



Northumberland County Council

Your ref:

Our ref:

Enquiries to: Rebecca Little

Email: Rebecca.Little@northumberland.gov.uk

Tel direct: 01670 622611

Date: Tuesday, 31 October 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 **COUNCIL CHAMBER, COUNTY HALL, MORPETH, NORTHUMBERLAND, NE61 2EF** on **WEDNESDAY, 8 NOVEMBER 2023** at **4.00 PM**.

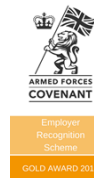
Yours faithfully

Dr Helen Paterson
Chief Executive

To Standing Advisory Council on Religious Education (SACRE) members as follows:-



Dr Helen Paterson, Chief Executive
County Hall, Morpeth, Northumberland, NE61 2EF
T: 0345 600 6400
www.northumberland.gov.uk



AGENDA

PART I

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

1. INTRODUCTIONS AND APOLOGIES FOR ABSENCE

2. MINUTES

(Pages 1
- 6)

Minutes of the meeting of the Northumberland Standing Advisory Council on Religious Education (SACRE), Agreed Syllabus Conference, held on Wednesday, 28 June 2023, as circulated, to be confirmed as a true record, and signed by the chair.

3. 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. 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.

4. 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 related meeting.

5. NORTH EAST RE HUB PRESENTATION

To receive a presentation from the North East RE Hub.

6. GOOD PRACTICE IN RE

(Pages 7
- 12)

To receive a presentation on what is good practice in RE from Rosalynd Cant (Cragside C of E Primary School).

7. SACRE SELF-EVALUATION TOOL

(Pages
13 - 42)

To discuss Section 2 of the SACRE Self-Evaluation tool.

8. DRAFT REC HANDBOOK

To discuss the Draft REC Handbook.

9. HOLOCAUST MEMORIAL DAY

To discuss the upcoming Holocaust Memorial Day event.

10. CONSTITUTION WORKING GROUP

(Pages
43 - 56)

To receive a report and update from the Constitution Working Group.

11. NORTHUMBERLAND SACRE ACTION PLAN

(Pages
57 - 60)

To monitor the Northumberland SACRE Action Plan.

12. SACRE ANNUAL REPORT PROGRESS

To monitor and discuss the progress of the SACRE annual report.

**13. NORTHUMBERLAND SACRE NEWSLETTER AND RESOURCES
WEBPAGE**

Reminder of web sitelink: www.northumberlandeducation.co.uk/sacre

14. TRAINING AVAILABLE TO SACRE (Pages
61 - 62)

15. NASACRE ISSUES - ISSUE 36 (Pages
63 - 74)

The NASACRE Newsletter

To receive the latest newsletter– for information.

Reminder of web site link: www.nasacre.org.uk for other interesting
articles which Members may wish to view.

16. DATE OF NEXT MEETING

The next meeting of the Standing Advisory Council on Religious Education
will be held on Wednesday, 7 February 2024 at 4:00 p.m.

17. 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.

Name:		Date of meeting:	
Meeting:			
Item to which your interest relates:			
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):			
Are you intending to withdraw from the meeting?		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](#).

Subject	Description
Employment, office, trade, profession or vocation	Any employment, office, trade, profession or vocation carried on for profit or gain. [Any unpaid directorship.]
Sponsorship	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.
Contracts	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.
Land and Property	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.
Licenses	Any licence (alone or jointly with others) to occupy land in the area of the council for a month or longer
Corporate tenancies	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>
Securities	<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"> i. the total nominal value of the securities* exceeds £25,000 or one hundredth of the total issued share capital of that body; or 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.

* ‘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)

Agenda Item 2

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 on Wednesday, 28 June 2023 at 4.00 pm.

PRESENT

C. Seymour
Chair – in the Chair

COUNCILLORS

L. Bowman

N. Morphet

TEACHER'S ASSOCIATIONS/UNIONS REPRESENTATIVES

T. Nicholls

CHURCH OF ENGLAND REPRESENTATIVES

P. Rusby

REPRESENTATIVES OF OTHER CHURCHES & FAITHS

Rev. E.H. Marley
Dr. J. Miller

J. Simpson
D. Van-Der-Velde

OBSERVERS

C. Curtis – Mowbray Primary School
C. Dixon – Slaley First School

OFFICERS IN ATTENDANCE

D. Cookson
R. Little

Head of School Improvement
Assistant Democratic Services Officer

1 MEMBERSHIP

Committee members noted that there had been new members invited to join SACRE: J. Simpson representing Free Churches and N. Vyas representing Hinduism.

RESOLVED that this was noted.

2 APPOINTMENT OF CHAIR

RESOLVED that it be noted that Councillor Seymour was appointed as Chair for 2023-24 by Council at their meeting on 17 May 2023.

3 ELECTION OF VICE-CHAIR

D. Van-Der-Velde was nominated as Vice-Chair by T. Marley, this was seconded by C. Dixon, a vote was taken, and it was unanimous.

RESOLVED that D. Van-Der-Velde was elected as Vice-Chair for 2023-24 year.

4 INTRODUCTIONS AND APOLOGIES FOR ABSENCE

Apologies for absence were received from C. Hudson, R. Cant, N. Vyas and C. Weir.

5 MINUTES

J. Miller noted that the NASACRE AGM took place in May and not March.

Members noted that minute 25 should have read "Councillor Morphet explained that he was interested in the project that Bristol SACRE has completed using their Westhill Award and building on the City of 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."

D. Van-Der-Velde enquired as to whether the planning for Holocaust Memorial Day 2024 had started and noted that planning began very late for Holocaust Memorial Day 2023, and it had been difficult to involve schools at short notice. D. Cookson confirmed that planning would start in September 2023.

Councillor Morphet enquired if the new syllabus event went ahead after Easter, it was confirmed that the first of two events had taken place, where staff in schools were invited to attend County Hall to meet with C. Weir to plan and develop the new syllabus in their respective schools.

D. Cookson explained to members that accuracy of the workforce data had been

investigated and suggested to members that it should be looked into again in September when the schools would have started for the new academic year and would be added to the November meeting agenda along with exam results, science data in VC schools and OFSTED data.

J. Miller noted that SACRE did not meet in February.

RESOLVED that the minutes of the Northumberland Standing Advisory Council on Religious Education (SACRE), held on Wednesday, 9 November 2022 as circulated, were confirmed as a true record.

6 **DISCLOSURES OF INTEREST**

J. Miller advised that they were involved in the committee discussing the RE Quality Mark and assessing what was good practice in RE.

RESOLVED that this was noted.

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

D. Cookson updated members on what C. Weir – RE Consultant had completed since the last meeting.

The Regional Hubs Kitemark accreditation had gone out to SACRE representatives, members were urged to complete the training. P. Rusby, D. Van-Der-Velde and J. Miller had completed the training and had gained their Kitemark accreditation.

C. Weir had been supporting schools with the transition into the new syllabus and was planning to run further “Understanding Christianity” courses in July and in Autumn 2023. Meetings with RE leads had been successful in Otterburn Primary School and James Calvert Spence College, Bellingham Primary School, Corbridge Middle School, and Seghill First School were to be planned in the new academic year.

C. Weir had attended the “Collective Worship” webinar from NASACRE, an RE Today webinar teaching Buddhism to KS3 and a Holocaust Education Trust webinar teaching about The Holocaust.

D. Van-Der-Velde advised that the Board of Deputies of British Jews had set up meeting for Jewish SACRE members which had been very helpful, and a number of those members had received the Kitemark accreditation for their area.

C. Weir had also attended the AGM in May where there were two Keynote speakers; Dr **Kathryn Wright and Rt Hon Charles Clarke and a further speaker, Dr David Hampshire who discussed the analysis on SACRES Annual Reports.**

RESOLVED that this was noted.

8 RELIGIOUS CENSUS DATA

Members viewed the religious percentages of Northumberland compared to National figures and noted that Northumberland data had been relatively stable over the last 10 years.

It was clarified that whilst a person may identify as a certain religion they might not be an active practicing member in that community.

RESOLVED that this was noted.

