



# Northumberland

## County Council

**Your ref:**

**Our ref:**

**Enquiries to:** Rebecca Little

**Email:** [Rebecca.Little@northumberland.gov.uk](mailto:Rebecca.Little@northumberland.gov.uk)

**Tel direct:** 01670 622611

**Date:** Tuesday, 20 June 2023

Dear Sir or Madam,

Your attendance is requested at a meeting of the **STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)** to be held in **CONFERENCE ROOM 2 - COUNTY HALL** on **WEDNESDAY, 28 JUNE 2023** at **4.00 PM**.

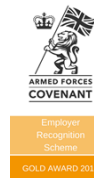
Yours faithfully

Dr Helen Paterson  
Chief Executive

**To Standing Advisory Council on Religious Education (SACRE) members**



**Dr Helen Paterson, Chief Executive**  
County Hall, Morpeth, Northumberland, NE61 2EF  
T: 0345 600 6400  
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# AGENDA

## PART I

It is expected that the matters included in this part of the agenda will be dealt with in public.

### 1. MEMBERSHIP

4 members  
(2:1:1 Min Gp)

Quorum: 1 Member from each Group (Committee A, B, C & D)

Chair: C. Seymour

Vice Chair: A religious representative

Conservative	Labour	Independent Group	Liberal Democrats	Green Party	Ind Non-Grouped
C. Seymour	L. Bowman			N. Morphet	
T. Thorne					

*(In addition, there are 19 other members who have an education background and an interest in religious education).*

#### Terms of Reference

To advise the Authority upon such matters connected with religious worship in County schools, and the religious education to be given in accordance with an agreed syllabus as the Authority may refer to the Council, or as the Council may see fit.

### 2. APPOINTMENT OF CHAIR

To note the appointment of Councillor C Seymour as Chair of the Standing Advisory Council on Religious Education for the ensuing 2023/2024 Council year as appointed by Council on 17 May 2023.

### 3. ELECTION OF VICE-CHAIR

To elect a Vice-Chair of the Standing Advisory Council on Religious Education for the ensuing 2023/2024 Council year.

### 4. INTRODUCTIONS AND APOLOGIES FOR ABSENCE

### 5. MINUTES

(Pages 1

Minutes of the meeting of the Northumberland Standing Advisory Council on Religious Education (SACRE), Agreed Syllabus Conference, held on Wednesday, 9 November 2022, as circulated, to be confirmed as a true record, and signed by the chair.

## 6. DISCLOSURES OF INTEREST

Unless already entered in the Council's Register of Members' interests, members are required where a matter arises at a meeting;

- a. Which **directly relates to** Disclosable Pecuniary Interest ('DPI') as set out in Appendix B, Table 1 of the Code of Conduct, to disclose the interest, not participate in any discussion or vote and not to remain in room. Where members have a DPI or if the matter concerns an executive function and is being considered by a Cabinet Member with a DPI they must notify the Monitoring Officer and arrange for somebody else to deal with the matter.
- b. Which **directly relates to** the financial interest or well being of a Other Registrable Interest as set out in Appendix B, Table 2 of the Code of Conduct to disclose the interest and only speak on the matter if members of the public are also allowed to speak at the meeting but otherwise must not take part in any discussion or vote on the matter and must not remain the room.
- c. Which **directly relates to** their financial interest or well-being (and is not DPI) or the financial well being of a relative or close associate, to declare the interest and members may only speak on the matter if members of the public are also allowed to speak. Otherwise, the member must not take part in discussion or vote on the matter and must leave the room.
- d. Which **affects** the financial well-being of the member, a relative or close associate or a body included under the Other Registrable Interests column in Table 2, to disclose the interest and apply the test set out at paragraph 9 of Appendix B before deciding whether they may remain in the meeting.
- e. Where Members have or a Cabinet Member has an Other Registerable Interest or Non Registerable Interest in a matter being considered in exercise of their executive function, they must notify the Monitoring Officer and arrange for somebody else to deal with it.

NB Any member needing clarification must contact [monitoringofficer@northumberland.gov.uk](mailto:monitoringofficer@northumberland.gov.uk). Members are referred to the Code of Conduct which contains the matters above in full. Please refer to the guidance on disclosures at the rear of this agenda letter.

## 7. AN UPDATE OF CONTACTS WITH SCHOOLS AND TRAINING PROVISION

To receive an update from Caroline Weir, Part-time RE Consultant about the provision of RE in-service training and contacts with schools since the last meeting.

- 8. RELIGIOUS CENSUS DATA** (Pages 9 - 12)  
To receive and discuss the Census data on Religion from the 2021 census.
- 9. RE HUBS UPDATE**  
To receive a verbal update on RE Hubs.
- 10. GOOD PRACTICE IN RE** (Pages 13 - 18)  
To receive presentations on what is good practice in RE from Rosalyand Cant (Cragside C of E Primary School) and Claire Curtis (Mowbray Primary School).
- 11. SACRE SELF-EVALUATION TOOL** (Pages 19 - 48)  
To receive and discuss the SACRE Self-Evaluation tool.
- 12. DRAFT REC HANDBOOK**  
To receive the Draft REC Handbook. This will be a substantive agenda item at the Autumn meeting.
- 13. NORTHUMBERLAND SACRE ACTION PLAN**  
To monitor the Northumberland SACRE Action Plan September 2022 – August 2023
- 14. NORTHUMBERLAND SACRE NEWSLETTER AND RESOURCES WEBSITE**  
Reminder of web site link: [northumerlandeducation.co.uk/SACRE](http://northumerlandeducation.co.uk/SACRE)
- 15. TRAINING AVAILABLE TO SACRE**
- 16. NASACRE ISSUES - ISSUE 35** (Pages 49 - 56)  
**The NASACRE Newsletter**  
To receive the latest newsletter– for information.  
Reminder of web site link: [www.nasacre.org.uk](http://www.nasacre.org.uk) for other interesting articles which Members may wish to view.

**17. DATE OF NEXT MEETING**

The next meeting of the Standing Advisory Council on Religious Education will be held on Wednesday, 8 November 2023 at 4:00 p.m.

Further Dates:

Wednesday, 7 February 2024

**18. URGENT BUSINESS (IF ANY)**

To consider such other business as, in the opinion of the Chair, should, by reason of special circumstances, be considered as a matter of urgency.

