



## **Lancashire Standing Advisory Council on Religious Education (SACRE)**

**Monday, 28th November, 2022 at 10.00 am in Committee Room 'C' - The Duke of Lancaster Room, County Hall, Preston**

### **Agenda**

**No. Item**

#### **Part I (Open to Press and Public)**

- 1. Annual General Meeting: Election of Chair and Deputy Chair**
- 2. Apologies**
- 3. Minutes of the Meeting held on 26 September 2022** (Pages 1 - 6)
- 4. Exclusion of Press and Public**  
The SACRE is asked to consider whether, under the Religious Education (Meetings of Local Conferences and Councils) Regulations 1994 it considers that the public should be excluded from the meeting during consideration of the following items of business on the grounds that the documents are draft and/or for consultation and/or consideration by the members of SACRE prior to the final document being published.

#### **Part II (Not Open to Press and Public)**

- 5. Draft Annual Report and Updated Development Plan (Including Recommendations of the QSS)** (Pages 7 - 122)
- 6. RE School Self-evaluation Survey 2022** (Pages 123 - 126)

#### **Part I (Open to Press and Public)**

- 7. Building Bridges Burnley Update**
- 8. Correspondence** (Pages 127 - 128)

9. **Members' News (Including Feedback from Training and Development Undertaken)**
10. **Observers' Contributions**
11. **Proposed Dates of Meetings in 2023**

SACRE (10am)

- Monday 6 February
- Monday 24 April
- Monday 10 July
- Monday 2 October
- Monday 20 November (Annual General Meeting)

QSS (Virtual at 10am)

- Wednesday 18 January
- Wednesday 1 March
- Wednesday 7 June
- Wednesday 6 September
- Wednesday 18 October (was 25 October)

12. **Date of Next Meeting**

The next scheduled meeting of the SACRE will be held at 10.00am on Monday 6 February 2023, at County Hall, Preston.

Paul Bond  
Clerk to the SACRE

County Hall  
Preston

# Agenda Item 3

## **Lancashire Standing Advisory Council on Religious Education (SACRE)**

**Minutes of the Meeting held on Monday, 26th September, 2022 at 10.00 am in Committee Room 'D' - The Henry Bolingbroke Room, County Hall, Preston**

### **Attendees**

**Lancashire County Council** County Councillor Anne Cheetham (Chair)  
County Councillor Terry Aldridge  
County Councillor Yousuf Motala  
Francis Williams

**Teachers Associations** Mr Peter Martin (ASCL)

**Church of England** Mr John Wilson  
Mrs Joan O'Rourke  
Mrs Helen Sage

**Blackburn Diocesan Board of Education** Mrs Lisa Fenton

**Islam** Mufti Khalid Ibrahim

**University of Cumbria** Rebekah Ackroyd

### **Co-optee Non-Voting**

**LASGB** Mrs Kathleen Cooper

### **Community Representatives**

**Burnley Building Bridges** Peter Lumsden

### **Observers**

**NASUWT** Charlotte Watson

### **Officers**

Mrs Alison Lloyd – School Adviser, Lancashire County Council  
Dave Gorman – Senior Democratic Services Officer, Lancashire County Council  
Garth Harbison – Democratic Services Officer, Lancashire County Council

County Councillor Anne Cheetham replaced Peter Martin as Chair for this meeting.

## **1. Welcome and Apologies**

The Chair, County Councillor Anne Cheetham OBE JP, welcomed everyone to the meeting.

Apologies were received from County Councillor Stewart Jones, Robert Ash, Dr Malcolm Craig, Julie Gordon, Joanne Harris, Ahmed James, Ben McMullen, Kelsang Pagba, Keith Pennington, Mrs Harsha Shukla and Ishwer Tailor.

## **2. Minutes of the Meeting held on 4 July 2022**

The minutes of the last meeting held on 4 July 2022 were agreed as a true and accurate record.

## **3. Report to Lancashire SACRE September 2022**

Alison Lloyd, School Adviser, explained that the final date for submission for the annual school self-evaluation was 30 September 2022. Early indications were that a high number of schools had submitted this year. Findings would be shared with the SACRE at the QSS meeting on 2 November 2022.

18 schools had signed up to the 'Using the Lancashire Agreed Syllabus in Special Needs Schools Conference' which was taking place on Monday 3 October. From this conference hopefully an extra annex would be produced to attach to the syllabus and extra guidance would be provided for special needs schools.

Free Network meetings were being held in the autumn term. The focus would be on ways to monitor and moderate standards of religious literacy. Teachers were encouraged to bring RE books to use during the session. There was also an opportunity to consider Religious Education updates, share good practice and discuss challenges with consultants and colleagues from other schools.

SCITT training for trainee teachers had been booked for 11 November where consultants were to deliver training to the North West SCITT cohort.

The dates had now been booked for the Yarrow Cluster. The Yarrow Cluster was a cluster of schools that satellited round the Chorley area. The sessions had been booked for 29 November 2022 and 2 March 2023.

Alison was meeting the consultants again in December to discuss and plan the spring term's training programme.

Alison informed the SACRE that she had looked through the Ofsted reports from all Lancashire schools and could not find one where there was anything written about RE or where a school had a proper deep dive into RE. At a previous meeting of the SACRE there had been a discussion about the other set of schools which used Lancashire's syllabus which were VC schools. Alison had found two VC schools that had been inspected. These were St Mary's CE

Primary School, Rawtenstall, and, St Paul's VC Primary School, Rawtenstall. There were positive comments about the RE syllabus in their reports.

#### **4. SACRE Self-assessment Tool**

The self-assessment tool was a new document produced by NASACRE in July 2021. Through discussions at the North West Hub meeting it was discovered that other SACREs had used it but Lancashire had not yet.

As Lancashire had made good progress with its current Development Plan, it was thought to be a good idea to have a look at this new document and benchmark ourselves again. It was suggested to bring this item back to the next meeting of the SACRE and have it as the only item on the agenda. It was decided that the sensible way of going about this was to make this the main agenda item for the next SACRE QSS meeting on 9 November 2022 and present the recommendations at the next main SACRE meeting on 26 November 2022. It was important that the next QSS meeting was properly quorate.

#### **5. Building Bridges Burnley**

Peter Lumsden presented to the Lancashire SACRE an update on Building Bridges Burnley. Peter had taken over from Sajda Majeed regarding the offer to schools as it appeared on the Building Bridges Burnley website.

In 2018/19, pre Covid, Building Bridges Burnley had 60 schools engaged in its offer to schools. In 2019/20 81 schools were engaged. The numbers decreased during the two years of the pandemic. Numbers were building back up now and at this early stage of the school year Building Bridges Burnley were getting schools sending in their Service Level Agreements and their requests for bookings. There were now about 20 to 25 schools already engaged and the number was increasing every week. Hopefully there would be between 30 and 40 schools engaged this year.

In his new role Peter was getting more involved with the Faith Friends. It had been interesting to see the increase in requests for visits around Judaism and Hinduism. There had not been much demand for Christianity. There was now a WhatsApp group of the faith visitors so that everybody knew everybody and were able to share experiences and information. One of the aims for this year was to increase the number of volunteers.

Schools could either ask for three visits through the year or there could be a mix of visits with volunteers coming in plus the schools visiting a place of worship.

There was an issue around the person doing the bookings and sort of doing the RE was not usually the person doing the payment. This had caused a bit of disjunction. The treasurer at Building Bridges Burnley was more involved in the process this year.

By the November meeting of the SACRE Peter would be able to report back on examples of the visits that had been made and give more of an idea of the number of schools that had signed Service Level Agreements.

It was pointed out that almost all the schools signed up were primary schools. It was important to re-engage with high schools.

When a booking was made for someone to visit a school it was not just for one session, it was nearly the whole day. This was a significant commitment that the Faith Friends made. Increasing the number of volunteers was a high priority for this year.

## **6. Update from the North North West (NNW) SACRE Hub July Meeting**

The SACRE was informed that Peter Martin and Alison Lloyd had attended the North North West (NNW) SACRE Hub meeting in July 2022. Paul Smalley from Edge Hill University and Executive Assistant of the NASACRE had also attended.

There were two main items that were discussed at the meeting. One was the new World View Draft Handbook which was discussed in great length. The other was a discussion on the White Paper and what would happen to SACREs moving on as SACREs would probably disappear at some stage if the aims of the White Paper were released.

There were many representatives from different authorities in attendance and was good to discuss particular things and hear what they were doing especially around self-evaluation. It was noted that there was no representation from Blackburn with Darwen SACRE. Helen Sage requested contact details moving forward until a new Chair for Blackburn with Darwen SACRE was in place.

Members were informed that two more SACREs had emerged in the North West. Sefton had received a letter from the DfE saying that it was not meeting its commitments. It had now reinstated its SACRE. Salford had also reinstated its SACRE. Blackpool was also reinstating its SACRE.

## **7. RE Website - Access for Members**

Lancashire was now using a new platform for websites. All subjects beyond RE had now moved to this new platform. All content had been transferred to this new website. Alison was meeting with admin once a fortnight to sort it out and make it look good.

The main problem for everybody was that there was no longer a password. Anybody who accesses the website sets up their own personal account. Any SACRE member who wanted to access the LPDS website needed to pass on their email address to the clerk of the SACRE. Alison would then contact Lancashire with one email with everyone who wanted access to the website and all their email addresses. The authority would then set everyone up. The

individual would then log on and set their own password. Alison would send out instructions on how to this.

## **8. Methods for Increasing SACRE Engagement with Academies**

The SACRE was informed that all academies accessed Lancashire's syllabus for free now. Academies got copied into all of Lancashire's resources and all of the authority's communications were sent to them. The self-valuation form was sent to them as well. If there was a pathway moving forward where everybody could become academies, it would be difficult to see where the SACRE would sit.

In terms of guidance, in the actual self-evaluation document that was circulated in the agenda, Section 1G was all about relations with the Academies sector. Members were asked to look at Section 1G and see where they felt Lancashire sat.