9 RE HUBS UPDATE

D. Cookson explained to members that RE Hubs had now been set up and would provide schools with further resources, views and expertise on religious education.

Members expressed that they would like to invite the North East RE Hub to the next meeting to deliver a presentation and would be added to the November agenda.

RESOLVED that a presentation from the North East RE Hub would be added to the November SACRE agenda.

10 GOOD PRACTICE IN RE

Members noted that R. Cant – Craggside C of E Primary School, had submitted her apologies for the meeting and would not be producing her presentation at this meeting but it would be an agenda item for a future meeting.

C. Curtis – Mowbray Primary School circulated a handout to members detailing how Mowbray Primary School provides RE to their pupils and explaining that their vision for RE was “To give children the skills and tools to be able to identify, describe, explain and analyse a range of beliefs and concepts so that they can recognise, appreciate and appraise the ways in which people put their beliefs into action in their everyday lives, within their communities and in the wider world: in order to evaluate, reflect on and enquire into key concepts, respond thoughtfully and respect while being able to challenge the ideas of others and have their ideas challenged so that they can articulate their beliefs, values and commitments while developing their self-awareness.”

It was noted since the release of the new syllabus, teaching in RE had improved and teachers were able to follow a structured curriculum, however, it might take a few years for all the benefits of the new syllabus to be seen.

Members thanked C. Curtis for her presentation.

RESOLVED that this was noted.

11 **DRAFT REC HANDBOOK**

12 **SACRE SELF-EVALUATION TOOL**

Members noted that SACRE self-assessment tool section 2 would be discussed by D. Cookson, Councillor Morphet, C. Weir, and C. Curtis and they would report back to the next meeting in November 2023.

RESOLVED that section 2 of the SACRE self-assessment would be added to the agenda and discussed at the November meeting.

13 **NORTHUMBERLAND SACRE ACTION PLAN**

D. Cookson gave a brief overview of SACRE's action plan and informed members of the actions that had been completed and those that remained outstanding.

J. Miller explained for action 15 that SACRE was set up by law and was independent from the Local Authority but had to be supported by the Local Authority and there were some differences in understanding in each Local Authority.

Following advice from NASACRE, it was determined that the conversations should take place at local level. Members noted that questions of clarification would be sent to the legal department of Northumberland County Council regarding how they interpret the relationship between the Local Authority and Northumberland SACRE.

A working group was to be formed to look at SACREs constitution, to ensure that Northumberland SACRE was following the constitution and that it was fit for purpose and a report would be provided to the next SACRE for members to discuss further.

The working group members were noted as J. Miller, T. Marley, D. Van-Der-Velde and Councillor C Seymour.

Resolved that this was noted.

14 **NORTHUMBERLAND SACRE NEWSLETTER AND RESOURCES WEBSITE**

Members were reminded of the website link:
northumberlandeducation.co.uk/SACRE

D. Cookson thanked members of the committee that submitted information for the site.

RESOVLED that this was noted.

15 **TRAINING AVAILABLE TO SACRE**

D. Cookson reminded members that Northumberland SACRE buy into the all the CPD NASACRE training for members to attend. Training would be circulated to members via email once the 2023-24 training schedule was confirmed by NASACRE.

RESOLVED that this was noted.

16 **DATE OF NEXT MEETING**

It was noted that the next meeting of the Standing Advisory Council on Religious Education would be held on Wednesday, 8 November 2023 at 4:00 p.m.

Further Dates:

Wednesday, 7 February 2024

RESOLVED that this was noted.

17 **NASACRE ISSUES - ISSUE 35**

D. Cookson explained there was no specific item in Issue 35 to discuss and it was for members to note only.

RESOLVED that this was noted.

CHAIR.....

DATE.....

THE RELIGIOUS EDUCATION QUALITY MARK:

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

Award criteria for September 2020

Strand 1 Learning

BRONZE	SILVER	GOLD
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

BRONZE	SILVER	GOLD
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

BRONZE	SILVER	GOLD
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

BRONZE	SILVER	GOLD
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.¹ We consider 2% of the CSSB to be a reasonable spend to enable this. LAs must set aside sufficient money to ensure the Agreed Syllabus review can be effective every five years.

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

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

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

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

¹ *ibid.*, page 11

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

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

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

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

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

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

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

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

Key Area: 1d – Improvement/development planning		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
Requires improvement/struggling A SACRE in this position would:	have no development plan to focus future work. There is no knowledge of areas where the priorities of the LA's development / improvement plan potentially could link to the work of the SACRE.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. SACRE has limited awareness of national projects or initiatives related to the work of SACRE and so is unable to plan any work or request funding to initiate new work.	<input type="checkbox"/>
Established A SACRE with established practice would:	have a costed development plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. SACRE has awareness of national projects or initiatives related to the work of SACRE and so is able to plan work or request funding to update and review their development plan. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a well-defined development plan with clear objectives and success criteria. Resource implications are clearly defined and funding negotiated with the LA or outside funding streams. There is a clear link between the plan and the wider objectives of the LA and also to national innovations.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		
Key Area: 1e - Information and advice		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
Requires improvement/struggling A SACRE in this position would:	not be supported to gather information (exam results, data, links to schools) or to link with national initiatives including membership of NASACRE.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA when the LA wishes to give it rather than ask questions of the LA or receive answers to its request. There is little opportunity to be a critical friend.	<input type="checkbox"/>
Established A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and CW in local schools and given a context within which any school is working. The SACRE receives the information in a way that enables it to act as a critical friend and question the LA's work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and CW. As a result, SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or	<input type="checkbox"/>

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

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

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

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

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

Section 2. Standards and quality of provision of Religious Education

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

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

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

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

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

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

Key Area: 2a - RE provision across the LA. <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>		
Requires improvement/struggling A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information (e.g. a website trawl)	<input type="checkbox"/>
Established A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 2b - Standards of achievement and public examination entries <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
Requires improvement/struggling A SACRE in this position would:	not be given any data to work from, and has no professional support to investigate this at a local and national level.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this and the local authority does not adequately invest in professional support for this. Analysis would be limited as would strategies to address issues.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.	<input type="checkbox"/>

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

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

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

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

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

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

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

Page 27

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

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

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

Key Area: 3c – Launching and implementing the Agreed Syllabus <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>		
Requires improvement/struggling A SACRE in this position would:	not have a launch for the new syllabus. Not have any in-service training for teachers/schools for implementing the new AS. Not have the mechanisms to advertise, promote and share the syllabus with local schools.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE. Have little training provision for implementing the revised syllabus. Be prevented from providing any significant additional guidance or extended training on using the AS by a shortage of financial and human resources.	<input type="checkbox"/>
Established A SACRE with established practice would:	use other forms of communication (for example the LA website) to promote the launch. Have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed. Provides additional guidance or extended training on using the AS over its life.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the AS a high profile as an important development in the work of the LA and local community. The launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors. Provides effective training on implementing the AS, which is supported by all schools, leads to teachers being clear about standards and expectations in the AS and the implications for teaching and learning. Provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC) <i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
Requires improvement/struggling A SACRE in this position would:	not have the structures in place to convene an ASC. Not have any admin and advisory support for its work.	<input type="checkbox"/>

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

Key Area: 3e - Developing the revised agreed syllabus		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
Requires improvement/struggling A SACRE in this position would:	not have an agreed plan linked to finance for developing their AS. Have met the five-year review deadline of revising and publishing a new AS.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have no clear structure for developing a new AS. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new AS with teachers, SACRE members and the local religious/worldview communities.	<input type="checkbox"/>
Established A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an AS which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
Advanced A SCRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The AS has a clear framework for progression and challenging learning	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	
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Key Area: 3f - Making best use of National Guidance		
<i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>		
Requires improvement/struggling A SACRE in this position would:	not be aware of national documentation in relation to the AS review process and are therefore unable to use this guidance appropriately.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the AS review process and are unable to use national guidance in a coherent way. Have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the holistic education of the child.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware of national documentation and some of its implications for the AS review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the AS to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised AS, while ensuring their work reflects local circumstances. The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		
*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and "Religious Education in English schools: "Non-statutory guidance 2010"; CoRE; Big Ideas in RE publication 1 & 2; Ofsted RE literature review		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

Page 33

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.