**IF YOU HAVE AN INTEREST AT THIS MEETING, PLEASE:**

- Declare it and give details of its nature before the matter is discussed or as soon as it becomes apparent to you.
- Complete this sheet and pass it to the Democratic Services Officer.

<b>Name:</b>		<b>Date of meeting:</b>	
<b>Meeting:</b>			
<b>Item to which your interest relates:</b>			
<b>Nature of Interest i.e. either disclosable pecuniary interest (as defined by Table 1 of Appendix B to the Code of Conduct, Other Registerable Interest or Non-Registerable Interest (as defined by Appendix B to Code of Conduct) (please give details):</b>			
<b>Are you intending to withdraw from the meeting?</b>		Yes - <input type="checkbox"/>	No - <input type="checkbox"/>

## Registering Interests

Within 28 days of becoming a member or your re-election or re-appointment to office you must register with the Monitoring Officer the interests which fall within the categories set out in **Table 1 (Disclosable Pecuniary Interests)** which are as described in "The Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012". You should also register details of your other personal interests which fall within the categories set out in **Table 2 (Other Registerable Interests)**.

**"Disclosable Pecuniary Interest"** means an interest of yourself, or of your partner if you are aware of your partner's interest, within the descriptions set out in Table 1 below.

**"Partner"** means a spouse or civil partner, or a person with whom you are living as husband or wife, or a person with whom you are living as if you are civil partners.

1. You must ensure that your register of interests is kept up-to-date and within 28 days of becoming aware of any new interest, or of any change to a registered interest, notify the Monitoring Officer.
2. A 'sensitive interest' is as an interest which, if disclosed, could lead to the councillor, or a person connected with the councillor, being subject to violence or intimidation.
3. Where you have a 'sensitive interest' you must notify the Monitoring Officer with the reasons why you believe it is a sensitive interest. If the Monitoring Officer agrees they will withhold the interest from the public register.

### Non participation in case of disclosable pecuniary interest

4. Where a matter arises at a meeting which directly relates to one of your Disclosable Pecuniary Interests as set out in **Table 1**, you must disclose the interest, not participate in any discussion or vote on the matter and must not remain in the room unless you have been granted a dispensation. If it is a 'sensitive interest', you do not have to disclose the nature of the interest, just that you have an interest.

Dispensation may be granted in limited circumstances, to enable you to participate and vote on a matter in which you have a disclosable pecuniary interest.

5. Where you have a disclosable pecuniary interest on a matter to be considered or is being considered by you as a Cabinet member in exercise of your executive function, you must notify the Monitoring Officer of the interest and must not take any steps or further steps in the matter apart from arranging for someone else to deal with it.

### Disclosure of Other Registerable Interests

6. Where a matter arises at a meeting which **directly relates** to the financial interest or wellbeing of one of your Other Registerable Interests (as set out in **Table 2**), you must disclose the interest. You may speak on the matter only if members of the public are also allowed to speak at the meeting but otherwise must not take part in any discussion or vote on the matter and must not remain in the room unless you have been granted a dispensation. If it is a 'sensitive interest', you do not have to disclose the nature of the interest.

### Disclosure of Non-Registerable Interests

7. Where a matter arises at a meeting which **directly relates** to your financial interest or well-being (and is not a Disclosable Pecuniary Interest set out in **Table 1**) or a financial interest or well-being of a relative or close associate, you must disclose the interest. You may speak on the matter only if members of the public are also allowed to speak at the meeting. Otherwise you must not take part in any discussion or vote on the matter and must not remain in the room unless you have been granted a dispensation. If it is a 'sensitive interest', you do not have to disclose the nature of the interest.

8. Where a matter arises at a meeting which **affects** –

- a. your own financial interest or well-being;
- b. a financial interest or well-being of a relative or close associate; or
- c. a financial interest or wellbeing of a body included under Other Registrable Interests as set out in **Table 2** you must disclose the interest. In order to determine whether you can remain in the meeting after disclosing your interest the following test should be applied

9. Where a matter (referred to in paragraph 8 above) **affects** the financial interest or well- being:

- a. to a greater extent than it affects the financial interests of the majority of inhabitants of the ward affected by the decision and;
- b. a reasonable member of the public knowing all the facts would believe that it would affect your view of the wider public interest

You may speak on the matter only if members of the public are also allowed to speak at the meeting. Otherwise, you must not take part in any discussion or vote on the matter and must not remain in the room unless you have been granted a dispensation.

If it is a 'sensitive interest', you do not have to disclose the nature of the interest.

Where you have an Other Registerable Interest or Non-Registerable Interest on a matter to be considered or is being considered by you as a Cabinet member in exercise of your executive function, you must notify the Monitoring Officer of the interest and must not take any steps or further steps in the matter apart from arranging for someone else to deal with it.



**Table 1: Disclosable Pecuniary Interests**

This table sets out the explanation of Disclosable Pecuniary Interests as set out in the [Relevant Authorities \(Disclosable Pecuniary Interests\) Regulations 2012](#).

<b>Subject</b>	<b>Description</b>
<b>Employment, office, trade, profession or vocation</b>	Any employment, office, trade, profession or vocation carried on for profit or gain. [Any unpaid directorship.]
<b>Sponsorship</b>	Any payment or provision of any other financial benefit (other than from the council) made to the councillor during the previous 12-month period for expenses incurred by him/her in carrying out his/her duties as a councillor, or towards his/her election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.
<b>Contracts</b>	Any contract made between the councillor or his/her spouse or civil partner or the person with whom the councillor is living as if they were spouses/civil partners (or a firm in which such person is a partner, or an incorporated body of which such person is a director* or a body that such person has a beneficial interest in the securities of*) and the council — (a) under which goods or services are to be provided or works are to be executed; and (b) which has not been fully discharged.
<b>Land and Property</b>	Any beneficial interest in land which is within the area of the council. ‘Land’ excludes an easement, servitude, interest or right in or over land which does not give the councillor or his/her spouse or civil partner or the person with whom the councillor is living as if they were spouses/ civil partners (alone or jointly with another) a right to occupy or to receive income.
<b>Licenses</b>	Any licence (alone or jointly with others) to occupy land in the area of the council for a month or longer
<b>Corporate tenancies</b>	Any tenancy where (to the councillor’s knowledge)—