There had been a lot of attempts to engage with academies through communication. Academies were not responsible to the authority and were not obliged to adopt Lancashire's syllabus. It was important that the authority persisted in making contact with academies setting out clearly what was on offer and what was in it for academies. Lancashire had a lot to offer on the RE front. It was noted that members were unsure if all academies within Lancashire were meeting statutory requirements in terms of teaching RE. Efforts were being made to identify and work with academies however, the authority had no legal remit in this regard.

## **9. Observers' Contributions**

It was noted that Preston was holding its Interfaith week from the 13<sup>th</sup> to the 20<sup>th</sup> of November 2022 and there would be a lot of activities taking place. Interfaith Week was not just in Preston it was taking place nationally.

## **10. Members' News**

The SACRE was informed that there would be a new appointment of a bishop of Blackburn in the near future.

In terms of the Methodists, Phil Gough was the new District Chair. This would be a two year post in the first instance because there was quite a lot of potential restructuring in the of the North West region for the Methodist Church.

There celebrations taking place for twenty years of Building Bridges Burnley. People from the past had come back to join in the celebrations. There was a recommitment to the vision of Building Bridges of bringing communities together and developing and building relationships.

## **11. Correspondence**

The NASACRE Briefing No.32 had been circulated on 12 July 2022. The Online Training Programme for the forthcoming year had been circulated on 13 September 2022. Also details of Preston Interfaith Week had been circulated which members had been informed was National Interfaith Week.

## **12. Provisional Calendar of Meetings for 2023**

Members were asked to consider the provisional Calendar of Meetings for 2023 as follows:

### SACRE (Hybrid at 10am)

- Monday 6 February
- Monday 24 April
- Monday 10 July
- Monday 2 October
- Monday 20 November (Annual General Meeting)

### QSS (Virtual at 10am)

- Wednesday 18 January
- Wednesday 1 March
- Wednesday 7 June
- Wednesday 6 September
- Wednesday 25 October

These dates would be presented for formal approval at the Annual General Meeting on 28 November.

It was important if you represented a faith group that you checked for clashes with religious festivals. If there were clashes the Clerk to the SACRE should be notified.

## **13. Date of Next Meeting**

The next scheduled meeting of the Lancashire SACRE would be held at 10:00am on Monday 28 November 2022 in Committee Room 'D', County Hall, Preston

Paul Bond  
Clerk to the SACRE

County Hall  
Preston



# Agenda Item 5

Document is Restricted



## New SACRE Annual Report framework

**Format for the new Annual Report. NASACRE in conjunction with the DfE will be doing a national analysis of Annual Reports using this framework from September 2021.**

1. An introduction including:

- Table of contents
- Words from the Chair of SACRE
  - welcoming new members, celebrating successes, thanks, etc.
- Overview, number of times SACRE has met and attendance at meetings, venues, and a brief overview of content of these meetings including Self-evaluation too – link to SACRE Development plan
- Overview as above for the ASC if this is currently sitting, working groups, progress
- *Executive summary (if report is over 10 A4 pages long this might be helpful as a separate document, so readable for schools?)*

2. **A section on RE (statutory responsibilities)** including:

- The local agreed syllabus and RE in schools, including whether any academies have adopted the LAS
  - Monitoring the AS, relationship with an AS review
  - Work of the ASC and associated working parties if this is currently sitting showing progress, links to other work nationally or locally
- Standards and monitoring of RE
  - This can include monitoring by scrutinising exam data, conversations with schools, teacher groups, website trawls, presentations from teachers. What has SACRE done and how has the monitoring helped SACRE to commend successes and support improvements?
  - Have any schools applied for or achieved REQM awards?
- Teacher training and materials and advice for schools
- Other information (withdrawals and how the SACRE monitors, advises or supports schools with this, complaints)
- Advice to the LA

3. **A section on Collective Worship (statutory responsibilities)** including:

- Standards and monitoring of CW
  - This can include monitoring by scrutinising Ofsted reports, conversations with schools, teacher groups, website trawls, presentations from teachers. What has SACRE done and how has the monitoring helped SACRE to commend successes and support improvements?
- Determinations
  - How many are current and how many have been applied for and what happened? Link to Determination Process documents online. Is that refreshed, or does it need updating?

- Teacher training provided (locally or national training circulated to schools) materials and advice for schools
  - Other information (withdrawals and how the SACRE monitors, advises or supports schools with this, Complaints)
  - Advice to the LA
4. A section on links with other bodies
- National bodies, e.g. NASACRE, the REC, central faith and belief organisations
  - Local bodies, e.g. Dioceses, Inter Faith Groups, Peace Walks, HMD events
5. A section on other areas of SACRE involvement locally
- Governor training
  - Advice on issues within the community, e.g. Ramadan advice for schools in partnership with the local communities
6. A section on SACRE's own arrangements (**statutory responsibilities**) including:
- Professional and administrative support and how the LA supports the SACRE (clerking, adviser, links to council initiatives)
  - Membership, representation & recruitment - quoracy, issues and successes with recruitment
  - Training for SACRE (and ASC) members
  - Finance given to SACRE for its work
7. Appendices
- Table of GCSE – short and full, A/S & A Level RS results
  - Details on CPD provided to schools
  - Any LA/SACRE policy statements on RE or CW
  - Development plan tied to funding
  - Circulation details for this AR



Department  
for Education



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

**Report written by: Dr David Hampshire FRSA**

**Date: 15 May 2022**

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

It is always a pleasure to add a foreword to publications of this kind – especially when then the analysis has been so rigorous, and the findings are so important. Thanks to our consultant, Dr David Hampshire, I am happy to recommend this report to NASACRE members and to the wider education community.

Every year, Standing Advisory Councils for RE are expected to submit a report of their activities to their own local authority, and from there to the Department for Education and the National Association of SACREs. NASACRE has provided a revised pro forma for this purpose <https://nasacre.org.uk/resources/nasacre-support-materials/sacre-management/> and the database provides a snapshot of the work of the local bodies responsible for setting an RE curriculum through their Agreed Syllabus Conference, for monitoring this, for supporting teachers and schools as they implement the syllabus, and for determining the type of collective worship provided as part of the school day.

It is more than ten years since a summary analysis was provided by the government on a similar sample of SACRE reports. The responsibility for initiating a review was passed from the (former) Qualifications and Curriculum Authority to successive Departments of Education. NASACRE is delighted that the current DfE chose to help the association with the redesigned pro forma, and with the support of this 2022 analysis. It is an independent report, but its creation was supported by the DfE.

The report contains recommendations – these are mainly for NASACRE in relation to the association’s partnership with SACRE’s, local authorities and the Department for Education. SACREs work tirelessly, with extensive voluntary support, to achieve their aims and responsibilities. We thank all of those who submitted reports during this period, and who have engaged in the important provision of effective and affective religious education.

**Foreword, from Linda Rudge, Chair of NASACRE**

## 1 Executive Summary

- 1.1 SACREs continued to function during the second year of the pandemic. Some SACREs reported that they were inquorate for some of their meetings and not all SACREs were able to meet in person when restrictions were lifted. Some SACREs reported that there was an issue in terms of vacant places in some Groups and this led to a greater likelihood of inquorate meetings.
- 1.2 The resources made available to SACREs was variable and the Freedom of Information request from NASACRE featured in a number of reports. Some SACREs had clearly defined budgets, some stated that there was a commitment on the part of the LA to provide support as needed and at least one report stated that there was no support at all from the LA. The level of support had an impact on SACREs ability to perform their functions, especially monitoring RE and collective worship.
- 1.3 SACREs faced challenges monitoring RE and collective worship during this period, especially where they had relied on visits to schools in the past, but some overcame this through virtual meetings with teachers. Some SACREs committed themselves to a visits programme in the year following on from the report submitted.
- 1.4 The Government decision to extend the examination and reporting arrangements for all subjects at GCSE and A Level during the year covered by this report had a significant impact on SACREs to report on the number of candidates and attainment. Where SACREs were able to report on standards this was due established e-networks and strong relationships with schools and academies.
- 1.5 The primary function of a SACRE is to advise the local authority on religious education and collective worship, and to report on how the local authority responded to the advice. Only a minority of SACREs reported that they had advised the local authority and only a minority of those reported on the response. The two main topics for advice were the need for an Agreed Syllabus review and funding for SACRE activities along with the need to appoint members to SACRE so that SACRE could function.
- 1.6 SACREs were more likely to advise schools on religious education than give advice to the LA but less likely to give advice on collective worship.
- 1.7 Some SACREs reported on support networks for teachers and training events but were unlikely to monitor the quality and impact of that training.
- 1.8 The majority of SACREs reported on requests for Determination and monitored complaints relating to RE and collective worship and a minority also monitored withdrawal.
- 1.9 The majority of SACREs reported on partnerships they had with other bodies and some had extended their remit into other curriculum areas as they were seen as trusted bodies, this related specifically to RSE/RSHE.

## 2. Recommendations to NASACRE Executive

On the basis of the evidence it is recommended that NASACRE discusses the following recommendations.

### 2.1 NASACRE support for SACREs

- i. Advice should be developed for SACREs on advising their local authority on RE and collective worship and reporting on how the LA responded to advice<sup>1</sup>.
- ii. Advice developed on how SACRE annual reports could have a greater focus on the impact of their work, showing their value as statutory bodies.
- iii. NASACRE could develop a series of case studies to support SACRE members' training, exemplifying ways that SACREs have been creative in working with schools and other partners and the impact that this has had.
- iv. Revisit the annual report proforma on a regular basis.