Page 34

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

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

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

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

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

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

Date of review (1)

Date of review (2)

Date of review (3)

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

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

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

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

Page 37

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

² Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cattle Report in 2001.

A SACRE with established practice would:		
Advanced A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim or Christian communities). Endeavours to include representation from small local faith communities and/or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5b SACRE's understanding of the local area <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
Requires improvement/struggling A SACRE in this position would:	meet rarely and this aspect of membership would not be an agenda item when they meet.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
Established A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. Know about and have a relationship with local interfaith groups and the work that they do in the locality.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area. Take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local interfaith groups. Be aware of the impact of this local context on schools and on the provision for RE and CW in those schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5c – SACRE's engagement with the community cohesion agenda. <i>How much does SACRE understand the contribution which RE/CW can make to a schools' provision for community cohesion?</i>		
Requires improvement/struggling A SACRE in this position would:	have little or no grasp of what community cohesion means and little understanding of the contribution which RE can make to the community cohesion agenda. Have no opportunity to promote RE's contribution to cohesion.	<input type="checkbox"/>

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

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

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

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

Date of review (1)

Date of review (2)

Date of review (3)

Page 40

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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Interim Report to SACRE Constitution Working Group

Membership of working group

Deanna van der Veld, Ted Marley (until October), Chris Hudson (from October), Joyce Miller

Introduction

The working group on the constitution was established at a meeting of the SACRE held in July, 2023. Its overarching aim was to carry out Section 16 of SACRE's Action Plan with regard to its relationship to the Local Authority and to examine the constitution to see if changes are necessary to improve SACRE's effectiveness.

We now offer our interim report for consideration. There are two key areas:

- a) changes to the format of the constitution and
- b) significant statements in the existing document that we recommend SACRE note.

We expect to report on our recommendations for substantive changes at the next SACRE meeting.

We are particularly grateful to Ted Marley who made a significant contribution to the meetings he was able to attend.

Proposed draft /minor changes to the format of the constitution

These changes are intended to 'tidy up' the existing document, to ensure consistency in presentation, to delete repetitions and to make the document easier to use. We recommend that SACRE provisionally approves these changes at this meeting, pending further recommendations:

1. Bullet points should be removed throughout and replaced with lower case letters to enable ease of reference
2. Under 5.0, wording should be amended for consistency so that all points begin with a verb
3. 5.1 bullet 11 repeats bullet 4 and should be deleted
4. 6.2 to include '**independent church networks**' in the list of Christian denominations on Committee A
5. 7.3. Amend to read: 'A representative of a religion, denomination, **worldview**, association or the **LA** may be....'
6. 7.11 is a repetition of 7.3 and should be deleted
7. 7.12 is a repetition of 7.9 and should be deleted
8. 8.1 should refer to '**committees**' and not 'groups'. Suggested wording: 'Voting is by committee when each has a single vote'

9. 10.1 is a repetition of 9.1 and should be deleted
10. 14.1. Add 'to' at the end of the introductory sentence
11. 14.2. Amend to read: 'advise and update SACRE members on **national, regional and local** developments'
12. 15.1. Replace 'School Improvement Officer' with 'Professional Officers' to be consistent with 14.2 and to enable the involvement of the Adviser when necessary
13. 17.0. Amend to read: 'The Annual Report will be approved by SACRE and will ...'
14. 22.1. Include the legal stipulation that no-one can be co-opted onto an ASC
15. 20.1. All PDF copies of the constitution should include the date on which it was agreed.

Significant statements in the current constitution for SACRE to note

It became clear to members of the working group that the current constitution is not always followed. Some practices have also been introduced that are not in the constitution - e.g. there is no requirement that the Vice-Chair should be a member of Committee A. We therefore recommend that members should note the following statements and consider their relevance to the future conduct of SACRE:

1. 3.1 states that the SACRE is **independent** of the Council
2. 5.1 bullet 2 requires meetings to allow for 'full participation by **members**'. 1.2 makes it clear that 'members' refers to those appointed to 'represent interest groups' - i.e. ALL SACRE members
3. 5.1 bullet 2 also says that meetings can be held **online**
4. 6.2. Committee C consists of Teachers' Professional Associations and lists the four Unions to be represented. SACRE needs to know if our existing teachers belong to those Unions and/ or whether we need to define 'professional associations' to include representatives of the teacher network groups.
5. 7.4. SACRE members serve for four years but can be reappointed. The dates of appointment of each member should be included in the Annual Report so that this part of the Constitution is observed.
6. 7.5. SACRE determines the length of a co-option. We recommend that this should be for two years.
7. 11.1 and 11.2 make it clear that the Chair will be appointed from SACRE members and that nominations and elections are to take place.
8. 15.1. 'SACRE is intended to be a collaborative body and needs to ensure that no particular sector or member is unduly favoured.'

Final report

This will be presented to SACRE at the next meeting in the Spring term. We invite all members of SACRE to be involved in this process either by volunteering to join the working group or to send suggestions for amendments to be considered or questions to be raised.

October, 2023

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Northumberland County Council Standing Advisory Council for Religious Education (SACRE)

Constitution

1.0 Introduction

1.1 Sections 11 and 12 of the 1988 Education Reform Act, amended by Sections 15 and 16 of the 1993 Education Act and then by Section 390 - 397 of the Education Act 1996 requires Northumberland County Council to establish a Standing Advisory Council on Religious Education (the SACRE), which is a permanent body.

1.2 "Members" of SACRE refers to those appointed by the Local Authority to represent interest groups in accordance with the 1996 Education Act.

1.3 The aim of SACRE is to advise the Local Authority on matters concerned with the provision of Religious Education and Collective Worship. This constitution sets out:

- the main functions of the SACRE
- membership and voting arrangements
- rules on the conduct of business and administration.

2.0 The objectives of Northumberland SACRE

2.1 The core objectives of the SACRE are:

- the provision of independent consultation and detailed scrutiny on any matters within the scope of interest of SACRE;
- to determine any application from Headteachers for amendment(s) to the requirement that collective worship be wholly or mainly of a broadly Christian character;
- to publish an annual report that provides details of any matters on which the SACRE has advised.

3.0 The scope of interest of Northumberland SACRE, including the relationship of SACRE with the Local Authority

3.1 SACRE will have a separate identity to and is independent from, the Local Authority.

3.2 The Local Authority will consult the SACRE on any issues within its scope of interest.

3.3 SACRE's primary function is to advise the Local Authority on matters relating to religious education and worship in Community and Voluntary schools and to provide advice on the Religious Education provided in such schools in accordance with the Locally Agreed Syllabus.

3.4 The Local Authority may refer to the SACRE for any other matters they believe to fall within its scope.

3.5 SACRE can require that the Local Authority undertake a review of the Locally Agreed Syllabus. It is a statutory duty of the Local Authority to review the Locally Agreed Syllabus every five years.

3.6 SACRE must consider all applications made by a Headteacher of a Community school or other school that is not designated as having a religious character, requesting that the requirement for

Collective Worship to be wholly or broadly of a Christian character shall not apply for some or all pupils at that school.

3.7 Thus, SACRE's scope and function in the broadest sense is to support the effective provision of Collective Worship and Religious Education in schools.

4.0 Accountability

4.1 The SACRE is independent from the Council. When actions or reporting is required that needs the consideration of the Council these will be formally considered by the Cabinet/Cabinet Member or Officer acting under delegated powers.