	<p>(a) the landlord is the council; and</p> <p>(b) the tenant is a body that the councillor, or his/her spouse or civil partner or the person with whom the councillor is living as if they were spouses/ civil partners is a partner of or a director* of or has a beneficial interest in the securities* of.</p>
<b>Securities</b>	<p>Any beneficial interest in securities* of a body where—</p> <p>(a) that body (to the councillor's knowledge) has a place of business or land in the area of the council; and</p> <p>(b) either—</p> <ul style="list-style-type: none"> <li>i. the total nominal value of the securities* exceeds £25,000 or one hundredth of the total issued share capital of that body; or</li> <li>ii. if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which the councillor, or his/ her spouse or civil partner or the person with whom the councillor is living as if they were spouses/civil partners has a beneficial interest exceeds one hundredth of the total issued share capital of that class.</li> </ul>

\* 'director' includes a member of the committee of management of an industrial and provident society.

\* 'securities' means shares, debentures, debenture stock, loan stock, bonds, units of a collective investment scheme within the meaning of the Financial Services and Markets Act 2000 and other securities of any description, other than money deposited with a building society.

## Table 2: Other Registrable Interests

You have a personal interest in any business of your authority where it relates to or is likely to affect:

- a) any body of which you are in general control or management and to which you are nominated or appointed by your authority
- b) any body
  - i. exercising functions of a public nature
  - ii. any body directed to charitable purposes or
  - iii. one of whose principal purposes includes the influence of public opinion or policy (including any political party or trade union)

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# Public Document Pack Agenda Item 5

## NORTHUMBERLAND COUNTY COUNCIL

### STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

At the meeting of the **Standing Advisory Council on Religious Education (SACRE)** held at Conference Room 2, County Hall, Morpeth, NE61 2EF on Wednesday, 9 November 2022 at 4.00 pm.

#### PRESENT

D. Van Der Velde  
Vice-Chair, in the Chair.

#### COUNCILLORS

L. Bowman

N. Morphet

#### TEACHER'S ASSOCIATIONS/UNIONS REPRESENTATIVES

R. Cant

#### CHURCH OF ENGLAND REPRESENTATIVES

P. Rusby

#### REPRESENTATIVES OF OTHER CHURCHES & FAITHS

S. Dearlove  
Dr. J. Miller

Rev. E.H. Marley

#### CO-OPTED MEMBERS

C. Dixon

#### OFFICERS IN ATTENDANCE

D. Cookson  
R. Little  
C. Weir

Head of School Improvement  
Assistant Democratic Services Officer  
RE Consultant

16 **INTRODUCTIONS AND APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillor Renner-Thompson, A. Duffield, C. Hudson and C. Curtis.

Concerns were raised about the Chair's recent absence from SACRE. D. Cookson informed SACRE that he was arranging a meeting to discuss this with Cllr Renner-Thompson and would feed back to members.

17 **MINUTES**

D. Cookson informed the committee that every maintained school had received a copy of the new syllabus, and there were still hard copies left for Academy schools who would like to adopt the new syllabus.

**RESOLVED** that the minutes of the Northumberland Standing Advisory Council on Religious Education (SACRE), held on Wednesday, 6 July 2022 as circulated, were confirmed as a true record.

18 **AN UPDATE OF CONTACTS WITH SCHOOLS AND TRAINING PROVISION**

C. Weir explained to the committee that since September, she had been preparing and delivering training revolving around the new syllabus. There had been training sessions on using the Understanding Christianity resources completed with the RE leads from 20 first and primary schools as well as 7 middle and secondary schools. These sessions supported colleagues with subject knowledge on Christianity and how to use the Understanding Christianity resource to help embed the syllabus in their own schools.

Members noted that future training on other world views was in development and would be rolled out to schools, to assist with the new syllabus.

C. Weir had also been supporting individual schools off the back of the Understanding Christianity training that was completed.

D. Cookson explained that they had been developing a page on the Northumberland Education website where teachers could go for subject support, guidance, and resources. Members noted that the SACRE newsletter was also online and was updated with new information and resources when they become available.

**RESOLVED** that this was noted.

19 **SCHOOL WORKFORCE DATA**

D. Cookson explained to members that the workforce data was taken from the November 2021 census and was out of date. The data did not reflect what was

happening in schools, as he had visited three of the four Local Authority secondary schools to discuss their RE provision to gain a better understanding of the accuracy of the data, and found that it was not in line with the data gathered from the census.

Members requested that D. Cookson contact all schools and ask for similar, up to date, data for SACRE members to use and interpret in the future. The data should be ready for discussion at the next SACRE meeting. It was;

**AGREED** that D. Cookson should contact all schools to collect updated workforce data.

## 20 **HOLOCAUST MEMORIAL DAY**

D. Cookson explained that he had spoken to the officer that would normally organise the Holocaust Memorial Day event for Northumberland County Council; however, the officer had gone on leave before being able to handover a detailed rundown of the planned events. Once the information has been passed on, D. Cookson would email members.

**RESOLVED** that this was noted.

## 21 **ANALYSIS OF SACRE ANNUAL REPORTS 2020-2021 FOR THE NATIONAL ASSOCIATION OF STANDING COUNCILS ON RELIGIOUS EDUCATION (NASACRE)**

D. Cookson explained that the report was an analysis of all the SACRE reports that were received by NASACRE. Members were invited to discuss some of the findings from the report.

Following discussion from members, further information was provided:

- Northumberland SACRE were using the standard pro-forma for reports to NASACRE.
- The “Religious Education in English schools: non-statutory guidance 2010” and “Circular 1/94” were in need of updating as they were still on the government’s website as current advice and the legislation did not reflect what was happening in schools.
- If there was a request for a child to withdraw from Collective Worship, SACRE should be informed.
- There was a member of the School Improvement Service who provided support to schools around RSE and Health Education. If SACRE wished to support with that, it could be arranged.
- Northumberland County Council had relaunched its Collective Worship Policy in 2021.

**RESOLVED** that this was noted.

## 22 **NORTHUMBERLAND SACRE NEWSLETTER**

D. Cookson explained that the Northumberland SACRE Newsletter had received

61 views and asked members if they could continue to publicise the newsletter as well as D. Cookson mentioning the newsletter during meetings with schools.