### 2.2 NASACRE discussion with the DfE

- v. Discuss the ongoing strategy for ensuring 100% return on SACRE Annual reports as required by legislation.
- vi. Clarify what the response of the DfE would be where SACREs reported that the LA had not followed the advice of SACRE or where a SACRE could not function as a result of the lack of support from the LA.
- vii. Discuss how government can clarify and support the role of SACREs in relation to non-denominational academies in light of LA responsibilities to parents/guardians and their children in the authority<sup>2</sup>, with a view to revising current guidance which is now 10 years old<sup>3</sup>.
- viii. Discuss the need to update *Religious education in English schools: non-statutory guidance 2010*<sup>4</sup> and *Circular 1/94*<sup>5</sup>, both of which remain on the government's website as current advice.

### 2.3 Advice to LAs co-produced by NASACRE and DfE

- ix. Produce a guide for LAs, with the support of the DfE, to ensure authorities meet their statutory responsibilities.
- x. Advise LAs as to the continued nature of SACREs as statutory bodies appointed by the LA and that SACREs should at least have the same support and status as other local authority committees<sup>6</sup>.

---

<sup>1</sup> [The local authority is responsible for securing the standard of education for pupils in or from the authority, that includes religious education and collective worship.](#)

<sup>2</sup> <https://www.legislation.gov.uk/ukpga/2004/31/section/10>

<sup>3</sup> <https://www.gov.uk/government/publications/re-and-collective-worship-in-academies-and-free-schools/religious-education-re-and-collective-worship-in-academies-and-free-schools?msclkid=3a97f159d07511ec9cb4ba4b39523eed>

<sup>4</sup> <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010?msclkid=3a98619ed07511ec9a84ffc6a5aa5dc4>

<sup>5</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/281929/Collective\\_worship\\_in\\_schools.pdf?msclkid=abf0da16d07711ecba73b170373fca63](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281929/Collective_worship_in_schools.pdf?msclkid=abf0da16d07711ecba73b170373fca63)

<sup>6</sup> In line with the requirements of [The Religious Education \(Meetings of Local Conferences and Councils\) Regulations 1994](#).



### 3.1 Introduction

3.1.1 The Analysis for SACRE Annual Reports 2020 – 2021 was commissioned by the NASACRE Executive with the agreement for the Department for Education (DfE).

3.1.2 Of 153 SACREs in England, 57 submitted a report by the 30 April 2022 (37.25%), noting that in the previous year 68 (43.8%) were received by December 2021 for the year 2019 – 2020.

3.1.3 There is a recommended format for SACRE annual reports, which is available from [NASACRE](#) but not all SACREs use this format some using earlier formats and others being peculiar to a SACRE. Some reports ran to 22 pages whilst others were 2 pages. Therefore, this analysis has not used the NASACRE recommended format rather it has identified 21 categories as the basis for data collection and analysis, see Methodology below. These categories were discussed with NASACRE's Executive Assistant during the process of data collection. See Appendices 1 and 2 for the categories used for analysis in this report.

### 3.2 Methodology

3.2.1 Reports were received from 19 January to 25 April 2022. The first five reports submitted were analysed individually and then compared. Notes were made on differences in style and content, with key words identified for further analysis and the following categories identified (see also Appendix 1 and Appendix 2).

- Attendance
- Professional support
- Religious Education:
  - Advice to the local authority
  - Advice to schools<sup>7</sup>
- Collective worship:
  - Advice to the local authority
  - Advice to schools<sup>8</sup>
  - Determinations
- Monitoring:
  - Complaints (RE and CW)
  - Religious Education
  - Collective Worship
- Agreed Syllabus Review
  - Training for implementation of the syllabus

As more reports were received further categories were added:

- SACRE funding
- Examination performance
  - GCSE
  - A Level

---

<sup>7</sup> Schools here refers to maintained non-denominational and controlled schools and academies and free schools without a religious foundation.

<sup>8</sup> Schools here refers to non-denominational schools and academies and free schools without a religious foundation.

- Covid-19
- Communication with schools and others
- Collaboration with other bodies
- Development Planning
- Relationships and Sex Education/Health Education (RSE/RSHE)

3.2.2 The latter were added relative to the frequency they featured in reports received. These indicated new areas that SACREs were working in their authorities. Where statistical analysis appeared above or below what might be expected from the range in other categories they were revisited to check and amend as necessary.

### 3.3 Ethics

See Appendix 3 for details.

### 3.4 Declaration of interest

The author has written SACRE annual reports for a number of authorities in the past. No work for a local authority or SACRE was undertaken during the period from agreeing to do this research to its completion. The author declares no interest relevant to this research. and has refrained from making judgements on the reports submitted.

### 3.5 Confidence interval

The confidence interval as to how representative the findings of this report are in relation to all SACRE reports in England is 95%, based on:

$$\bar{x} \pm Z \frac{s}{\sqrt{n}}$$

Sample mean ( $\bar{x}$ ): 153; Sample size (n) 57;  
 Standard deviation (s): 67.882250993909; Standard error: 8.991;  
 Confidence level: 95 %; Z-score (Z) 1.959964;  $\sigma$  or right tailed p value 0.025.

### 3.6 Caveat

It does not follow that SACRE Reports report fully on their support or activities, given that some are relatively short. This report is based only on what SACREs stated.

## 4. The impact of the Covid-19 pandemic and public health measures on SACREs

### 4.1 SACRE meetings

4.1.1 Over 98% of SACRE mentioned Covid-19 and/or pandemic in relation to their work during this period. During this period special regulations were in place for remote and virtual meeting up to 28 April 2021 (see: *Hertfordshire County Council & Ors v Secretary of State for Housing, Communities and Local Government [2021] EWHC 1093 (Admin) (28 April 2021) Judgement*). SACREs also organise visits to schools for a variety of purposes, such as scheduled SACRE meetings or monitoring visits. It was clear from reports that business could not be business as usual for many SACREs.

4.1.2 What was not clear from the reports was whether SACREs, as locally appointed statutory bodies, were expected to operate in the same way as other local authority

meetings over the period of transition from virtual to in person meetings. If not this would indicate, in individual cases, a local authority's understanding of the nature of SACRE and its significance in statute.

One SACRE report stated:

*Unfortunately, we have been unable to arrange meetings in the last academic year, 2020/2021 due to Covid lockdowns, members' shielding and availability of suitably sized meeting rooms.*

As can be seen, it was not simply the availability of space for meetings but also the impact that Covid-19 had on members.

But this response was not universal as noted in one report, which stated that it had continued to use a virtual platform for meetings:

*As can be seen above, the members of both SACRE and Agreed Syllabus Conference continued to work and meet regularly through the second year of the pandemic. Attendance has been good and meetings have been quorate. The SACRE Exec have met between meetings to progress work and ensure profitable meetings. SACRE aims to develop its members by encouraging them to participate in meetings, and to lead on items where possible.*

## **4.2 Monitoring RE, Collective Worship and public examinations**

4.2.1 The majority of reports stated that it was not possible to monitor schools and examination results during this period. One SACRE report puts it:

*Covid 19 has posed a considerable challenge to SACRE's usual monitoring processes.*

4.2.2 Some SACRE's, though, found solutions to these challenges. One SACRE had continued to give advice to the local authority:

*The Local Authority has been advised that despite the pandemic RE remains a statutory subject for all pupils in all schools. The LA has continued to support the delivery of the RE networks and ensure that LA officer is available to support at each of the sessions.*

4.2.3 Training continued:

*Whilst the Covid 19 pandemic continued to cause complications, the Advisor was still able to deliver training and CPD support to both primary and secondary schools via online sessions, held with support from the LA.*

4.2.4 Schools websites and online network meetings were also important sources of information for SACREs, here are four examples:

*Website trawls have revealed that RE has continued to be delivered in some face-to-face lessons and remote learning, but many teachers attending RE Network meetings admitted to little or no RE having been taught.*

*SACRE members had been monitoring the websites of schools and once this bit of work was completed decided that schools should be written to advertising SACRE and reminding them to make sure that RE was visible on their websites. This letter was put on hold due to covid in order not to put more stress onto school leaders.*

*School websites were trawled for evidence of RE provision i.e. details of what was being taught in each year group as required by law. In secondaries, this was made more complex by the fact that many schools include RE under different headings. Some secondary findings were quite disturbing and were followed up.*

*Monitoring for this academic year took place via email conversations, online conversations and face to face conversations, where deemed safe due to Covid-19.*

*Conversations with teachers at RE Network meetings and in SACRE meetings, have highlighted the difficulty that some schools have had in maintaining effective RE teaching during the last year, while others have adapted well and quickly to new ways of working.*

The previous quotes in this paragraph underline the increasing significance of what schools and academies put on their websites and the important role that technology has in informing SACREs, so that they can have a strong evidence base for their advice to the LA.

4.2.5 A small number of SACREs, despite restrictions and the government's non-reporting of GCSE and A Level Results, published the Joint Council for Qualifications results and then asked schools to confirm whether these results reflected their own and where there had been an improvement on previous years or not. One SACRE stated:

*Due to the pandemic, GCSEs in 2020 were teacher assessed grades. We have received data from 80% of the Secondary schools. 1079 year 11 students were assessed for Religious Studies qualifications, this is approximately 36% of the year 11 cohort. There were no entries for the short course GCSE in 2020. Some schools enter the vast majority of their students for Religious Studies. Students at one school achieved particularly well in 2020 compared to other schools with a high number of entries. Attainment was also high at X, compared to other schools where relatively fewer students were entered.*

4.2.6 It was clear that some SACREs had important existing relationships with schools and strong networks that enabled continuing relationship during the pandemic. Other SACREs were inventive with their time, realising that they could not visit schools, but

they could visit school websites, report on findings and make suggestions as to the next steps.

4.2.7 One SACRE, though, was looking beyond the pandemic and what might be needed in terms of learning lost due to lockdown:

*A larger piece of work for SACRE and the RE consultant was deciding to create a recovery RE curriculum for schools for the Autumn term 2020.*

## 5 Support for SACREs and SACRE arrangements

### 5.1 Support for SACREs

84% of SACREs reported that they had professional support from an advisor, consultant, consultancy and/or a clerk. The breadth of arrangements reflected the budget provided by the local authority and in some cases, where there was no budget specified, the provision of an adviser and clerk was a signal of the LA's commitment to SACRE. One SACRE reported:

*No identifiable budget is provided for SACRE. However, clerking is provided by the LA's Governor Support Services, the Chair of SACRE is an LA officer and a venue for the meeting are all provided by the LA. These costs are all borne by the LA.*

In part this may be to do with NASACRE's self-evaluation proforma at 4d where Professional and Financial Support are conflated but further research would need to confirm this.