5.0 Activities of Northumberland SACRE

5.1 In the pursuit of its aims SACRE will:

- adhere to a timetable that reflects the municipal year of the Local Authority
- hold meetings (including extraordinary meetings) at times that allow for full participation by members, including holding meetings at County Hall and/or other easily accessible venues or online
- timing these so that they begin after the end of the school day
- notify SACRE members 5 working days before each regular meeting
- meet at least 3 times per year, with one meeting taking place in each school term require at least one member from each voting group to be present to constitute a quorum in order to have a fully constituted meeting
- seek to operate on a consensus basis. If a consensus cannot be reached, members will be required to undertake a formal vote as outlined in section 8 of this Constitution
- review and recommend to Cabinet/the Cabinet member, any amendments to its Constitution on an annual basis
- review and adopt the terms of reference for any subcommittees on an annual basis following a formal consultation process with the sub-committees
- keep a written record of all SACRE meetings and meetings of its subcommittees
- any member of the SACRE can submit items for inclusion on the agenda of a main meeting of the SACRE. Such items must be supported by a written statement/report to the Chair at least 10 working days before the meeting is due to take place
- the agenda and any reports will be circulated generally at least 5 working days before a meeting
- create sub-committees where these are necessary
- be able to ask that the Local Authority to consider holding an extraordinary meeting of the SACRE at the written request of at least one member

6.0 Membership of Northumberland SACRE and Consultation

6.1 The SACRE will be made up of members from the 4 committees below.

6.2 Member panels:

Committee A: Christian denominations (other than the Church of England) and other faiths or belief systems active in Northumberland, namely: the Assembly of God, the Baptist Church, the Methodist Church, the Roman Catholic Church, the Salvation Army, the Society of Friends, the United Reformed Church, Buddhism, Hinduism, Islam, the Jehovah's Witnesses, Judaism, Sikhism, Humanism (1 representative for each church or religion).

Committee B: The Church of England – four members

Committee C: The Teachers' Professional Associations – four members: nominated by NASUWT, NEU, NAHT and ASCL

Committee D: Local Authority – up to four elected members of the Council. The elected members represented on Committee D shall reflect, as far as is practicable, the prevailing balance of power among the leading political parties/groups.

6.3 SACRE shall have the power to co-opt representatives to the SACRE as additional members. Co-opted persons may participate fully in discussions but may not vote.

7.0 Election and nomination of members

7.1 Nominees will be invited as observers to their first meeting of SACRE, ahead of voting.

7.2 Before appointing a person to represent a religion, denomination or association on Committees A, B or C, the local authority shall consult locally and take all reasonable steps to assure themselves that he/she is representative of the religion, denomination or association in question.

7.3 A representative of a religion, denomination or association may be removed from membership of the SACRE if, in the opinion of the local authority, he/she ceases to be representative of the religion, denomination or association he/she was appointed to represent.

7.4 Members of the SACRE, with the exception of co-opted members (see 7.5), will be appointed for four years.

7.5 The SACRE may co-opt additional persons. This may include teachers to ensure adequate representation of teachers who are actively engaged with religious education in schools. Any co-options will be for a period determined by the SACRE.

7.6 No more than 5 co-opted persons shall belong to SACRE at any one time.

7.7 The Local Authority will review the membership of the SACRE annually in line with the Constitutional review.

7.8 The Local Authority may terminate the membership of any member of the SACRE by providing one month's written notice.

7.9 Subject to condition 7.10 and 7.11 below, members of the SACRE who have served a full term are eligible for re-appointment.

7.10 A member ceases to be a member of the SACRE if they resign from the SACRE or no longer occupies the office which he or she was nominated to represent.

7.11 A member of the SACRE appointed by the Authority may be removed from membership by the Authority at any time if, in the opinion of the Authority, the person ceases to be representative of either the denomination, religious group or association which they were appointed to represent.

7.12 Subject to conditions 7.10 and 7.11 above members of the SACRE who have served a full term are eligible for re-appointment.

7.13 At the invitation of the Chair of the SACRE, School Improvement Officers and/or RE Consultants can attend SACRE meetings. They can provide professional expertise but they are not members of the SACRE and cannot vote.

7.14 The Director of Education will receive a standing invitation to attend all SACRE and sub-committee meetings but are not members of the SACRE and cannot vote. They may address the meeting if invited to do so by the Chair.

7.15 At the discretion of the Chair of the SACRE, observers can attend SACRE meetings. Observers are defined as individuals interested in the work of SACRE. At the discretion of the Chair of the SACRE observers can address the meeting. However, they are not members of the SACRE and cannot vote.

8.0 Voting

8.1 Only the representative groups on SACRE shall be entitled to vote. Each shall have a single vote.

8.2 In the event of a tied vote groups are to revisit the issue in question until a decision has been achieved.

8.3 Co-opted members do not have a vote.

9.0 Meetings of Northumberland SACRE

9.1 The SACRE shall normally meet termly on three occasions per year.

9.2 Meetings of the SACRE may be convened at the request of the Chair or any of the representative groups.

9.3 Any member of the SACRE unable to attend a meeting may appoint a named substitute to attend in their place. However, the said substitute must fulfil the same representative criteria as the representative for whom they are deputising (see 7.2 and 7.3 above). The substitute representative will have the same voting powers as the representative in whose place they attend. It shall be the responsibility of the relevant representative or co-opted member:

- i. to determine whether or not it is necessary for the relevant named substitute to attend a meeting in their place
- ii. to notify the Clerk to the SACRE, in advance of the meeting, that the named substitute will attend in their place
- iii. to notify the named substitute of the time and place of the forthcoming meeting
- iv. to brief the named substitute on the forthcoming meeting.

9.4 If a member of SACRE fails to attend three consecutive meetings (without sending a substitute), their membership will be reviewed. If non-attendance continues the membership may be terminated.

10. How the SACRE Conducts its Business

10.1 The SACRE shall meet not less than once each school term.

10.2 The quorum for a meeting of the SACRE shall be not less than one member of each of the four representative committees.

10.3 The quorum for a meeting of a representative committee shall be not less than one member of the committee in question.

10.4 If, within a period of thirty minutes after the time fixed for the start of the meeting of the SACRE, a quorum is not present, the meeting shall not be held. If, during the course of a meeting, a quorum is no longer present, the meeting shall be terminated. However, those present may decide to remain to discuss matters relating to the agenda, on the understanding that no decisions can be reached on the SACRE's behalf due to a quorum not being present.

10.5 If a meeting is not held, or is terminated before all the proposed business has been transacted, a further meeting shall be convened as soon as is reasonably practicable. A meeting of the SACRE shall be convened by the Clerk to the SACRE after consultation with the Chair, but the Clerk to the SACRE will comply with any direction given by the SACRE at the previous meeting, or with any direction given by the Chair, or, in her/his absence, the Vice Chair of the SACRE.

10.6 Other than in the most exceptional circumstances, and with the prior agreement of the Chairperson, every member of the SACRE shall be given written notice of the meeting, signed by the Clerk to the SACRE, not less than seven clear days before the date of the meeting. Such written notice will include the agenda and all relevant reports or papers required for business within the meeting to be undertaken efficiently.

10.7 No issue shall be discussed at the meeting of the SACRE unless notice of the intention to discuss that issue is given in the agenda for the meeting. Any SACRE committee representative or co-opted member can, at any meeting of the SACRE, propose agenda items for the next or a future meeting.

11.0 Chairing

11.1 The Chair and Vice Chair are appointed from committees A, B, C and D. Any appointments will be for the municipal year or until the person appointed ceases to be a member of the SACRE, whichever is sooner.

11.2 In the event of more than one committee representative being nominated for the role of Chair or Vice-Chair, an election shall be held. Those entitled to vote are the representatives of committees A, B, C and D. Each representative shall have one vote. A simple majority will decide who is to be elected Chair or Vice Chair.

11.3 Continuing members of the SACRE are eligible for reappointment to the position of Chair or Vice Chair.

11.4 The Vice Chair will act as Chair should the Chair be unable to attend.

12. The SACRE Sub-Groups

12.1 In order to more efficiently conduct its business, the SACRE may convene a SACRE sub-group. The SACRE will provide such a sub-group with a specific task or tasks to address and a time scale in which to complete its deliberations. Once its task or tasks are complete, the sub-group will bring the results of its deliberations to the SACRE. The SACRE will discuss the merits of the sub-group's deliberations and either accept fully, accept partially or reject in full the outcomes.

12.2 Any sub-group formed by the SACRE shall include committee representatives and/or co-opted members of the SACRE. However, should it feel it will be helpful, the SACRE shall invite other persons to join the sub-group if their knowledge, understanding and/or skills are deemed relevant to the task or tasks in hand.