**RESOLVED** that this was noted.

## 23 **SACRE MEMBERSHIP UPDATE**

R. Little explained that enquires had been made to the National Bodies for various religions to find new SACRE members in February 2022, with follow up emails in June 2022 and in October 2022, but had only had a response from Free Churches who were still looking for new members for Northumberland SACRE.

D. Cookson raised to the committee that there were a number of committee members who had not attended meetings for a long time and asked members how to go forward. It was suggested that those members should be called but ultimately SACRE members would need to follow the constitution.

S. Dearlove asked if the committee members could use their personal networks to find new members, as that may produce further results.

**RESOLVED** that this was noted.

## 24 **TRAINING AVAILABLE TO SACRE**

D. Van Der Velde notified the committee that members of SACRE could complete a Kitemark accreditation, which would train members to go into schools to discuss world views.

C. Weir encouraged the committee members to attend the NASACRE virtual training sessions that had been organised. It was noted by members that Northumberland SACRE had paid for every SACRE member to join the training events.

J. Miller enquired whether Northumberland SACRE would be represented at the AGM in March. It was agreed, in principle, that a member of the committee would represent Northumberland SACRE.

**RESOLVED** that this was noted.

## 25 **NASACRE ISSUES**

Members noted that the new NASACRE Newsletter, Issue 33 had been released after the agenda was published and had been circulated electronically prior to the meeting.

Members enquired whether the SACRE self-evaluation tool could be added to the next agenda as well as the draft REC Handbook.

Councillor Morphet explained that he was interested in the project that Bristol



SACRE had completed using their Westhill Award and building on Leister's engagement with peacebuilding and that he would be happy to support Northumberland SACRE to apply for a Westhill Award to complete something similar in Northumberland. Members agreed to add it onto the action plan for the next academic year.

**RESOLVED** that this was noted and the SACRE self-evaluation tool and the draft REC Handbook would be added to the next agenda.

26 **NORTHUMBERLAND SACRE ACTION PLAN SEPTEMBER 2022 - AUGUST 2023**

D. Cookson explained to members that the action plan was created in conjunction with the work completed by the SACRE sub-committee. Members were encouraged to check over the action plan and agree points and also to agree who would be accountable for actions.

1. *Meetings should be held in a space that is more conducive to conversation between members.*

This had been achieved by the Clerk for the meeting as the meeting was held in the Conference Room.

2. *Every SACRE meeting should include a time for discussion between members. It would be planned, led and would model good practice in discussion.*

This was not on the agenda for the November meeting but would be added on the February agenda.

3. *Teachers from schools where there is good practice in RE should be invited to present their work at one meeting each year.*

D. Cookson explained that the Spring agenda has been suggested for action 3.

4. *All meetings should have a key agenda item (which would include points 2 and 3)*

D. Cookson explained to the committee that having both points 2 and 3 in every meeting may end up with a lengthy meeting, but the Spring agenda would include a discussion on "What is good practice in RE?".

5. *SACRE should consider having hybrid meetings in an attempt to increase attendance and involvement by more members.*

This action would fall under point 16, which J. Miller had taken responsibility for.

6. *The Chair should serve for a four-year period of office.*

J. Miller explained that the committee required clarity on the role of the chair and that it may require a change to the constitution, and she was seeking to find the best way forward.

It was agreed that J. Miller would oversee this action.

- 7. A list of the CPD events held, their key topics, evaluation scores and attendance should be included in future annual reports, along with details of attendance at SACRE meetings by committee/individual members.*

D. Cookson explained that this was possible for the committee to complete this year.

- 8. SACRE should meet its constitutional requirement to have a member to represent the NAHT to enable better communication with head teachers, and to consider inviting a lecturer from higher education to represent their organisation.*

It was agreed that D. Cookson and R. Little would oversee this action.

- 9. SACRE should support the roll-out of the new Agreed Syllabus and should consider ways in which this can be achieved.*

D. Cookson explained that his team were looking into creating an event after Easter to bring the new syllabus back into focus in schools. This would remind Local Authority schools that they must be using the new syllabus and provide an opportunity for schools to discuss the new syllabus with each other and enable SACRE to gather feedback on how it had landed in schools.

- 10. SACRE members, where appropriate, should support schools by visits to classrooms, accompanying teachers and pupils on visits to places of worship or other sacred spaces, and by offering Q and A Zoom sessions. A list of volunteers with their topics and special interests should be made available to teachers.*

D. Van Der Velde to update the list of places of worship in Northumberland, Tyneside and Newcastle and to verify that those places were allowing schools to visit for educational purposes.

It was agreed that D. Van Der Velde would oversee this action.

- 11. SACRE should urgently investigate how it can support schools in relation to the Lindisfarne Gospels exhibition in Newcastle.*

C. Weir had previously investigated how SACRE could support schools however the information was received too late for members to support schools; however a number of schools had been visited by the pilgrims walking to Lindisfarne and some had visited the exhibition in Newcastle. The exhibition was expected to be in Newcastle until 3<sup>rd</sup> December 2022.

C. Dixon explained that the children from Slaley First School would be attending Slaley Church to view the Slaley Sheep as part of the Illuminated Sheep Project.

D. Cookson spoke to members to advise that promotion of the event did go ahead as it was on the SACRE Newsletter.

12. *SACRE should keep ways in which it can play a greater role in Holocaust Memorial Day.*

It was agreed that D. Van Der Velde would oversee this action.

13. *SACRE should advise the Council on the need for support from school improvement services to gather data on how far schools meet their statutory duties, particularly with regard to the implementation of the new agreed syllabus.*

It was agreed that D. Cookson would collect data from schools to allow committee members to discuss at later meetings.

14. *The Chair of SACRE and consultant/officer should have an annual meeting with the Director of Children's Services.*

D. Cookson explained that the committee would need to decide when the most appropriate time for a meeting with the Director of Children's Services would be, it was decided that the meeting should take place in March 2023 after the verified exam results were released.

15. *Analysis of workforce data and examination results should be presented annually, along with any evidence from Ofsted reports on Northumberland schools.*

It was agreed that D. Cookson would oversee this action.