Where there was no advisor or consultant SACRE members had to rely on their own resources, one report stated that:

*As there is no RE advisor or paid support for RE, all development work is usually led by members of SACRE and/or local teachers.*

A small number of SACREs reported that they used the advice and support services from other local authorities, these tended to be smaller authorities and therefore there was an overall saving for the smaller authority.

### 5.2 Funding for SACREs

5.2.1 77% of SACRE reports mentioned funding but less than half of those (43.2%) identified a figure or, in some cases, a detailed budget.

5.2.2 NASACRE's FOI request on SACRE funding was reported widely across SACREs in 2020 – 2021 but it did not follow that these reports included any information about funding from the LA or a budget.

As one SACRE reported:

*SACRE discussed the NASACRE report on funding for SACREs.*

but no reference to a budget or funding from the LA appeared in the report. Some SACREs quoted the NASACRE research and used it as a comparison in relation to their settlement.

#### 5.2.3 One SACRE noted:

*SACRE's capacity to conduct direct monitoring has always been limited and there is a need to consider how this activity will take place in the future given current budget pressures.*

### 5.3 Attendance and quoracy

3.3.1 Just under 60% of annual reports reported on attendance at SACRE meetings for the period of the report. There were a number of different ways of doing this:

- Giving a full list of SACRE members by Group and identifying which meeting they attended.
- Attendance reported as percentage for each group for each meeting.
- By member, but not by group.
- In a special appendix to the report but not submitted as part of the report.
- By providing hyperlinks to the minutes of meetings so that they could be viewed by those interested.
- Noting that all meetings were quorate but giving no detail.
- Noting apologies but not attendance.

5.3.2 Some SACREs reported on whether meetings were quorate, often linked to Covid-19 restrictions and alternative arrangements but not all. One SACRE gave a list of who was at each meeting and it was clear that at least one of the meetings was inquorate but no mention was made of that. One SACRE reported:

*Membership in each of the four groups is inconsistent and as a result some meetings have been inquorate. SACRE has requested that the local authority supports them in identifying faith/community leaders to support their membership.*

5.3.3 A small number of SACRE reports ( $\leq 4\%$ ) appended a constitution to the report submitted. It was not clear why, but this did enable readers to compare the membership of SACRE with the membership required by the constitution.

5.3.4 *The Religious Education (Meetings of Local Conferences and Councils) Regulations 1994: UK Statutory Instruments 1994 No. 1304* (see footnote 6).

No SACRE reported on issues relating to SI 1994: 1304, although there clearly were issues due to Covid-19 restrictions and how these were managed when restrictions were lifted.

## 6. Religious Education

This section covers advice to the LA from SACREs, advice and support for schools, monitoring RE and Agreed Syllabus Review. Some of what is in paragraphs 4.1 – 4.2 will also feature in this section as the reports were written when the impact of Covid-19 was a major concern for SACREs. Quotes from section 4 will be referenced but not repeated.



## 6.1 Advice to the local authority

6.1.1 NASACRE's guidance on SACRE Annual Reports<sup>9</sup> states:

*The main purpose of the annual report is to hold the LA to account, by informing the Secretary of State and key partners what advice SACRE gave the LA during the year and how that was responded to; this includes advice on RE and Collective Worship in those schools for which the LA has responsibility.*

This is consonant with government advice based on the requirements of the Education Reform Act 1988<sup>10</sup> and subsequent consolidated legislation.

6.1.2 During the year under report 33% of SACREs reported that they had advised the LA on matters relating to RE. Although one SACRE simply stated:

*No specific advice was given to the local authority during this academic year.*

6.1.3 In some of these reports the advice related to resourcing and funding SACRE and Agreed Syllabus reviews:

*Advice was given to the local authority around the necessity to review the current RE agreed syllabus and to ensure that schools were aware of what would be in place for September 2021-2026.*

6.1.4 Other SACREs advised on matters relating to schools and their statutory or contractual duties (in the case of Academies), for example:

*SACRE also advised the local authority on contacting schools who did not appear to be fulfilling legal requirements for RE provision or who were entering no or low pupil numbers for exams in RE.*

6.1.5 One SACRE submitted its report to a scrutiny committee recommending it to comment on and to note:

*The work of SACRE in the implementation of the Local Agreed Syllabus, raising the profile and importance of religious education and supporting the high-quality teaching of Religious Education in schools and academies.*

This was a rare case that indicated the way that a SACRE communicates with its local authority. Looking at the report, though, it did not mention the response of the scrutiny committee to its previous report.

---

9

[https://nasacre.org.uk/file/nasacre/SACRE Annual Reports necessary desir.pdf#:~:text=The%20main%20purpose%20of%20the%20annual%20report%20is,responsibility.%20Suggested%20structure%20to%20the%20annual%20report%3A%201.](https://nasacre.org.uk/file/nasacre/SACRE%20Annual%20Reports%20necessary%20desir.pdf#:~:text=The%20main%20purpose%20of%20the%20annual%20report%20is,responsibility.%20Suggested%20structure%20to%20the%20annual%20report%3A%201.)

10

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/281929/Collective\\_worship\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281929/Collective_worship_in_schools.pdf) see paragraphs 98 - 100.

6.1.6 Another area of advice to the LA was SACRE membership, as noted above in 5.3.3, and requests such as:

*To review the membership of SACRE to ensure it reflects the breadth and diversity of the borough in terms of faiths and beliefs.*

This example emphasises the role of the LA as the appointing body and may indicate that some LAs are not taking their responsibilities seriously.

6.1.7 What was not evident, other than in response to advice to convene an Agreed Syllabus Conference, was what the response of the local authority was to the advice of SACRE. To that extent it appears that the conversation is one way but that may not be the case, it may simply be that SACREs are not reporting on the LA's response to its advice other than in a request for funding or the convening of an Agreed Syllabus Conference.

## 6.2 Monitoring RE

### *Monitoring in general*

6.2.1 As noted in 2.2 many SACREs found it impossible to monitor RE in schools due to restrictions relating to the pandemic. Despite this around 42% of SACREs engaged in some form of monitoring of RE.

*SACRE developed and approved a monitoring questionnaire in the academic year 2020-21 and this was circulated to schools in September 2021. In future years this will strengthen monitoring. In 2020-21 the main focus of monitoring was through the review of the locally Agreed Syllabus. Consultation with teachers took place via a questionnaire and the Agreed Syllabus Conference.*

*A representative monitoring group has met virtually during the period of this report, at a suitable time before each full SACRE meeting in order to monitor the effectiveness of the Agreed Syllabus.*

6.2.2 Where SACREs monitored RE in schools, including Academies, one tool was scrutinising schools' websites to see they stated about RE in the school, the curriculum offer and other details such as attainment in Religious Studies. The following is one example of a SACRE's reported findings:

*School websites were trawled for evidence of RE provision i.e. details of what was being taught in each year group as required by law. In secondaries, this was made more complex by the fact that many schools include RE under different headings. Some secondary findings were quite disturbing and were followed up.*

### *Monitoring primary RE*

6.2.3 42% of SACREs reported monitoring primary RE. This was predominantly done through online teacher events, such as primary support groups, where teachers were asked questions and had discussions about RE in their schools and the impact of the pandemic.



*Conversations with teachers at network meetings and training events strongly suggest that teachers have continued to provide excellent RE provision despite the challenges of the pandemic.*

#### *Monitoring secondary RE*

6.2.4 42% of SACREs also reported monitoring non-examination RE in secondary schools on a similar basis to that for primary schools. Existing networks of teachers provided a valuable resource for SACREs. Fewer SACREs reported on examination performance (GCSE 35% and A Level 19%). Where examination results were reported on this was predominantly historic with the latest published results being recorded and noting that results for the previous year were unavailable. As noted in 4.2.5 (above) online meetings with teachers were an opportunity to ask questions about GCSE and A Level attainment to see if the results were in line with the expectation of the school for each candidate.

#### *Complaints about RE in schools<sup>11</sup>*

6.2.5 56% of SACREs reported that they monitored complaints about RE in the schools that come under their remit. Only one SACRE received a complaint about the RE curriculum in a secondary school:

*During the year there was one parental complaint about religious education referred to SACRE. This involved a secondary school in the borough and their teaching of Hinduism. The RE Advisor worked individually with this school to review and enhance their curriculum materials relating to the specific aspect of Hinduism raised as a concern, develop the subject leaders' substantive knowledge of Hinduism and raise awareness of common misconceptions. Subsequently, the subject lead and the parent concerned have confirmed they were pleased with the support provided.*

Whilst there was only one formal complaint about RE in a school dealt with by a SACRE another SACRE noted:

*However, SACRE has been made aware of a few concerns made by parents and members of the community in relation to some content used in lessons, and some references used on the Agreed Syllabus website.*

Therefore, the absence of formal complaints does not imply that there isn't discontent with RE in some areas but that these issues are resolved before they become formal complaints to the local authority and referred to SACRE.