13.0 Codes of Practice

13.1 Interests, whether personal or prejudicial, should be declared. If a member has a prejudicial interest, they should declare that interest and withdraw from the meeting and take no part in the decision.

14.0 Servicing the Committee

14.1 The specific responsibilities of Democratic Services of the Council are:

- convene meetings of the SACRE
- arrange accommodation for meetings
- co-ordinate and act as secretariat to meetings
- copy, circulate and dispatch appropriate papers and
- provide appropriate guidance on the operation of local government and other relevant procedures.

14.2 The specific responsibilities of the Professional Advisors to the SACRE will be to:

- provide advice to the SACRE and any sub-committee(s) on professional issues
- advise and update SACRE members on any new government guidance or policy documents.

15.0 Disputes, complaints and Freedom of Information

15.1 The SACRE is intended to be a collaborative body and needs to ensure that no particular sector or member is unduly favoured. Problems and issues should usually be raised and resolved at the SACRE meetings. However, if parties feel that an issue has not been resolved, the following process should be followed and minutes should be taken.

Stage 1: Parties who are in dispute meet with the Chair of the SACRE and the School Improvement Adviser who will assist in finding or recommending a solution.

Stage 2: A special meeting of the SACRE is convened. Papers should be prepared by the parties representing different views. The Chair and the School Improvement Adviser also prepare a paper

offering possible options for resolution. If the problem is not resolved, the dispute is referred to Stage 3.

Stage 3: If the issue is not resolved then guidance or clarification will be sought from the relevant Government Department.

15.2 Complaints from members of the public will be handled by the Council's Complaints Procedure.

15.3 Request for Information under the Freedom of Information Act will be handled in accordance with the Council's published procedures for dealing with such requests. If any member of the SACRE receiving a request under the FOIA will be required to pass that request to **Legal & Democratic Services within 24 hours of receipt of that request in order that Legal & Democratic Services may deal with the request on behalf of the SACRE within the 20 working day time limit. ???**

16.0 Monitoring and Inspection

16.1 The effectiveness of the SACRE will be assessed by an annual internal review via the SACRE Development Plan.

16.2 The SACRE will monitor and review the operation of the Constitution to ensure that the aims and the principles of the Constitution are given full effect. They may make recommendations for ways in which it can be changed.

16.3 The SACRE is authorised to make any variations to those parts of the Constitution to give effect to any changes in the law and where, in its opinion, circumstances require it.

17.0 Dissemination of the Annual Report

17.1 The Annual Report will be made available for public inspection. Additionally, a copy will be sent to the Department for Education, NASACRE and to other organisations and stakeholders, including all schools within the county, local teacher training institutions and others as Northumberland SACRE considers appropriate.

18. Public and Media Attendance at the Meetings of the SACRE

18.1 The meetings of the SACRE shall be open to members of the public and duly accredited representatives of the news media. Members of the public and representatives of the news media can attend as observers, not as participants in the discussions or proceedings. The attendance of the public and representatives of the news media at meetings of the SACRE are subject to the [Religious Education \(Meetings of Local Conferences and Councils\) Regulations 1994](#).

18.2 Public notice of the time and the place of any meeting of the SACRE shall be given by posting it on the Council website, at least three clear days before the meeting. Copies of the agenda, and all relevant reports or papers for the meeting of the SACRE, shall be available for inspection by members of the public at least three clear days before the meeting.

18.3 Copies of agendas, reports, papers and minutes shall be available for inspection by members of the public after a meeting of the SACRE until the expiration of six years beginning with the date of

the meeting. All such documents will be kept at County Hall, from where they will be made available to the public on request.

19. The Validity of Proceedings of the SACRE

19.1 The validity of proceedings of the SACRE shall not be affected:

- (a) by a vacancy in the office of any committee representative of the SACRE required by 6.2 above;
- (b) on the grounds that a committee representative of the SACRE appointed to represent any religion, denomination or association does not at the time of the proceedings represent the religion, denomination or association in question;
- (c) by reason of an individual SACRE member not having received written notice of a meeting or a copy of the agenda;
- (d) by the failure of any representative committee to agree on how its vote shall be cast on any particular issue before the SACRE.

20. Making Alterations to/Amending the Constitution

20.1 This Constitution was adopted as the Constitution of the Northumberland County Council Standing Advisory Council on Religious Education at a meeting duly convened

at:

on:

20.2 These arrangements may not be amended so as to make them inconsistent with the 1996 legislative requirements.

20.3 To the extent that these arrangements may be amended, they may only be amended by a decision of the SACRE.

20.4 In order to ensure a consistent approach to meetings, and that changes to these arrangements are not made without full notice and proper consideration of the implications of any proposed change, any change shall only be made as follows:

- (a) any member of the SACRE may propose a change to these arrangements;
- (b) any appropriate proposal to change these arrangements shall be submitted in writing to the Clerk to the SACRE for inclusion on the agenda of the next AGM of the SACRE, the proposal to include both the form of words suggested for inclusion in these arrangements and a statement of the objective to be achieved by the proposed change;
- (c) the SACRE shall then, at the AGM, convene a SACRE sub-group to consider the merits of the proposed change to the existing arrangements. The sub-group will meet to decide on the merits of the proposed change. The sub-group will bring a summary of its deliberations to the next full meeting of the SACRE and the SACRE will decide on what action, if any, to take.

21. Additional Information about the SACRE Annual Report

21.1 The annual report of the SACRE shall follow the structure and content as suggested by NASACRE in their [annual report framework](#).

22. Additional Information about the Agreed Syllabus Conference (ASC)

22.1 For the purpose of preparing an Agreed Syllabus for RE, the local authority must convene an ASC. An ASC is a separate legal entity from the SACRE and, although common membership is permissible, it must be separately convened.

22.2 The role of the ASC is to produce and recommend an Agreed Syllabus for RE which meets fully the present legislative requirements and is educationally sound. The task of producing a syllabus cannot be delegated except to a sub-group which must include at least one member of each of the representative committees constituting the SACRE. This does not prevent an ASC receiving advice or comment from outside groups or individuals. Only an ASC may recommend an Agreed Syllabus for RE, and its recommendation must be unanimously agreed by the representative committees constituting the ASC.

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	Objective	Action	Responsible	Cost	Start date	Achieved ?	Action/Outcome
1	Meetings should be held in a space that is more conducive to conversation between members	Book the new committee room, with boardroom style layout, for future meetings	Clerk	nil	Nov 22		Meetings to be held in the new conference rooms going forward
2	Every SACRE meeting should include a time for discussion between members. It would be planned, led and would model good practice in discussion.	Add "Discussion: xxx" to future agendas	Clerk	nil	Feb 23		Autumn meeting agreed a topic for the spring meeting Each meeting will agree a topic for the next meeting Clerk to add to each agenda
Page 57	Teachers from schools where there is good practice in RE should be invited to present their work at one meeting each year	Add "Good Practice in RE: xxx school" to the spring term agenda	Clerk	nil	Nov 22		Clerk to add to the spring term agenda
		Identify and invite appropriate schools	RE Consultant	nil	Nov 22		CW to identify and invite a school
4	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	Register of such events created and kept up to date	Clerk	nil	July 23		Clerk will keep a register to inform the writing of the annual report
5	SACRE should meet its constitutional requirement to have a member to represent the NAHT/ASCL to enable better communication with head teachers, and to consider inviting a lecturer from higher education to represent their organisation	Approach NAHT/ASCL and appropriate higher education institution	Lead Officer	nil	Feb 23		Appropriate persons will be in place from September 23
6	SACRE should support the roll-out of the new Agreed Syllabus and should consider	Create and promote a programme of AS-linked CPD events	Consultant	££	Sept 22		Understanding Christianity training took place in November 22 Network meetings planned for Dec 22