16. *SACRE should continue to pursue the question of its status in relation to the Local Authority through further discussion with NASACRE and other national bodies.*

It was agreed that J. Miller would oversee this action.

**RESOLVED** that the ownership of each task was agreed and a new Action Plan would be drafted and sent out to members.

## 27 **DATE OF NEXT MEETING**

Members asked if the date of the next meeting could be changed to Wednesday, 15 February 2023. This was checked by the Clerk and agreed as a new date.

**RESOLVED** that the date of the next meeting of the Standing Advisory Council on Religious Education was Wednesday, 15 February 2023.

## 28 **URGENT BUSINESS (IF ANY)**

D. Cookson advised the committee that the Census data on population and religion would be released on 28 December 2022 and it would be an item on the next agenda for the members to discuss.

N. Morphet explained to the committee that he had attended a meeting with some archaeologists who may be able to assist with writing the Localised Units for the new Agreed Syllabus. C. Weir explained that they would have to select specified units in the syllabus; however, she was concerned regarding the potential lack of diversity in the localised units, and it was vital that pupils in schools learn about different religions and communities.

**RESOLVED** that this was noted.

**CHAIR**.....

**DATE**.....

## Religion, England and Wales: Census 2021

A national perspective:

- The religion question is voluntary; 94.0% (56.0 million) of usual residents answered the question in 2021, an increase from 92.9% (52.1 million) in 2011.
- For the first time in a census of England and Wales, less than half of the population (46.2%, 27.5 million people) described themselves as “Christian”, a 13.1 percentage point decrease from 59.3% (33.3 million) in 2011; despite this decrease, “Christian” remained the most common response to the religion question.
- “No religion” was the second most common response, increasing by 12.0 percentage points to 37.2% (22.2 million) from 25.2% (14.1 million) in 2011.
- London remains the most religiously diverse region of England in 2021, with over a quarter (25.3%) of all usual residents reporting a religion other than “Christian”; the North East and South West are the least religiously diverse regions, with 4.2% and 3.2%, respectively, selecting a religion other than “Christian”.

### Religious Composition 2011 and 2021 (England and Wales)

Source: Office for National Statistics – Census 2021

### **Other Religions in 2021 (England and Wales)**

The groups above correspond to the tick-box responses for the religion question. A person could also identify their religion through the "Any other religion, write in" response option. This write-in functionality providing insights for 58 religious groups.

Among the 405,000 (0.7% of the overall population in England and Wales) who chose to write-in a response through the "Any other religion" option were the following religions:

- Pagan (74,000)
- Alevi (26,000)
- Jain (25,000)
- Wicca (13,000)
- Ravidassia (10,000)
- Shamanism (8,000)
- Rastafarian (6,000)
- Zoroastrian (4,000)

The largest increase was seen in those describing their religion as "Shamanism", increasing more than tenfold to 8,000 from 650 in 2011.

Of those who wrote-in a non-religious group to "Any other religion", the largest numbers were:

- Agnostic (32,000)
- Atheist (14,000)
- Humanist (10,000)

(source – [here](#))

## A Northumberland Perspective:

Northumberland			National
Religion	Number	%	%
No religion	128703	40.1	37.2
Christian	170668	53.2	46.2
Buddhist	752	0.2	0.5
Hindu	446	0.1	1.7
Jewish	172	0.1	0.5
Muslim	1635	0.5	6.5
Sikh	654	0.2	0.9
Other religion	1353	0.4	0.6
Not answered	16181	5	6
Total	320564	99.8	100.1

You can find the Northumberland data here -

<https://www.ons.gov.uk/census/maps/choropleth/identity/religion/religion-tb/not-answered?lad=E06000057>

The data can be interrogated at different geographical areas as required.

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## **THE RELIGIOUS EDUCATION QUALITY MARK:**

*celebrating outstanding practice  
in the study of religion and worldviews*

*Award criteria for September 2020*

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## Strand 1 Learning

<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
1. Learners are given opportunities to respond to and to ask deep questions, and/or explore big ideas, and are beginning to shape their knowledge and understanding about religious and non-religious worldviews through enquiry and discussion	1. Learners respond to deep questions and/or big ideas thoughtfully, demonstrating a willingness to go more deeply into their knowledge and understanding of religious and non-religious worldviews	1. Learners demonstrate the breadth and depth of their knowledge and understanding, recognising the influence that religious and non-religious worldviews have had on human development and cultures
2. Learners connect their knowledge and understanding with other curriculum areas and the local community	2. Learners connect their knowledge and understanding with national issues or current events	2. Learners link their knowledge and understanding with ethical and philosophical questions, current global issues and events
3. Learners use opportunities to explore religious and non-religious worldviews through a variety of creative sources, expression and media	3. Learners have opportunities to explore and analyse religious and non-religious worldviews, including their own, through a variety of sources and media	3. Learners express their knowledge and understanding about religious and non-religious worldviews, including their own, through a variety of media and forms of communication
4. Learners have opportunities for spiritual, moral, social and cultural development through first-hand experience including people and places from a variety of religious and non-religious worldviews	4. Learners show their spiritual, moral, social and cultural (SMSC) development through their awareness of dialogue within and across religious and non-religious worldviews	4. Learners show spiritual, moral, social and cultural (SMSC) development through their positive engagement in dialogue about diversity, within and across religious and non-religious worldviews
5. Learners make good progress in relation to their age, ability and prior learning	5. Learning is regularly reviewed and assessed, and outcomes show that learners make very good progress in relation to their age, ability and prior learning	5. Learning is regularly reviewed and assessed and outcomes for some groups and individuals are exceptional in relation to their age, ability and prior learning
6. Learners discuss next steps in their learning with each other and with their teacher	6. Learners show evidence of independent enquiry and associated learning, within or outside school	6. Learners are beginning to co-design their own learning in order to promote their progress and achievement
7. Learners are sharing what they have discovered within the class and are confident in giving and receiving feedback to each other	7. Learners are sharing what they have discovered within the wider school community	7. Learners celebrate and share what they have discovered within the wider education community