#### *Withdrawals from RE*

6.2.6 30% of SACREs mentioned withdrawals from RE, of these 41% stated that pupils had been withdrawn and presented the statistics in a variety of ways. One SACRE reported on a year by year basis over a five-year period. Other SACREs reported only for the year under report. Here are some examples:

*Data collected from schools would suggest that a small proportion of pupils are withdrawn from RE and CW across the county. Pupils come from the following*

---

<sup>11</sup> Schools here does not include Academies, Free Schools or maintained Aided schools,

*religious backgrounds: 57% Jehovah's Witnesses, 18% Muslim, 3% Plymouth Brethren, 3% Humanist and 19% unrecorded.*

*From the LA's monitoring of schools, we know that 70 pupils have been withdrawn from RE lessons across primary and secondary schools*

*SACRE have been officially informed of six pupils withdrawn from RE from two schools.*

*Some schools have contacted the RE Consultant about withdrawal of pupils and been given advice on how to deal with this.*

One SACRE had no hard data but commented:

*Anecdotally, however it seems that the number of children and young people being withdrawn from RE continues to be low and not an issue for concern.*

Where SACREs stated that there had been no withdrawal some caveated that was on the basis it had not been brought to their attention.

*Training for RE (including Agreed Syllabus implementation)*

6.2.7 40% of SACREs reported that training for schools had taken place during the year, especially where a new agreed syllabus had been introduced. Training was predominantly online and delivered through existing networks supported by an advisor, consultant or consultancy. Some SACREs gave specific course details and noted their wider benefits:

*Training provided was virtual and as follows:*

- *Primary Twilight Teaching Christianity*
- *Half day 'What makes an effective Primary RE Lead*
- *Primary Twilight Teaching Islam*
- *Half day 'Implementation and Impact of Primary RE*
- *Primary Twilight Creating Communities of Enquiry*
- *Half day 'How to monitor progress in RE'*

*These courses are well received and have good attendance. They also provide opportunities to discuss national RE trends and discussions. As well as feedback on what further support teachers require.*

*Structured professional development has been provided through the following courses, all on-line:*

- *Primary RE Network: held each term after the school day, with about 20 teachers regularly attending*
- *Intent, Implementation and Impact: supporting schools preparing their 'Intent' statements and designing a curriculum (8)*
- *Three Faiths: developing subject knowledge of Judaism, Islam and Sikhism through a series of three webinars and including a guest from the respective faith community (about 15)*
- *RE Coordinator training: two linked evening sessions to support RE lead teachers (run twice) (22)*

*More informal and ad-hoc support has been provided through email, zoom and phone calls and through a limited number of RE reviews.*

6.2.8 Only 7% of SACREs reported on their monitoring of training and its impact. The role of SACREs in ensuring the quality of resources and training courses in the delivery of the agreed syllabus has long been expected of SACRE, as can be seen in Education Reform Act 1988 s11 (2) consolidated in the [1996 Education Act](#) and reflected in the comment in [Circular 1/94](#):

*It is for a LEA to decide what matters it wishes to refer to its SACRE; but the 1988 Act says that these should include, in particular, methods of teaching, the choice of teaching material and the provision of teacher training.*

Noting that the LA should take a lead on this and positively decide what it should refer to SACRE. Given that the LA remains responsible for the quality of education provision for the children who live in the authority this extends to Academies and even other authorities where appropriate<sup>12</sup>.

### 6.3 Advice to schools and Agreed Syllabus Review

#### *Advice to schools*

6.3.1 49% of SACREs reported on advice that they have made available to schools, some of which was produced by SACREs before the time period under report. The most common type of advice related to the implementation of the Agreed Syllabus but there was also advice more broadly than that relating to the curriculum, such as advice on fasting during Ramadan or the wearing of the K's for Amritdhari pupils. At times SACREs reported that advice was given but only in general terms:

*Advice about curriculum delivery was given via the SACRE newsletter.*

6.3.2 SACREs also reported on making available national documents to schools to inform them in such a way as to influence teachers, such as:

*Commissioned projects including those linked to Research awards (NASACRE/ Westhill/ CSGT/ Young Ambassadors/ WIRE award) have been shared and offered to schools free of charge to increase engagement and interest in RE.*

6.3.3 Whilst some SACREs did report on feedback from teachers at training events and network meetings they did not report on the impact that advice had on schools or how it had changed the way schools delivered RE or used resources.

#### *Agreed Syllabus Review*

6.3.4 51% of SACREs reported that a new syllabus was being implemented, that a review had started or was in process or had just completed. Some SACREs reported on their advice to the LA that the syllabus needed reviewing in line with statute<sup>13</sup> and that there were funding implications to that. Where the local authority's syllabus was

---

<sup>12</sup> [The Children Act 2004 c. 31 Part 2 General Section 10 \(2\)](#):

<sup>13</sup> In line with The Agreed Syllabus for Religious Education (Prescribed Period) Order 1999: UK Statutory Instruments 1999 No. 1728.

shared with other authorities or written in collaboration with a consultancy or publisher this was usually stated.

## 7. Collective Worship

### 7.1 Advice to the local authority

9% of SACREs reported that they had given advice to the local authority with regard to collective worship. This included asking the LA to provide data on collective worship, to remind schools of the requirement to provide collective worship and on how to deal with specific issues arising in the LA's schools:

*The RE consultant to SACRE has given advice to the local authority on a number of occasions in 2020/2021. Some of these have fallen into assistance with parental objections to a part of collective worship. The meetings often have to unpack cultural and religious objections, offering a great learning experience for parents as well as school leaders.*

### 7.2 Monitoring Collective Worship

7.2.1 23% of SACRE reported positively monitoring collective worship in schools, one report stated:

*We monitor Collective Worship by scrutinising Ofsted reports, through conversations with teachers/local clergy/ministers and a SACRE member who participates in school Collective Acts of Worship.*

Other SACREs where monitoring collective worship was mentioned reported that it could not happen as a result of the pandemic, see section 4 above.

7.2.2 Other authorities have a systematic approach to monitoring collective worship by using surveys or scrutinising schools' websites:

*In April 2021, SACRE undertook a survey in our schools to find out about the delivery of Collective Worship. Fourteen schools sent in replies to the survey and the findings show that there are differing approaches across our schools. Only one school had any requests to withdraw children from CW and none had considered applying for a Determination.*

*Monitoring RE and Collective Worship is discussed at each meeting. The SACRE had spent time checking all the websites of schools, looking for information on these two items.*

7.2.3 There are recognised challenges to monitoring collective worship:

*SACRE continues to hold the provision of good quality collective worship to be of paramount importance, such that it features frequently in our meetings. Some resources and materials have been provided to schools and will continue to be available via the new LA website. A picture of what Collective Worship (CW) has been gained from schools attending networks, and through contact with/requests from members of SACRE, but not all schools across the Borough have provided feedback.*

*SACRE finds that compliance with legal requirements in primary schools continues to be good. Because of constraints on space in secondary schools, compliance with legal requirements remains a cause for concern in most schools. SACRE has therefore included supporting Collective Worship in Secondary schools a priority in its 3-Year Action Plan 2021-2024.*

7.2.4 Some SACREs reported monitoring visits to schools by SACRE members but during the pandemic most monitoring occurred through virtual meetings with RE teachers.

### 7.3 Advice to schools

7.3.1 45% of SACREs reported that they had provided advice on collective worship to schools. Much of this was signposting schools to existing resources such as model policies, protocols around visitors to collective worship, policies on withdrawal and advice on topics and resources for collective worship.

*SACRE have previously provided resources for use in school assemblies including guidance on Collective Worship with ideas and suggestions for quality collective worship is on the LA's website.*

7.3.2 As noted in 4.2 the pandemic caused particular challenges, at time leading to SACREs postponing their plans, but some SACREs continued to give advice and support:

*Due to Covid restrictions collective worship/assemblies have been significantly curtailed during the last year, but support has been given to help schools access virtual input for this important aspect of school life.*

This support in some areas extended to pupils schooled at home during the first lockdown and one SACRE reported feedback for the resources it had produced:

*“Daily collective worship during lockdown provided an essential link between school and home and was much appreciated by our families from the feedback we received. We are grateful for the resources SACRE produced to support us during this time.”*

7.3.3 On the whole SACREs either gave advice to schools or to the local authority on collective worship, with only one SACRE gave advice to both the LA and schools (1.8%). In part this appears due to lack of information that SACREs had about what is happening in schools during the pandemic. According to some reports this situation was not helped by a lack of reporting on Collective Worship by Ofsted. Whilst there has been a national review of RE as a curriculum subject there is nothing equivalent in relation to collective worship. Hence, SACREs have a responsibility for an area that is part of the school's day which appears to be a low priority nationally and locally. As a result of this there is a sense of frustration on the part of some SACREs as can be seen from the following quote (that also references RE):

*The SACRE has only limited information about the quality of RE provision in schools in addition to the information about the outcomes of public*



*examinations in secondary schools. The SACRE does not make local-authority-wide checks on the extent to which all schools comply fully with the legal requirements for RE. Information mostly comes from any visits made to schools each year by the RE consultant, informally from staff at the local schools and contact with RE subject leaders on the SACRE. Very little information is provided in current Ofsted reports about RE or collective worship in the local area. The SACRE continues to believe that it is a matter of considerable regret that Ofsted no longer makes rigorous checks on the extent of compliance with statutory requirements for RE and collective worship when schools, especially secondary schools, are inspected.*

## 7.4 Determinations and withdrawals

### *Determinations*

7.4.1 Of the 77% of SACREs that mentioned determinations in their annual reports the vast majority reported that there had been no applications for a determination. Where determinations had been made SACREs reported on each application and the period to which the determination applied.

### *Withdrawals*

7.4.2 Where withdrawals were reported on this was often groups with withdrawals from RE (see 6.2.6 above). The 30% of SACREs that reported on withdrawals from also reported on withdrawals from RE. As mentioned in 6.2.6 one SACRE presented detailed statistics showing the pattern over time, such as:

*The LA officer to SACRE informs the Chair and Vice Chair of any completed or rescinded requests.*

*2020/21 1 from Collective Worship 2020/21 3 from RE*

*2019/20 9 from Collective Worship 2019/20 7 from RE*

*2018/19 14 from Collective Worship 2018/19 11 from RE*

*2017/18 11 from Collective Worship 2017/18 4 from RE*

*2016/17 13 from Collective Worship 2106/17 9 from RE*

This approach enables readers to have a longer-term view and to determine whether there is a pattern that can be observed. In this case it appears that withdrawals are becoming less common over time, there is no reason given for this. Of significance here, though, is the role of the LA in the process as opposed to individual schools.