	ways in which this can be achieved, e.g., a CPD roadshow and/or webinars						An event will take place in 2023 to support schools in implementing the new syllabus
7	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.	Create and promote a list of volunteers and their topics	Consultant	nil	Jan 23		List to be circulated for comment at the spring meeting
		Circulate the list	Lead Officer	nil	Feb 23		List to be circulated once agreed
8	SACRE members, where appropriate, should offer Q and A sessions online.	Create a list of volunteers and their topics	DVDV	nil	Jan 23		List to be circulated for comment at the spring meeting
		Circulate the list	Lead Officer	nil	Feb 23		List to be circulated once agreed
9	SACRE should urgently investigate how it can support schools in relation to the Lindisfarne Gospels exhibition in Newcastle	Promote linked events via the Northumberland Education website and SACRE newsletter	Lead Officer	nil	Sept 22		Linked events were promoted via the Northumberland Education website and SACRE newsletter
	SACRE should seek ways in which it can play a greater role in Holocaust Memorial Day	Ensure SACRE representation on the planning committee	Clerk DVDV	nil	Dec 22		Clerk to discuss with the HMD planning team
11	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	School visits in summer 2023 to contain the following question: "Will the new agreed syllabus be fully implemented from September 2023?"	Lead Officer	nil	April 23		Lead Officer to ensure the summer term SIP report template includes the appropriate question
12	The Chair of SACRE and consultant/officer should have an annual meeting with the Director of Children's Services	Arrange and create agenda for the meeting	Clerk	nil	Jan 23		Clerk to arrange for early in 2023
13	Analysis of workforce data and examination results should be presented annually	Agenda item added to the autumn meeting	Lead Officer	nil	Sept 22		Item was on the agenda
		Appropriate analysis to be undertaken	Lead Officer	nil	Sept 22		Information was presented
14	Analysis of evidence from Ofsted reports should be presented annually	Agenda item added to the spring meeting	Lead Officer	nil	Jan 23		Clerk to add to the spring agenda

		Appropriate analysis to be undertaken	Lead Officer	nil	Jan 23		DC to feedback at the spring meeting
15	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	Discussions to take place with NASACRE	JM	nil	Nov 22		JM to feedback at the spring meeting
		Explore whether Council policy will allow hybrid meetings	JM	nil	Nov 22		JM to feedback at the spring meeting
		Explore whether Council policy will allow the chair to serve a four year term	Clerk	nil	Nov 22		Clerk to feedback at the spring meeting

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NASACRE 2023-24 virtual training programme

We are delighted to announce that NASACRE is running another year of webinars to support SACREs in their practice. NASACRE-subscribed SACREs have unlimited access for all their members to each and every webinar for £50 annually which represents incredible value for professional development. SACREs may also book for individual sessions – prices are below.

1. **Thursday 21st September 2023, 6:30-8pm: *So, you've joined your local SACRE...***
Led by Denise Chaplin, Catherine Hughes & Claire Clinton
Description: This session will help new SACRE members to understand their role, how SACRE works, its statutory responsibilities and how members make their contribution to this work.
Free session.
2. **Monday 16th October 2023, 7-8:30pm: *Applying for and gaining a Westhill/NASACRE award***
Led by Linda Rudge & Anne Andrews
Description: This session will help SACREs to consider the opportunity afforded by applying for and gaining an award. Hear from successful SACREs sharing what the award has enabled their SACRE to do.
Free session.
3. **November 2023 – dates TBC in each region, 6:30-8pm: *Regional meetings - for SACRE Chairs/Vice chairs, LA officers and professional support officers, working with their RE Hub lead and a NASACRE Exec member***
Description: This session taking place in regions will allow for a smaller number of SACREs to come together; it continues NASACRE's conversation with our membership, to share good practice, national and local news and giving time for SACRE leadership teams to raise, discuss and help to support each other.
Free session.
4. **Tuesday 5th December 2023, 7-8pm: *How may SACREs effectively monitor schools?***
Led by David Levien, Catherine Hughes and Claire Clinton
Description: A chance for SACREs to come together and hear about a range of strategies and practices that build relationships with schools and enable SACREs to monitor RE and CW.
*Free to SACREs who have bought an annual webinar package.
£20 for a subscribed SACRE and £30 for a non-subscribed SACRE.*
5. **Thursday 18th January 2024, 6:30-8pm: *Using data effectively as a SACRE***
Special guest: Deborah Weston
Description: This session will help SACRE Chairs/Vice chairs and professional support officers to make effective use of the data that NATRE, NASACRE and the DfE provides, ensuring local data can be drawn upon.
*Free to SACREs who have bought an annual webinar package.
£20 for a subscribed SACRE and £30 for a non-subscribed SACRE.*
6. **Thursday 22nd February 2024, 4-5:30pm: *Being an effective SACRE clerk, part 2***
Led by David Levien, Catherine Hughes and Claire Clinton
Description: This session will help SACRE clerks to reflect on their present practice and share with other clerks around the country some top tips for fulfilling the SACRE clerk's role; it will focus on minute-taking, SACRE's constitution/terms of reference and composition.
*Free to SACREs who have bought an annual webinar package.
£20 for a subscribed SACRE and £30 for a non-subscribed SACRE.*

7. **Monday 26th February 2024 7-8pm: *Dealing with beliefs and practices about loss & death in your Agreed Syllabus***
Led by: Denise Chaplin and Paul Smalley
Description: This session will help SACREs to reflect on what they do a present to cover this aspect of the curriculum in schools. It will provide input from the national body of funeral directors, as well as examples from 2 different SACREs of their support work around these issues within their Agreed Syllabus.
Free to SACREs who have bought an annual webinar package.
£20 for a subscribed SACRE and £30 for a non-subscribed SACRE

8. **Tuesday 12th March 2024, 7-8pm: *Convening an Agreed Syllabus Conference – legalities and processes***
Led by: Paul Smalley with Linda Rudge
Description: This session will share the legal process and best practice suggestions for convening an Agreed Syllabus Conference (ASC) for your SACRE.
Free to SACREs who have bought an annual webinar package.
£20 for a subscribed SACRE and £30 for a non-subscribed SACRE.

9. **Wednesday 26th June 2024, 6:30-8pm: *So, you've joined your local SACRE...***
Hosted by Exec members
Description: A rerun of the September session, to help new SACRE members to understand their role, how SACRE works, its statutory responsibilities and how members make their contribution to SACRE's work.
Free session.

Latest news and updates from NASACRE

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National Association of
Standing Advisory Councils
on Religious Education

SACRE BRIEFING

Issue: 36

This issue includes:

- **Welcome from the NASACRE Executive**
- **Meet the new members of the NASACRE Exec**
- **30 years of NASACRE: SACREs for the Future**
- **Encouragement from our Patron**
- **NASACRE Westhill Awards Winners 2023**
- **Online 2023-24 Training Programme**
- **Westhill Awards 2024-25**
- **Party Conference Season - a message from NATRE**
- **RE Hubs - the new 'One-Stop Shop for RE'**
- **Humanism and Group A of SACREs**
- **The Inter Faith Network (IFN)**
- **Items for your SACRE Agenda**

Welcome from the NASACRE Executive

Welcome to another new academic year with all of its challenges and opportunities. The Autumn may be almost upon us and the torrid heat of summer may be receding in our minds, but there will be a lot of hot topics that your SACRE will need to tackle now and in the months ahead. NASACRE aims to keep you up to date with national issues and to provide a range of

You may have new SACRE members at the start of term and we hope that by offering training for new members twice a year, we can help them to understand the work of SACREs and participate confidently as soon as possible. In turn this helps to strengthen your team. We offer a number of training and support webinars during the year, and you can see a brief summary of our current programme [here](#). Hopefully there is something for everyone!

Deborah Weston attended a **Parliamentary Education Committee** along with representatives from other subjects to discuss teacher shortages, as well as how some schools can recruit and retain staff more easily than others. NASACRE will be working with Deborah and others in the RE community to strengthen conversations around this vital topic.

The Political Party Conference season is upon us and it is good to know that members of the RE community will attend these to raise issues important to RE and RE teachers, including the difficult issue of teacher shortages. Read [this item](#) to see what SACREs can do to support this work by holding conversations with your elected members or MPs.

Here is wishing your SACREs and your schools a successful year ahead.

Denise Chaplin, *on behalf of the NASACRE Communication Team*.