**Strand 2 Teaching**

<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
1. Teachers have secure subject knowledge in the relevant areas of the taught curriculum	1. Teachers have effective subject knowledge across the whole subject curriculum	1. Teachers have high expectations of learners and the subject leader demonstrates exceptional subject knowledge
2. Teachers' planning builds on learners' prior knowledge and promotes deeper learning in the subject	2. Teachers' planning builds on learners' prior knowledge and enables most learners to deepen their understanding of religious and non-religious worldviews	2. Teachers build their planning on learners' prior knowledge and this enables all learners to deepen their understanding of religious and non-religious worldviews
3. The quality of teaching in most lessons is recognised as effective	3. The quality of teaching in most lessons is recognised as highly effective	3. The quality of teaching overall is recognised as exceptional
4. Different teaching strategies that promote an appropriate depth of learning are piloted and reviewed by all staff	4. Research based teaching strategies promoting an appropriate depth of learning and intellectual curiosity about learning are employed by most teachers	4. Research based teaching strategies securing an appropriate depth of learning are used by teachers to secure intellectual curiosity and scholarship
5. Teachers use agreed criteria to set age appropriate learning sequences and assessment data is well managed to track group and individual progress, and to promote future achievement for all	5. Teachers use agreed criteria to set age appropriate learning sequences and assessment data to track group and individual progress, and secure appropriate achievement for specific groups and individuals	5. Teachers use agreed criteria in planning and assessment data is well managed to track group and individual progress, and to secure exceptional achievement for specific groups and individuals
6. Teachers create appropriate respectful environments where most learners feel confident to agree, or agree to disagree	6. Teachers create respectful environments where all learners feel confident to agree, or agree to disagree	6. Teachers and learners create appropriate respectful environments where a range of controversial issues and topics are discussed and critiqued
7. Teachers plan learning that promotes high-level thinking	7. Teachers plan learning that secures high-level thinking and an appropriate depth of understanding	7. Teachers' planning secures high-level thinking and a secure depth of understanding

### Strand 3 Curriculum

<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
1. The curriculum and school plans fulfil the appropriate syllabus requirements for all groups of learners	1. The curriculum encompasses relevant topics and appropriate material beyond the required syllabus in order to respond to most learners' needs and enquiries	1. The curriculum is innovative and creative leading to full engagement of all groups of learners across all the age and ability ranges
2. The curriculum makes a coherent contribution to the wider school curriculum through creative planning linked to other areas of knowledge and understanding	2. The curriculum makes a significant contribution to the wider school curriculum and has a visibly high profile	2. The curriculum is understood and appreciated across the school and within the wider school community
3. The curriculum is broad and balanced and provides engaging opportunities and this supports learners' spiritual, moral, social and cultural development	3. The curriculum includes opportunities to respond to issues specifically connected with religious and non-religious worldviews in the local community and this supports learners' spiritual, moral, social, and cultural development	3. The curriculum includes space for responses to national and global issues connected with religious and non-religious worldviews and this supports pupils' spiritual, moral social and cultural development
4. The curriculum's aims and intentions are clearly communicated to all teachers of the subject	4. Curriculum outcomes and impact are shared with the wider school community	4. Curriculum outcomes and impact are shared with other schools and local networks/organisations
5. The curriculum uses a range of appropriate materials clearly identified and intended to develop knowledge and conceptual understanding of religious and non-religious worldviews	5. The curriculum is implemented in flexible but clearly identified ways to secure most learners' knowledge and conceptual understanding	5. The curriculum has a discernible, beneficial and lasting impact on the knowledge and understanding of all groups of learners
6. The curriculum is implemented to promote among teachers and learners an understanding of diversity in religious and non-religious world views	6. The curriculum promotes an accurate understanding of diversity within individual religions and non-religious worldviews	6. The curriculum promotes an understanding of the complexities of religious and non-religious identities
7. The curriculum contributes to whole school work to challenge prejudice and discrimination and to promote agreed and shared values	7. The curriculum helps teachers and learners to recognise stereotypes of religious and non-religious people and to challenge discrimination	7. The curriculum is innovative in its approaches to inclusivity and diversity and is effective in its impact

#### Strand 4 Leadership

<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
1. The subject has an effective leader who has a clear intention and rationale for curriculum design, teaching, and learning, and communicates this to other subject teachers	1. The subject leader demonstrates a clear, coherent, and developed intention for the learning and teaching that is fully integrated into all aspects of the curriculum design	1. The subject leader demonstrates a deep and robust intention for learning, teaching that flows throughout the planning and implementation of the curriculum design
2. The subject has robust self-evaluation and development planning that is informed by whole school priorities, the appropriate syllabus and the views of learners	2. The subject makes contributions to wider development priorities within the school's agenda and planning	2. The subject's professional leadership has led whole school improvement and development
3. The subject is well resourced in relation to other comparable subjects in the curriculum	3. Staff and pupils recognise the quality of the subject's resources and use them effectively	3. The subject leader is embedding high quality systems to ensure sustainability and succession planning for the subject and senior leaders ensure appropriate CPD for all relevant staff
4. All relevant school policies connected with the subject are articulated clearly and in place	4. All relevant school policies connected with the subject are regularly reviewed, accessed and implemented by all staff	4. Senior leaders and governors engage in innovation and creative plans for the future development of the subject in the light of national conversations
5. The work of the subject leader shows a commitment to inform themselves of practice outside their own context, and this is recognised by the senior leaders and governors.	5. The subject leader is supported by senior leaders and governors in relevant and up to date continuing professional development, participates in relevant local organisations and professional development networks	5. Governors and senior leaders ensure that the subject is secure, and has a high profile in school and in the wider school and local community
6. The subject leader recognises the contribution the subject makes to learners' spiritual, moral, social and cultural development and to other aspects of the school's development plan/priorities	6. The subject leader ensures that the subject's contribution to the school's wider priorities is monitored and reviewed	6. The subject leader provides highly effective approaches to whole staff development to support school priorities and to assist other schools locally, nationally and/or internationally
7. The subject leader knows about the standards of teaching and learning across the school and uses appropriate and agreed methods of the monitoring	7. The subject leader's monitoring is supported through the clear identification of individual and group professional development needs among the staff	7. The impact of monitoring and overall leadership is a confident and well qualified teaching team
8. Commitment to inform themselves of practice outside their own context	8. Commitment to connect with other RE professionals	8. Commitment to support local and/or regional groups

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# SACRE self-assessment tool

## SACRE

Page 1

# 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.<sup>1</sup> 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>