## 8 Other features of SACRE annual reports

### *Development plans*

8.1 It was notable that some SACREs published their development plans (33%) and in some instances these were used as a basis for self-evaluation. On the whole SACREs did not report on their progress in terms of the development plan within the body of the report, although one SACRE RAG rated the plan.

### *Communication with schools*

8.2 79% of SACREs used e-newsletter or e-bulletins to communicate with schools. The frequency of these bulletins varies, and the pandemic had an impact on some

SACREs normal pattern. The most frequent pattern was a termly newsletter going to all schools. The impact of these was not reported on.

#### *Relationships and Sex Education (RSE) and Health Education*<sup>14</sup>

8.3 Since the change in the law regarding relationships and sex education 4 SACREs (7%) reported an involvement in RSE. The involvement of SACREs relate to their relationships with faith communities and indicates the trust that these communities have in SACREs. This is obvious in the following quote:

*At the start of the academic year Odcombe<sup>15</sup> SACRE discussed implications of the Relationships and Sex Education (RSE) requirements particularly for Jewish faith schools. It was agreed that a working party would be set up, with the proviso of creating some guidance for these schools demonstrating how they could support the delivery of the requirements in a manner that reflects the ethos of the school.*

There is a recognition that SACREs do not have a remit for RSE/RSHE but that they can make a valuable contribution to this issue due to their connections across communities within the authority. In the one area of England four SACREs are working in collaboration, as stated:

*Standing Advisory Councils on RE (SACREs) are responsible for what their title says, Religious Education. We do not have a remit for RSHE and point schools and parents to the national and local guidance provided. However, recognising the links between RSHE and beliefs, East Coker SACRE, in partnership with West Coker, North Coker and Holywell, felt it would be helpful to offer some signposts and support to schools, teachers, parents and governors.*

*In September, they formed a small working group of SACRE members and local authority advisers to prepare an anthology of authentic and diverse faith perspectives on the areas covered in RSHE, along with some basic background information. Over the year the group presided over the compilation of these materials and involved over 40 members of faith communities, including SACRE members.*

One SACRE reported:

*There was an update from the RSE steering group, which had provided extensive support for schools in the formal introduction of Relationships and Sex Education (RSE) in Barwick schools. Schools had valued this, especially the resource "Getting to grips with the new RSHE curriculum" and were appropriately resourced for its implementation.*

---

<sup>14</sup> <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<sup>15</sup> The names of SACREs have been replaced by the names of villages within walking distance of the author on the principle that no SACRE is named, see Appendix 3.

### *Equalities legislation*

8.4 A further SACRE also reported on its position on equality focusing solely on sexual orientation:

#### *Equality*

*When using the locally Agreed Syllabus, the SACRE has made it clear that schools need to take into account the position that some faith groups take with regard to human sexuality, so that LGBT (Lesbian, Gay, Bi sexual, and Transgendered) young people are not made to feel vulnerable when these issues are being explored.*

## 9 Conclusion

9.1 During the reading of the reports, organising the data and writing this report three themes emerged, these were audience, relationships and creativity.

### *Audience*

9.2 Some SACREs added their distribution lists to the report, but it was not clear who the audience was. If the Annual Report is to be sent to the Secretary of State reporting on the LA's response to SACREs advice, then it needs to be constructed in such a way that it fulfils that primary purpose. Given that local authorities have a responsibility to ensure the quality of education provided for the children who live in the authority's area, advice to the LA includes all schools irrespective of their status as maintained or independent. If the LA does not act on the advice of SACRE, then it must be held to account and as the provision in statute is to send the report to the Secretary of State it is reasonable to assume that it should be written with that audience in mind. This does not deny that there are other audiences, and they too need accommodating. Of course, there is then the question of what the Secretary of State is expected to do in light of reports submitted,

### *Relationships*

9.3 One of the things that stand out from reading the reports is that some SACREs have strong relationships with their LA and within their LA. As a result they are seen as trusted bodies that can act as brokers in difficult situations, such as RSE/RSHE (see 8.3). It is not clear why this is the case and needs further reflection. It may be because of the attitudes and opinions within the LA but similarly it might be to do with SACRE members themselves. Research into this area would be valuable.

### *Creativity*

9.4 Despite the pandemic it was clear that some SACREs have been highly creative. Where that is the case it would be worth NASACRE identifying innovative practice, identifying the conditions that allow SACREs to flourish and publishing case studies to enable all SACREs to reflect on their own practice.

Dr David Hampshire FRSA  
15 May 2022



## Appendix 1

### Categories used to analyse SACRE Annual Reports

1. Attendance
  - a. Notes on attendance
2. Professional support
3. Budget specified
4. RE Advice to the LA
5. RE Advice to schools (including non-LA)
6. CW monitoring
7. CW Advice to the LA
8. CW Advice to schools
9. Withdrawal
10. Determinations
11. Complaints monitored
12. Monitoring Primary RE
13. Monitoring Secondary RE:
  - a. non-examination
  - b. Standards GCSE
  - c. Standards A Level
14. Agreed Syllabus Review
15. Training and support for AS implementation and RE
16. Monitoring training for schools
17. Covid-19
18. Communication (newsletter)
19. Development Plan
20. Collaboration/links to other bodies
21. RSE/Health Education

**Appendix 2:** SACREs reporting by category (maximum n57/100%)

<b>Category</b>	<b>Number of SACREs reporting by the end of April 2022</b>	<b>Percentage of SACREs that submitted a report by end of April 2022</b>
Attendance	34	59.64
Professional support	48	84.20
Funding/Budget	43	77.20
Budget specified	19	33.35
RE Advice to the LA	18	33.35
RE Advice to all schools	28	49.10
CW monitoring	13	22.80
CW Advice to the LA	5	8.80
CW Advice to all schools	26	45.60
Withdrawal	17	29.80
Determinations	44	77.20
Complaints monitored	32	56.15
Monitoring Primary RE	24	42.10
Secondary Standards: non-examination	24	42.10
Standards GCSE	20	35.10
Standards A Level	11	19.30
Agreed Syllabus Review	29	50.90
Training and support for AS implementation and RE	40	70.20
Monitoring training for schools	4	7.00
Covid-19	56	98.25
Communication (newsletter)	34	59.65
Development Plan	19	33.35
Collaboration/links to other bodies	45	78.95
RSE/Health Education	4	7.00

Note: percentages are rounded to the nearest 0 or 5 at the second decimal point.

### Appendix 3: Research Ethics

The author is a member of the British Educational Research Association and the British Sociological Association, and the Ethical standards expected by both bodies were applied during the research; see,

British Educational Research Association:

<https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>,  
and

British Sociological Association:

[https://www.britisoc.co.uk/media/24310/bsa\\_statement\\_of\\_ethical\\_practice.pdf](https://www.britisoc.co.uk/media/24310/bsa_statement_of_ethical_practice.pdf).

During the research no local authority, SACRE, SACRE member, clerk to SACRE or RE Advisor or consultant was contacted for comment. SACRE Annual Reports are public documents the working presumption was that they were intended to be read by the interested public.

All data has been anonymised and no SACRE singled out for comment, a list of reports submitted to NASACRE and/or DfE are available on request and appear on the NASACRE website, when submitted. Where SACRE reports are quoted this has been for illustrative purposes not to make a judgement on the report used or the particular SACRE.





**HAMPSHIRE  
STANDING ADVISORY COUNCIL FOR RELIGIOUS  
EDUCATION**

**ANNUAL REPORT 2020/21**

# Glossary of Terms

AREIAC....	Association of Religious Education Inspectors Advisers and Consultants
AULRE.....	Association of University Lecturers in Religious Education
CPD.....	Continuing Professional Development
CoRE.....	Commission on Religious Education
E Bacc .....	English Baccalaureate: Secondary schools in England are measured on the number of young people who are entered for the E Bacc. The E Bacc is a set of GCSEs (or other approved qualifications) in subjects as defined by the Department for Education (DfE). The subjects that comprise the EBacc are English (both literature and language), mathematics, history or geography, two sciences (which could include computing science) and an ancient or modern foreign language
EMTAS.....	Ethnic Minority and Travellers Achievement Services
GCSE.....	General Certificate of Secondary Education
HIAS .....	Hampshire Inspection and Advisory Services
ICT.....	Information and Communication Technology
KS.....	Key Stage
LA.....	Local Authority
NASACRE...	National Association of Standing Advisory Councils for Religious Education
NATRE.....	National Association of Teachers of Religious Education
NQT.....	Newly Qualified Teacher
OFSTED.....	Office for Standards in Education
PGCE.....	Post Graduate Certificate of Education
PPA.....	Planning, Preparation and Assessment
RE.....	Religious Education
REC.....	Religious Education Council
SACRE.....	Standing Advisory Council for Religious Education
SAPERE .....	Society for the Advancement of Philosophical Enquiry and Reflection in Education
SCITT.....	School Centred Initial Teacher Training
SEF.....	Self-Evaluation Form
SIP.....	School Improvement Partner
SMSC.....	Spiritual, Moral, Social and Cultural
VLE.....	Virtual Learning Environment
WRAP.....	Workshop to Raise Awareness of Prevent

# HAMPSHIRE SACRE ANNUAL REPORT 2020/21

## Foreword from Chair of SACRE

I am writing this report having taken over as Chairman of Hampshire SACRE in May 2021. I am delighted to present in this annual report the achievements and other activities of SACRE that have taken place in the last year.

The key activity in the last year has been the work alongside three other neighbouring authorities in the review and revision of the Locally Agreed Syllabus. I am grateful to all the SACRE members, teachers and our SACRE Advisers who have undertaken this great piece of work.