Linda is on leave at the moment and sends best wishes to all. Her Chair's foreword will return in the next edition.

Meet the new members of the NASACRE Exec

Several new Exec members were elected at our 2023 Annual Conference and AGM. They introduce themselves on the [website](#).

30 years of NASACRE: SACREs for the Future

NASACRE's Pearl Anniversary Conference, with more than 100 delegates from over 60 SACREs across the country, focused on some of the treasures of the past and looked forward to the golden nuggets of the future. Taking the lead from NASACRE's revised 2023 Constitution, which was approved by conference, Dr Kathryn Wright's keynote set the tone for the day. She challenged SACREs to recognise the things that they do well, and the role the [NASACREs](#) played in strengthening, supporting, representing and celebrating the achievements of SACREs. Her vision for the future of SACREs is that they should continue to develop partnerships with Multi

RE and working to raise awareness of the need for more RE teachers to be recruited.

Recognising that there are challenges ahead formed a major part of the second keynote delivered by the Rt Hon Charles Clarke, Patron of NASACRE. He identified the fractured structure of the current education system as probably one of the greatest challenges, but said that if NASACRE and SACREs get involved in conversations with politicians as the next election approaches, there is an opportunity to influence the future. Charles sees the strength of a SACRE as being able to promote effective social cohesion on a local level and believes that the provision of good RE in schools is a key to achieving that (see notes below).

Another key challenge, and one that was picked up by Dr David Hampshire in his **review of the SACRE annual reports**, is the lack of funding and resources made available to many SACREs. This reflects the fact that many Local Authorities do not yet fully appreciate the value that SACRE can offer their communities.

NASACRE and SACREs need to talk openly about the challenges facing communities regarding social cohesion and emphasise the unique position they hold in being able to bring communities together.

If SACREs can learn from each other (and the review of their 2022 annual reports should help them do that), proclaim their achievements more confidently and hold Local Authorities openly to account, they can begin to influence the situation for the better.

Kathryn Wright reminded conference,

"We have a pearl - RE - and the best pearls are reflective. Challenges and opportunities lie ahead. The world is not the same as it was and SACREs need to think creatively, within the systems that exist. If RE is a treasured pearl, we need keep it on display and admire it."

Papers from the AGM can be found on our website.

Encouragement from our Patron

There are some key points from the speech given by our Patron, **Rt Hon Charles Clarke** that SACREs should consider discussing at their next meeting.

Charles Clarke identified that political issues over the past decade have made it difficult for the government to focus on implementing any changes in the educational arena. There has been little opportunity to redefine RE, despite the numerous reports published. The fractured nature of the education system with the academisation and free school programmes has further impeded progress. He anticipates that as the political situation calms down, SACREs and NASACRE have the opportunity to ensure that they are leading the conversation.

SACREs have many **strengths** to offer in this debate. Unlike any other Local Authority organisation, SACRE intentionally brings together people from different

knows the local area. This knowledge and position gives SACRE a certain moral high ground. SACREs are also concerned with the lives of young people, and this is where long-term change needs to begin.

SACREs do also have their **weaknesses**. The government has not held Local Authorities to account for failing to fund SACREs according to the principles set down. Many SACREs are thus underfunded and marginalised, and so the picture is variable nationwide.

Below are some suggestions from Charles Clarke as **to how SACREs can maximise their strengths**:

- **Talk about the issues raised, highlighting the contribution of RE towards the promotion of community cohesion.**
- **Openly address the polarisation of society, again demonstrating the value of RE.**
- **Identify those who can help build local and national community cohesion.**
- **Ensure that LA members, particularly elected members, play a full part in SACREs.**

SACREs need to argue for their rightful role!

There is a wider role for NASACRE in this debate:

- **NASACRE could make a 'manifesto for SACREs' setting out the strengths of SACREs.**
- **NASACRE needs to define its role, such as contributing to inter faith dialogue, using best practice info, such as from Westhill Award winners.**
- **Say that SACRE is central to the development of community cohesion across the country and set out the ways that could be done more successfully.**
- **Mention the values we want to see in society.**

Questions to discuss at your SACRE meeting:

How can we influence this debate in a way that is central and positive?

In which areas listed above is your SACRE doing well?

Can your SACRE suggest how NASACRE should best engage in this debate?

NASACRE Westhill Awards Winners 2023

Page 66

At Conference, Westhill Awards were awarded to Doncaster and Bexley SACREs.

range of worldviews. The project will be pupil-led, and activity days will be delivered in such a way as to ensure that they can be replicated in other venues. The resulting resources will be shared across all Doncaster schools after the event.

The project in **Bexley** is going to focus on storytellers, giving pupils an opportunity to hear stories told by faith representatives and at the same time providing teachers with the chance to see good storytelling in practice. There are plans to make a strong link with the Local Agreed Syllabus. Booklets featuring the stories will also be shared across the borough.

If you have ideas for a project and would like to bid for funding, see the information **below** about how to apply for the next round.

Online 2023-24 Training Programme

We are delighted to announce that NASACRE is running another year of **webinars** to support SACREs in their practice. For £50 annually, subscribed SACREs can purchase unlimited access for all their members to each and every webinar, representing incredible value for professional development. SACREs may also book for individual sessions. There are separate rates for delegates from unsubscribed SACREs.

Monday 16th October 2023, 7 - 8:30pm:
Applying for and gaining a Westhill/NASACRE award
led by Linda Rudge & Anne Andrews

This *free session* will help SACREs consider the practicalities of applying for and gaining an award. Attendees will hear from previously successful SACREs sharing what the award has enabled their SACRE to do.

November 2023 – Regional meetings - for SACRE Chairs/Vice chairs, LA officers and professional RE support officers

Dates for each region can be found via the links below, along with details of how to book:

North West NASACRE regional meeting
North East NASACRE regional meeting
East Anglia NASACRE regional meeting
London NASACRE regional meeting
South West NASACRE regional meeting
South East NASACRE regional meeting
East Midlands NASACRE regional meeting
Yorkshire & Humber NASACRE regional meeting

Free session for all SACREs led by the local RE Hub lead and a NASACRE Exec member.

sharing good practice, disseminating national and local news and providing time for SACRE leadership teams to raise and discuss issues, thus supporting each other.

***Tuesday 5th December 2023, 7 - 8pm:**

How may SACREs effectively monitor schools?

led by David Levien, Catherine Hughes and Claire Clinton

This session is a chance for SACREs to come together and hear about and consider a range of strategies and practices that build relationships with schools and enable SACREs to monitor RE and Collective Worship.

***Thursday 18th January 2024, 6:30 - 8pm:**

Using data effectively as a SACRE

Special guest: Deborah Weston

A session for SACRE Chairs/Vice chairs and professional support officers to help them to make effective use of the data that NATRE, NASACRE and the DfE provides, ensuring local data can be drawn upon.

***Thursday 22nd February 2024, 4 - 5:30pm:**

Being an effective SACRE Clerk, part 2

led by David Levien, Catherine Hughes and Claire Clinton

This session will help SACRE Clerks to reflect on their present practice and share with other clerks around the country some top tips for fulfilling their role; it will focus on minute-taking, SACRE's constitution/terms of reference and composition.

***Monday 26th February 2024, 7 - 8pm:**

Dealing with beliefs and practices about loss & death in your Agreed Syllabus

Led by Denise Chaplin and Paul Smalley with guests from the National Association of Funeral Directors.

This webinar will help SACREs to reflect on what they do currently to cover this aspect of the curriculum in schools. It will provide input from the national body of funeral directors, as well as examples from 2 different SACREs of their support work around these issues within their Agreed Syllabus.

***Tuesday 12th March 2024, 7-8pm:**

Convening an Agreed Syllabus Conference – legalities and processes

Led by Paul Smalley with Linda Rudge

This session will focus on the legal process and consider best practice suggestions for convening an Agreed Syllabus Conference (ASC) for your SACRE.

Wednesday 26th June 2024, 6:30-8pm:

So, you've joined your local SACRE.

Hosted by Exec members

their role, how SACRE works, its statutory responsibilities and how members make their contribution to SACRE's work.