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<sup>1</sup> *ibid.*, page 11

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

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

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

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

Key Area: 1a – Funding: Professional and financial support		
<i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 1b – SACRE meetings		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> <li>• routine administrative arrangements</li> <li>• appropriate distribution of agendas and papers</li> </ul> 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"/>

<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 1c – Membership and training</b> <i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 1d – Improvement/development planning		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		
Key Area: 1e - Information and advice		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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.	
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 1f - Partnerships with key stakeholders</b>		
<i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 1g – Relations with the Academies sector</b>		
<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>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no opportunity to network with local academies.	<input type="checkbox"/>
<b>Developing</b> 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"/>



<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

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

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**



## Section 2. Standards and quality of provision of Religious Education

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

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

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

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

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

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

Key Area: <b>2a - RE provision across the LA.</b> <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	<input type="checkbox"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>2b - Standards of achievement and public examination entries</b> <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>

<b>Where are we and where do we find evidence to support this?</b>	
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<b>Key Area: 2c - Quality of learning and teaching.</b>		
<i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 2d Quality of interaction and communication with leadership and management of RE in schools</b>		
<i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not engage in communication with schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.	<input type="checkbox"/>

<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

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?*

<b>Requires improvement/struggling</b> A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	<input type="checkbox"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

**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 3: The effectiveness of the locally agreed syllabus

***How effectively does the SACRE, in partnership with the LA, monitor the impact and evaluate the effectiveness of the agreed syllabus in raising standards? How effectively does the Agreed Syllabus Conference in partnership with SACRE make decisions about the use of national guidance and exemplar material in a review of the agreed syllabus?***

The locally agreed syllabus (AS) is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good, recent AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact.

The major factors to be considered in creating or revising an AS include statutory requirements, non-statutory guidance and exemplar material, developments in the school curriculum generally, and local circumstances. Key advice on producing an AS is given in the Guidance. SACREs and ASCs are recommended to take note of this advice in their work on the AS.

LAs are required to review their AS at least every five years. This cycle of reviewing, revising, re-launching and re-implementing the AS gives SACREs and ASCs opportunities for ongoing development and improvement of their effectiveness in providing schools with an AS that is truly "fit for purpose".

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

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

Key Area: 3a – The review process		
<i>How does the SACRE review the success of the existing agreed syllabus?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 3b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in RE? Is it “fit for purpose”?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>



<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 3c – Launching and implementing the Agreed Syllabus</b> <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC)</b> <i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
<b>Requires improvement/struggling</b> 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"/>



<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 3e - Developing the revised agreed syllabus</b>		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>

<b>Where are we and where do we find evidence to support this?</b>	
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**Key Area: 3f - Making best use of National Guidance**  
*How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote\*)*

<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>

<b>Where are we and where do we find evidence to support this?</b>	
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\*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.

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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>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>4b – Enhancing the quality of provision of collective worship</b> <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>4c – Responding to requests for determinations</b> <i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b>	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.	
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

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

**Date of review (1)**

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**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”<sup>2</sup>.

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.

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Key Area: 5a – SACRE’s membership		
<i>How representative is SACRE’s membership of the local community?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b>	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"/>

<sup>2</sup> 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 Cattle Report in 2001.

A SACRE with established practice would:		
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 5b SACRE's understanding of the local area</b> <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 5c – SACRE's engagement with the community cohesion agenda.</b> <i>How much does SACRE understand the contribution which RE/CW can make to a schools' provision for community cohesion?</i>		
<b>Requires improvement/struggling</b> 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"/>



<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 5d – SACRE's role within wider LA initiatives on community cohesion</b>		
<i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

**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)**

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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:

- 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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National Association of  
Standing Advisory Councils  
on Religious Education

## **SACRE BRIEFING**

### **Issue: 35 - Conference Special**

*This issue includes:*

- **Conference details**
- **Conference programme**
- **Conference workshops**
- **Conference survey**
- **Member updates**
- **Immediate actions for your SACRE**

## **Celebrating 30 years: SACREs for the Future**

**Date:** Monday, 22 May 2023

**Time:** 10:30-15:30

**Venue:** Fishmongers' Hall, London Bridge LONDON EC4R 9EL

**Twitter tag:** #NASACRE2023



We are delighted that we are holding our 2023 Conference in London face-to-face this year, giving us again an opportunity to catch up with colleagues and friends – old and new!

The conference will bring together many RE professionals, academics and those who champion RE and support SACREs, to celebrate 30 years of NASACRE - our Pearl Anniversary.

### PRICING

Subscribed SACREs:

£120 per delegate. Each delegate may choose 2 virtual workshops delivered in June.

Bonus deal for subscribed SACREs:

For each delegate paying to attend Conference, 2 additional SACRE members may access 2 virtual workshops in June for £50.

Non-subscribed SACREs:

£160 per delegate. Each delegate may choose 2 virtual workshops delivered in June.

### ELECTIONS

Every year at the AGM we elect new members to the NASACRE Exec and this year we have 5 vacancies, including for Vice-Chair.

This is a golden opportunity for your SACRE members to offer to contribute their skills and experience to the work of NASACRE. SACREs may nominate up to 2 candidates for election. Further details of the roles and nomination forms may be found [here](#) and submitted to [secretary@nasacre.org.uk](mailto:secretary@nasacre.org.uk) by 5pm on Friday, 12 May 2023.

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As we celebrate 30 years, we are going to recognise SACRE members who have played a special part in the life of your SACRE over the last 30 years. This is an opportunity for SACREs to nominate people, with a photo (jpeg) of them and your reasons for their selection.

Kindly nominate your member(s), past and present, under the following categories:

- Most active SACRE member
- A SACRE member who has made a significant impact in your area.

Please ensure you have permission for us to display the image and send any nominations via email to: [admin@nasacre.org.uk](mailto:admin@nasacre.org.uk) by **5pm on Friday, 12 May 2023**.

### 30 YEAR MEMORY TIMELINE

A lot has happened during NASACRE's 30 years and your SACREs will have done much exciting work in that time. We would love to celebrate all the achievements. Your contributions are essential to this, so please send in photo/s in jpeg format so we can create a presentation to play during Conference.

