRE/LA takes issues to do with RE and collective worship seriously by responding constructively to concerns they and others raise Knowledge, understanding and skills in relation to RE and collective worship are enhanced among stakeholders with	

actions must follow?)

interests in these
important aspects of
school work, SMSC
included

The recent Schools' Survey about RE and Collective Worship: possible action points based on the content of the report.

Ask schools that have not filled in the survey to do so, so our data, etc. are more reliable than is already the case.

Remind schools of their statutory responsibilities re RE and collective worship, perhaps especially at KS4 and KS5, while indicating that existing data suggest most schools fulfil such responsibilities (and the benefits of doing so?).

Urge schools (individually or within partnerships, or in clusters in a specific geographic area) to identify what their training needs are re RE and collective worship, and confirm that the LA can arrange for suitable people to provide such training.

Encourage schools to designate a governor responsible for RE and collective worship.

Encourage schools to review/revise their policies for RE and collective worship at least every three years.

Encourage schools to teach about religions and secular world views other than Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, perhaps especially if the religions and secular world views have a presence in the school/ local community.

Remind schools of their statutory right to apply for permission to suspend the requirement to provide collective worship that is “wholly or mainly of a broadly Christian character”.

Remind schools of where they can access good quality RE and collective worship resources.

Urge schools to collect/continue to collect accurate data on the number of pupils/students withdrawn from RE and collective worship and the reasons given, if known.

Remind schools how to access the RE Agreed Syllabus and the County’s “Policy and Guidelines for Collective Worship in Community Schools” (and the benefits of doing so?).

Urge schools to share examples of good practice re RE and collective worship via the termly SACRE Newsletter, perhaps especially good practice that enables pupils/ students to think spiritually, ethically and/or theologically.

Arrange the occasional competition for schools re RE and collective worship.

Write to the Secretary of State for Education to express concern that nothing substantive will be done about the recommendations contained in 2018’s Commission on RE’s “Religion and World Views: the way forward”, a report that has enjoyed widespread/almost universal support/approval in the RE community.