**Prices for those sessions marked **

- Free to SACREs who have bought an annual webinar package
- £20 for a full member SACRE
- £30 for an affiliated SACRE

To book on to any of these sessions, please email admin@nasacre.org.uk providing delegate name, email address and SACRE.

Westhill Awards 2024-25

NASACRE is once again joining with Westhill to offer awards of up to £4000 for innovative and enduring projects. Any project should offer young people meaningful opportunities to engage in compelling learning experiences in RE (or Collective Worship), within the broad theme of "education into diversity".

Any SACRE wishing to submit an application is strongly advised to review the briefing notes which accompany the application form. There is a webinar on **16th October** which will look at the application process and give interested SACREs an opportunity to hear from past winners. This is included in the NASACRE training package.

The application form and the notes can be found and downloaded [here](#).

Party Conference Season - a message from NATRE

In late September and Early October, teams of teachers from NATRE will be joining representatives from Religious Education Council of England and Wales (REC), Culham St Gabriel's and RE Today to attend the Labour, Conservative and Liberal Democrat party conferences.

The lobbying work that the RE community does on your behalf is really important because it takes the voices of teachers and pupils to policy makers. At the party conferences we will be sharing the importance of high quality RE for all pupils in all schools, talking about the need for a national standard in the subject, sharing constituency data related to RE with MPs, SACRE members, local councillors and party members and talking about what high quality RE looks like in primary and secondary classrooms.

team to talk about high quality RE for all pupils in all schools. In previous years, we have had amazing discussions because real teachers in real schools and RE community members have said that it was important to them that their MP spoke to us.

You can contact your MP through their website and via email. Some MPs also use Twitter/X, Facebook or Instagram DM.

Please contact them by the most appropriate means explaining why you, their constituent or a teacher in their constituency would like them to meet with us. Ask them to contact us directly by using the following email CEO@natre.org.uk or contacting Fiona Moss (NATRE CEO) @fionajmoss on Twitter/X, where her DMs are open.

The final way that you can support us is by using social media during the party conference to quote tweets and like or share our posts so that the importance of the campaign is shared with a larger audience.

The teachers we are sending to the three party conferences are both primary and secondary classroom practitioners and we at NATRE would like to thank them and their schools for their time. We would like to thank the other representatives from the RE community who will be giving up their time to speak out for our subject.

Thank you to each of you for contacting your MPs and being part of this important work.

RE Hubs - the new 'One-Stop Shop for RE'

Claire Clinton, Lead Director of RE Hubs, is delighted to announce the new website is live: www.re-hubs.uk

It is a freely available one-stop shop that seeks to help teachers and the Religious Education / Religion, Values & Ethics / Religion & Worldviews (RE/RVE/R&W) community locate resources, CPD, inspiration, visits, visitors and events.

The website is being kept up to date by the RE Hubs team, which comprises RE teachers and experts from across England and Wales, specialising in their local area. The newly developed website has, for the first time, a calendar for England & Wales for all stakeholders to advertise events.

Schools will be able to locate and contact speakers and places of interest for visits in the local area; these are trained by the RE Hubs team, and have the RE Hubs kite-mark. We invite SACREs to share the flyer for the FREE training to support those working with schools, as widely as possible, so the list of speakers and places will grow.

For the first time in one central place, a teacher can find local group meetings taking place in their area and make contact with those who run them. New for 23-24 is FREE CPD for those leading local groups/networks in RE, offered in collaboration with NATRE. See [flyer](#) for more details

Finally, the '[Upskill](#)' tab on the RE Hubs website has direct links to a wealth of free resources and contacts useful to all those in the RE/RVE/R&W eco-system from the latest news and blogs to podcasts.

The specific aims identified by the RE Hubs steering group are:

- To improve communication between teachers, professional development and resource providers, and research communities.
- To improve connections and interactions between different parts of the RE/RVE/R&W eco-system.
- To be an information exchange to increase accessibility for all teachers to local and regional professional development and research.
- To enable teachers to teach with greater confidence through their access to the support, knowledge, training and resources available in their region.
- To create a sustainable long-term model for future provision.

'RE Hubs' seek to build relationships with advisers, dioceses, universities, SACREs, LAs, governors, MATs, teaching school hubs and more. So, if you haven't heard from us as yet, do visit the website and get in touch with your Regional Lead.

The steering committee, with representatives from RE organisations AREIAC, AULRE, NASACRE, NATRE, REC and TRS-UK, are dedicated to this collaborative working approach. This project is facilitated by RE Today and supported by a number of funders, to whom we are grateful for their investment at the start of this key infrastructure programme for all those working in and supporting RE/RVE/R&W.

For further information contact:

Claire Clinton – director@RE-Hubs.co.uk

Humanism and Group A of SACREs

You may be aware of a recent judgement involving the position of Humanists on Group A. In the case of *Bowen v Kent County Council*, Justice Constable clarified that applications for Group A membership from persons who represent holders of non-religious beliefs should be considered in the same way as applications from those who represent holders of religious beliefs.

NASACRE has long been asking the DfE to issue guidance to Local Authorities regarding the position of non-religious worldviews on Group A, and we are pleased that this [guidance](#) was issued in August.

Authorities (not SACREs themselves), and that the membership of Group A should ensure that relevant traditions and beliefs in the local authority's area are appropriately reflected. This representation may include non-religious belief systems where they are analogous to a religious belief.

SACREs may wish to advise their Local Authorities that they should review SACRE's Constitution, following publication of the 2021 Census data and in the light of this guidance.

The Inter Faith Network (IFN)

NASACRE is a member of the IFN and this report gives you information about their national meeting and AGM held on July 13th 2023 via Zoom. You can find out more about the IFN from their website: <https://www.interfaith.org.uk>

The topic under discussion was that of religious literacy, with a wide range of experts sharing their wisdom, sending delegates away with much thinking to do.

One of the key ideas to emerge is that the definition of religious literacy is still contested, but at the same time considered an essential component of society.

There are some implications for SACREs as they consider the disciplinary lenses of RE, the reliability of resources, particularly those accessed through the media and the role of inter faith dialogue in the classroom.

A report on the day, and videos of plenary presentations, will both be made available on the [interfaith.org.uk](https://www.interfaith.org.uk) website in due course.

Inter Faith Week 2023 was launched at the meeting by Minister David Bruton, Spiritualists' National Union and IFN Trustee on behalf of the IFN's Board of Trustees. It is the IFN's largest project.

Inter Faith Week this year runs from 12-19 November. The Week is a tremendous opportunity to raise awareness about the importance of religion and belief literacy and to bring people of different faiths and beliefs together in creative and positive ways. The number of schools which took part in 2022 increased by a remarkable 47% on the previous year, indicating how useful they find it to add value to year-round RE learning. SACREs and their members also engaged in many areas and play an important part in the Week. In the run up to this year's Week, you may be interested to:

- Check out the ideas for schools activities for Inter Faith Week [here](#) and perhaps explore a joint activity with one or more of your local schools
- Encourage your local radio station(s) to pick up Inter Faith Week and to include a feature about how schools are taking part and the importance of good and well-resourced RE and/or write a piece for the local paper about this.
- Plan an activity and register it [here](#), requesting a free registration pack with poster, flyers, stickers and a social media card.

Twitter/X.

Items for your SACRE agenda

- Write and approve your annual report or make progress towards this, taking account of NASACRE's analysis of annual reports.
- Discuss the **points** raised by Charles Clarke.
- Check that your annual subscription to NASACRE has been paid.
- Book places on the **training programme**.
- Check with your LA on the place of Humanist representation on your SACRE in line with the recent **High Court ruling**.
- Check where you are in your agreed syllabus process.
- Are all your agendas and minutes available online e.g., on the LA's website and do you advertise your meetings as public?
- Plan how and when to use the **self-evaluation form**.
- Check that the new 2023-24 membership website password has been shared with your SACRE members.
- Advertise the **RE Hubs free training** to your community.
- Plan your events for **Inter Faith Week**.
- Contact your MP and local councillors to encourage them to engage with the teacher representatives during their **party conference**.



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