I am greatly encouraged by the diversity of membership of Hampshire SACRE and the commitment to religious education across the county of Hampshire. Meetings are well attended, and I have been impressed at how all members are focused on ensuring all Hampshire children and young people have access to the best advice and support for religious education possible, regardless of where they go to school.

SACRE Monitoring Group meets once each term some weeks before the full SACRE. This detailed reflection on religious education ensures SACRE is well prepared to make decisions regarding provision of training and other issues. SACRE is well served by an experienced Clerk based in democratic services and HIAS professional advisers ensure SACRE is informed and up to date about all issues concerning religious education locally and nationally.

I am grateful for the work and dedication of all colleagues, and how all together we ensure high quality religious education in Hampshire.

Councillor Elaine Still

## Introduction to the Hampshire Context

Hampshire SACRE continues to be held in high regard locally, regionally, and nationally for the way it functions to support high quality religious education (RE) in Hampshire Schools. During the period of the COVID-19 pandemic in this reporting year, SACRE has continued to work closely with the inspection and advisory service (HIAS) to ensure that LA schools keep RE central to their wider curriculum planning. This has been a challenging time, however evidence gathered and presented to the monitoring group reveals that this support has been effective and welcome during a period of considerable challenge for schools.

During this period the review and revision of the Locally Agreed Syllabus, Living Difference III (LDIII) has taken place. All the meetings and consultations have taken place virtually. The intention is to ensure that, in a context of considerable dialogue and debate about the future of the subject in the RE community nationally, Hampshire RE maintains respect as a theoretically well-grounded educational approach to religious education.

Senior leadership teams and teachers of RE in Hampshire primary, and secondary and special schools have continued to have access to a high level of quality support and guidance through the period of this report, which has been heavily impacted by COVID-19. During this reporting period, this support has all been provided virtually by well-qualified professionals working in the inspection and advisory service (HIAS), guided and regularly monitored by SACRE. Hampshire continues to have two inspector/advisers, part time for RE, available to give professional advice to SACRE. Primary support has continued at three days per week through this period, with the County Inspector/Adviser continuing to oversee both History and RE with a special focus on secondary RE. Direct professional support to secondary schools increased during the period of this report. Monitoring in various ways continued to show that RE thrives where support from the senior leadership team for RE is strong.

Due to COVID-19 pressures, and other restrictions on schools during this reporting year, Hampshire SACRE Youth Voice has not been able to meet.

## **Management of SACRE**

LA support to SACRE has remained constant over the past 12 years. SACRE is well-supported by an experienced clerk located in democratic services. In addition, SACRE is currently provided with 20 days inspector time for the support of its activities. Additional funding of 5 Inspector days continued in 2020-21 for SACRE monitoring visits to schools.

Standards and quality of provision for Religious Education in Hampshire schools is regularly and systematically monitored by the SACRE Monitoring Group. During 2020/21 findings have been regularly submitted to the full SACRE at its termly meetings.

## **Attendance at SACRE by Committee 2020/21**

During the period of this report, Local Government elections were held in May 2021. New SACRE membership was appointed at Hampshire County Council AGM in May 2021 following the elections. Some new members were appointed at this time, including a new Chairman and Vice-Chairman.

### **Group A**

Faiths represented:

Baha'i	Methodist
Baptist	Muslim (2)
Buddhist	Roman Catholic
Church of Jesus Christ of the Latter-Day Saints	Salvation Army
Fellowship of Independent Evangelical Churches	Sikh
Hindu	Society of Friends
Jewish	United Reformed Church

**Group B** - Church of England – 4 members + 1 deputy



**Group C** – Teachers Liaison Panel (TLP) - 4 members + 2 deputies  
This includes representatives from a Sixth Form College, Secondary, Special and Primary Schools and a Head Teacher.

**Group D** – County Councillors – 4 members + 3 deputies

**Co-opted members** representing:

Higher Education (2)  
Humanist  
Academy  
School Governors

3 November 2020 – virtual meeting on Teams

Group A – 9/12 – 75%  
Group B – 4/5 – 80%  
Group C – 5/6 – 83%  
Group D - 4/4 – 100%  
Co-opted – 4/4 – 100%

2 March 2021 – virtual meeting on Teams

Group A – 7/11- 63%  
Group B – 2/4 – 50%  
Group C – 4/6 – 67%  
Group D – 4/4 – 100%  
Co-opted – 1/4 - 25%

29 June 2021 – virtual informal briefing

Group A – 6/12 – 50%  
Group B – 4/5 – 80%  
Group C – 4/6 – 67%  
Group D – 4/4 – 100%  
Co-opted – 4/5 – 80%

SACRE has been able to find representatives for some previous vacancies, however, SACRE is still seeking representatives from the URC and Church of Latter-Day Saints following the elections.

### **Training available to SACRE Members.**

Training is regularly made available to SACRE members by SACRE officers when there are enough new members to require this. Training is also offered to all members to ensure regular opportunities for all SACRE to refresh their knowledge of SACRE's role and responsibilities and familiarise themselves with the Locally Agreed Syllabus. SACRE members are all encouraged to access NASACRE training and website information.

## **SACRE Advice to Statutory Bodies**

### **(a) Review of agreed syllabus: Living Difference III**

Living Difference III was launched in December 2016. In line with the legal requirement to review the Locally Agreed Syllabus every 5 years, the Agreed Syllabus Conference (ASC) agreed in February 2020 to commence a review of this syllabus.

The review has been continuing during the whole of the period covered by this report, 2020-2021 and built on a survey that was undertaken in December 2019 and a teacher focus group in January 2020 prior to the respective Agreed Syllabus Conferences.

In July 2020, a virtual meeting took place between SACRE members in the 4 authorities who are closely linked with this syllabus and were reviewing the syllabus together. Between this date and a similar meeting in July 2021, various teacher consultation meetings took place virtually. All the way through the consultations and revision proposals teachers have been involved with giving feedback and sharing in making proposals. There have been many meetings also with scholars in the field; this is both educationalists as well as experts in various religious traditions.

### **(b) Advice to the Local Authority**

SACRE offers advice to the Local Authority regarding religious education. During this period the Agreed Syllabus Conference has been reviewing and revising the locally Agreed Syllabus. As the review has got underway during the period covered by this report, the monitoring of the effectiveness and implementation of the existing agreed syllabus Living Difference III, which came into effect in December 2016, has been even more focused. SACRE has continued to advise the LA regarding the effectiveness of Living Difference III and standards of RE across Hampshire.

### **(c) Advice given to Schools**

SACRE ensures that high quality advice is available to schools in a number of ways.

1. SACRE members, accompanied by a SACRE officer, visit primary and secondary schools through LA funding for up to 5 days HIAS Adviser time. During the period of this report, it has not been possible to make face to face visits due to national COVID-19 regulations. Other ways of monitoring virtually have been undertaken and reported to the Monitoring Group which has met regularly during this period.
2. SACRE officers have continued to work 1:1 with heads of department in secondary schools and subject leaders in primary schools through the Hampshire Inspection and Advisory Service management partnership arrangements. This has continued virtually during the period of COVID-19 restrictions. In addition, primary staff meetings with all teachers and support staff have taken place.
3. SACRE officers have continued to run secondary and primary network meetings virtually through this period. It has been found that the virtual format has increased teacher attendance at network meetings, where good practice for teaching RE can be shared along with other updates regarding Living Difference III. All this has

contributed to raising standards in RE in Hampshire schools. All these groups are also registered with NATRE.

4. Primary and secondary conferences had to be cancelled in this period.

#### **(d) Advice given to Government or other statutory bodies**

Both HIAS Advisers are active in the national RE arena and, therefore, able to ensure Hampshire RE continues to be in the national/public eye, as well as being part of national discussions regarding religious education. The primary adviser has taken up the position of co-chair of the Association of RE Inspectors, Advisers and Consultants (AREIAC) during this period, whilst SACRE's professional adviser continues to be an elected member of the board of the Religious Education Council (REC) of England and Wales, and also sits on the education committee.

## **SACRE Monitoring of Standards and Quality of Provision of RE**

### **(a) Public Examinations in 2020 and 2021**

**GCSE Full Course.** GCSE and GCE Religious Studies examinations did not take place in the summer of 2020 or 2021. Grades were awarded on the basis of teacher assessments and no subject level data was released to local authorities from individual schools.

However, in light of data that was available and other conversations with heads of department, SACRE remains concerned about the percentage of young people overall across Hampshire who are able to access a GCSE course.

### **(b) Progress and attainment in RE not covered by public examinations**

There are several examples of very good practice in non-examination, core RE courses, taught to all students at KS4 across Hampshire that are known to SACRE. Such courses ensure that young people are taught at the same level of challenge as a GCSE course. When taught with the Age-Related Expectations (AREs) in Living Difference III, SACRE is aware that this will be the case. Although there are some schools where young people are not able to access their entitlement for RE either in part or at all at KS4, SACRE's monitoring and action during the last few years has resulted in some changes in this regard. During the period of this report, SACRE has been able to ensure more head teachers are aware of their responsibilities and are taking action to improve provision.

Regarding RE in Hampshire primary schools, SACRE monitoring visits within KS1 and KS2 reveals, in many cases, that RE leadership is strong in Hampshire. During the COVID-19 pandemic, while schools were teaching online, some teaching of RE will have become weaker. This is something to address in the coming year. The importance of subject leaders being equipped and confident to lead staff in their own schools has never been more important to secure improvement in RE in the primary school. SACRE is ensuring teachers

continue to have access to high quality continuing professional education opportunities offered through HIAS.

### **(c) The Quality of RE provision in Hampshire schools**

Monitoring visits undertaken virtually during this period, taken together with attendance at Inspector/Advisor courses and RE network meetings and steering groups continue to indicate that most schools are compliant with the requirements of the Locally Agreed Syllabus at Key Stages 1, 2 and 3. In the primary phase allocation of time for RE is usually good. During the period of second and additional lockdowns, RE has been limited in places. However, this seems to have picked up as soon as face to face teaching became possible. In the secondary phase time allocation for all pupils at KS3 continues to be good in most schools and was still taught during periods of remote teaching.