Any SACRE wishing to add their memories should send photos with a short message by **5pm on Friday, 12 May 2023** to: [admin@nasacre.org.uk](mailto:admin@nasacre.org.uk)

**[BOOK YOUR PLACE AT THE CONFERENCE HERE](#)**

## Programme

10:30 Arrival and registration, refreshments and display space

11:00 Welcome and introductions - Linda Rudge (Chair of NASACRE)

11:15 **Keynote Address 1: An education in religion and worldviews - the next 30 years?**

**Dr Kathryn Wright**

*Kathryn is the Chief Executive of **Culham St Gabriel's Trust**, an endowed charitable foundation whose vision is for a broad-based, critical reflective education in religion and worldviews contributing to a well-informed, respectful and open society. Kathryn leads the strategic direction of the Trust.*

11:35 Table discussions on keynote 1

11:50 Break

12:10 **Keynote Address 2: The role of SACREs in the emerging educational**



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*Charles holds Visiting Professorships at Lancaster University and Kings College London. In 2015 he co-wrote, with Professor Linda Woodhead, "A New Settlement, Religion and Belief in Schools".*

12:30 Table discussions on keynote 2

12:45 Introduce nominees for elections (notified by 5 pm, Friday 12 May 2023)

13:00 LUNCH - *there is a space available for prayer during lunchtime.*  
Voting for elections

13:45 Westhill Awards Winners announcement

13:55 National analysis of SACRE annual reports:  
**Dr David Hampshire**

*A former Assistant Director at the Inter Faith Network for the UK and ex-Chair of NASACRE, David is currently the Senior Policy Adviser for Historic Places of Worship at Historic England. This is the second year running that David has analysed the data from the SACRE annual reports and he will be presenting his findings.*

14:15 Table discussions and questions to speakers

14:30 30 years Celebration  
- SACRE 30 years Quiz  
- SACRE Awards

14:55 Business Meeting

15:20 Closing remarks - Chair

15:30 Close

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## Conference workshops

In addition to table discussions on the day, there will be follow-up workshops delivered online using Zoom. Each member attending conference may choose 2 virtual workshops from the list below.

Note the times of these programmes vary; please see the programme on our [website](#).

***Don't forget to look online at the [booths](#) for subscribed SACREs.***



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**Title: *How Culham St Gabriel's Trust (CStG) can support your SACRE***

**From: CStG and REOnline**

**Presenter: Dr Kathryn Wright, CEO, CStG**

**Tues 6 June, 7-8 pm**

**NASACRE & Westhill grants: winners 2021-2022**

**Title: *Exploring how faith contributes to the local community***

**Presenter: Nottinghamshire SACRE**

Pupils from five different schools visited various social justice programmes organised by faith communities. Excerpts from films will be presented, creating compelling learning experiences that are relevant to issues in our complex society and which came to the fore through the pandemic experience.

**Wed 7 June, 4-5 pm**

**NASACRE & Westhill grants: winners 2021-2022**

**Title: *The Synagogue: nine modules covering different aspects of KS2 and KS3 curriculum on Judaism.***

**Presenter: Leeds SACRE, with Calderdale & Kirklees SACRE**

Each module is approximately 5 to 7 minutes long and consists of interviews with 3 Rabbis from the Orthodox community and a female representative from the Reform Synagogue covering different aspects of what goes on in a Synagogue, with both points of view covered.

**Thurs 8 June, 4-5 pm**

**NASACRE & Westhill grants: winners 2021-2022**

**Title: *Multi-faith approaches to diversity and racial equality***

**Presenter: Wolverhampton SACRE**

This student-led project aims to develop pupil and teacher understanding of the approaches to diversity and racial equality across different religions and worldviews. One key aim was strengthening RE in Secondary schools, particularly within the Post-14 curriculum.

**Mon 12 June, 4-5 pm**

**Title: *What have we learnt from the NASACRE FOI request?***

**Presenter: Dr Paul Smalley**

Paul will explain what we have learnt about SACREs and their funding and what this means for the future. How can SACREs work with their LA to gain funding from CSSB funds?

**Tues 13 June, 5-6 pm**

**NASACRE & Westhill grants: winners 2021-2022**

**Title: *The Tameside Schools Welcome project***

**Presenter: Tameside SACRE**

The project, a partnership between schools and faith communities, was designed to deepen Tameside pupils' understanding of faiths and beliefs through educational, first-hand encounters with communities and people of faith in places of worship, online, or through visits to schools.

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**From: British Library****Presenters: Claire Clinton and Katie Adams**

Following the release of some new KS2 RE materials for teaching about sacred texts from the British Library, this workshop seeks to help SACRE members understand how the resources can support their agreed syllabus and high standards in RE practice.

**Thurs 15 June, 5-6 pm**

**NASACRE & Westhill grants: winners 2021-2022**

**Title: *REal Resources: Interfaith Dialogue Conference***

**Presenter: Bromley SACRE**

Through two Interfaith Dialogue Conferences, this project looked at understanding religious diversity in the local area and in the community.

Recordings of these have been formatted into REal video resources of real people talking about lived experiences in the real world.

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## Conference survey

We should be really grateful if your SACRE members would help us by filling in a very short (2-minute) survey, to enable us to plan future Annual Conferences that suit as many members as possible:

<https://forms.gle/14rSoS88fFLqdaB38>

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## Member updates

NASACRE Exec is pleased to announce that the cost of **subscriptions** and our training package will remain the same for the academic year 2023-2024.

The appointment of an **Executive Officer** is postponed until the new Executive Committee is in place following our 2023 AGM in London.

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## Immediate actions for your SACRE

- **Decide who takes your conference places and choose their workshops**
- **Carefully consider which of your skilled SACRE members you can nominate for the Exec – to help us secure the future of NASACRE!**
- **Ask for your SACRE's photographic memories from the last 30 years**
- **Nominate for 30<sup>th</sup> Awards, those who have played a special part in supporting your SACRE since 1993**

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- **Ask members to gather local information about teacher recruitment and retention in response to NASACRE email**
- **New Inquiry / Parliamentary committee on teacher recruitment/retention - gather local data on teacher recruitment/retention and urgently return to Marie for forwarding by 21 April:  
<https://committees.parliament.uk/committee/203/education-committee/news/194283/education-committee-launches-new-inquiry-into-teacher-recruitment-training-and-retention/>**



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