At KS4, where GCSE is being taught, time allocation for young people undertaking GCSE is usually at least in accordance with the time requirements of the Locally Agreed Syllabus. Teaching during COVID-19 for GCSE has also been good, with only limited restrictions being heard of anecdotally across the county.

SACRE has been monitoring the teaching of core RE at KS4 and has been especially concerned to ensure all young people are able to access their entitlement to religious education in this phase of secondary school life. There does seem to have been an increase in interest in improving KS4 provision across the authority. This will be monitored more closely once the COVID-19 restrictions have been lifted and presented in a future SACRE report.

### **(d) Withdrawal from RE**

Due to COVID-19, SACRE has been unable to undertake its annual survey regarding requests to schools to withdraw children and young people from Collective Worship and Religious Education in Hampshire schools in this reporting period. Anecdotally, however it seems that the number of children and young people being withdrawn from RE continues to be low and not an issue for concern. As soon as possible, SACRE will once more survey schools.

### **(e) Complaints about RE**

No complaints have been received about RE under the local statutory complaint's procedure during the period of this report.

### **(f) Implementation and monitoring of the Agreed Syllabus**

A programme of training for Governors (through governor services), as well as senior leaders in schools through other HIAS channels as part of regular school improvement practice, on how to implement the Locally Agreed Syllabus continues. Living Difference III continues to be monitored for effectiveness through the Monitoring Group, which meets once each term before the full SACRE and reporting to the SACRE.

**(g) SACRE support to schools and school improvement through events and training**

The SACRE officers continue to be responsive to the needs of teachers in Hampshire and offer a range of training and other support (as discussed elsewhere in this report) through the County Council, Learning Zone (LZ) and Hampshire Teaching and Leadership College (HTLC) supported by the Hampshire Inspection and Advisory Service (HIAS) advisers and inspectors. A full programme of in-service training courses has been provided.

Around 88 teachers were booked to attend one of 6 regional groups in 2020/21. The number of teachers registered to attend was far higher, and the table below indicates where teachers were unable to attend for various unexpected reasons. Primary attendance at network meetings compares extremely favourably to the 77 teachers who attended in 2019/20; 40 who attended in 2018/19 and 55 who attended in 2017/18. Attending primary networks reflects the renewed interest by Ofsted in the whole curriculum. The regional nature of network meetings ensures opportunities are available for religious education subject leaders to be well-prepared by SACRE Advisers to teach Living Difference III. During the period of this report, due to COVID-19, all primary network meetings were held online.

Three well-attended additional subject knowledge booster webinars were run online for primary teachers and a session for newly qualified primary teachers. The primary RE Conference in 2021 is taking place as part of the Launch of Living Difference IV in November 2021. Primary and secondary steering groups meet each term to develop materials and guidance which is disseminated by the SACRE support officers on the county RE website as well as through publications available for sale from the RE Centre.

The numbers of teachers attending the Secondary RE Networks have increased in this reporting year as a result of the meetings being virtual.

These meetings have also functioned as consultation meetings regarding proposed revisions to Living Difference III. The Secondary RE Annual Conference had to be cancelled in October 2020 due to COVID-19.

<b>20/21</b>	<b>Total delegates attended</b>	<b>Total delegates registered on LZ</b>
Primary RE Networks - MS TEAMS		
Fareham	21	28
Eastleigh	11	15
Basingstoke	3	4
Winchester	23	28
St Francis Special School	6	7
Aldershot	6	6
<b>Total</b>	<b>70</b>	<b>88</b>
	<b>Total delegates attended over 3 sessions</b>	<b>Total delegates registered on LZ</b>

Secondary Re Network - MS TEAMS 1 session per term	39	41
<b>Total</b>	<b>39</b>	<b>41</b>
	<b>Total delegates attended</b>	<b>Total delegates registered on LZ</b>
Collective worship	4	4
<b>Total</b>	<b>4</b>	<b>4</b>
	<b>Total delegates attended</b>	<b>Total delegates registered on LZ</b>
RE and New Ofsted	18	18
<b>Total</b>	<b>18</b>	<b>18</b>
	<b>Total delegates attended</b>	<b>Total delegates registered on LZ</b>
Primary RE - Christianity (Webinar)	5	5
Primary RE - Hinduism (Webinar)	7	8
Primary RE - Islam (Webinar)	7	8
Reviewing SMSC Provision - Requirement to Promote Fundamental British Values 20-21 Webinar	8	8
Assessment in Religious Education for the Primary Phase 2020-21 (Webinar)	10	11
How to Manage RE Effectively in KS1 and KS2 2020-21 (Webinar)	9	9
Using Understanding Christianity with Living Difference III 2020-21 (Webinar)	5	5

The 'Moodle' subscription service offered to schools through Hampshire Inspection and Advisory Service is an online 'platform' where materials written by SACRE Advisers can be made available to teachers. This is in addition to the opportunity teachers have to access materials for teaching Living Difference III through the Hampshire Website.

**The County RE Curriculum Centre** continues to support the work of teachers across Hampshire and the Isle of Wight. During the academic year 2020/21 there were 393 subscribers to the Centre including some schools from other local authorities. It is usually used by RE teachers and others for viewing and loaning resources, as a meeting place for planning, consultations, and training and as a source for inspiration and information. However, it has not been possible for teachers to meet and visit in the centre during the period of this report, due to COVID-19. The Centre during this period has been housed in

the same building as the County History Curriculum Centre, providing a streamlined service to schools and an opportunity for wider dissemination of information between the different users of the centres.

During the period of this report the centre has continued to be open for business and remain active, loaning artifact boxes and selling packs. Packs are available for purchase through the RE Centre and are very popular with schools. The Centre Manager, Lydia Revett, has continued to market a wide range of artifact boxes which are loaned to schools resulting in a continued increase to the RE Centre's income and, as a result, further investment in resources. Lydia returned to work in the building from September 2020. Early Years Foundation Stage framework changes necessitated the *RE and Foundation Stage* pack to be comprehensively revised. However, in light of the ongoing review of the Locally Agreed Syllabus, no new teaching packs have been made during this period. Lydia Revett has continued to be available to give guidance and direct teachers to already developed materials to assist in the making of RE units of study, and in other ways support the implementation of the agreed syllabus for RE.

**Separate curriculum updates for Primary and Secondary schools** are available twice each year via subscription, electronically or as hard copy, and on the HIAS RE website. Matters covered in newsletters in the past year continue to focus on local and national concerns including planning advice to support the teaching of RE according to the Hampshire Agreed Syllabus Living Difference III. Teachers continued to express the value of these newsletters during this period, especially in light of the difficulties presented by COVID-19. The Interfaith Calendar was produced for 2021.

It has not been possible to work on developing any new primary packs in this reporting period because of the impact of COVID-19.

### **Links to broader teacher education and other community initiatives in relation to religious education**

During the period of this report, two Hampshire secondary teachers were accepted onto the national RE leadership programme supported by the Culham St Gabriel's Trust commencing September 2021. Both teachers are part of the Hampshire Secondary RE Steering group and have experience of presenting at conferences and being involved with RE research. One teacher has been accepted into the Stage 2 programme and the other into the Stage 1 programme.

The County Inspector/Adviser and Primary Adviser maintain good contacts with local and regional initial teacher education providers who are training new specialist RE teachers. Student numbers on secondary PGCE courses across England were high during 2020/21 including at Winchester, UCL/IOE, and Bristol where the SACRE County Inspector/Adviser was able to contribute virtual sessions on Living Difference III. However, during this period, it was announced that the bursary for training as a secondary RE teacher was to be withdrawn for applicants for 2021/22. Schools continue to advertise vacancies on the Hampshire website, Hantsweb.

Secondary NQT (newly qualified teachers) recruitment in 2020/21 was reduced. It is assumed that in light of the COVID-19 pandemic, there have been fewer posts available since teachers have been seeking stability and less movement. SACRE continued to monitor recruitment, since ensuring specialist RE teachers are in post in secondary schools

and well qualified informed teachers are appointed into primary schools is essential. Support continues to be offered to new teachers as well as continuing development of expertise through the whole of a teacher's career. In this way SACRE ensures there are always teachers experienced with the Locally Agreed Syllabus ready to teach and take up RE leadership in the county.

**Youth Voice to SACRE:** was not able to meet during the period of this report. This was due to the impact of the COVID-19 pandemic on schools. It is envisaged that this group will reconvene when circumstances allow. Youth Voice to SACRE is important to SACRE and prior to this year had met once each term since September 2013. This group has been supported by SACRE members who play an active part in sustaining the group, especially working with the teachers who bring the young people to Youth Voice meetings.

**South Central SACRE hub:** Hampshire SACRE has offered leadership to chairs and professional advisers of neighbouring SACREs for around 10 years. During the period of this report the hub has continued to meet virtually with around 10 SACREs attending regularly, discussing key national issues for RE and their implication for the local SACREs in addition to giving support on particular local issues. During this period several SACREs have either been reviewing their Locally Agreed Syllabus or making plans to do so. This forum has offered an important place to discuss shared issues. Other matters discussed have been the Commission on RE recommendation in relation to 'worldviews' as well as the Ofsted Research review published in May 2021.

## **SACRE Monitoring of Standards and Quality of Provision of Collective Worship**

### **(a) Compliance with statutory requirement and the quality of collective worship**

SACRE gathers evidence about collective worship in Hampshire from various sources including: -

- work with secondary and primary development groups (ongoing)
- collective worship professional education course for teachers
- reports provided by the county RE Inspectors in relation to their work with schools
- GCSE data
- reports from Ofsted secondary school visits mentioning RE

SACRE finds that compliance with legal requirements in primary schools continues to be good. Because of constraints on space in secondary schools, compliance with legal requirements remains a cause for concern in most schools. SACRE has therefore included supporting Collective Worship in Secondary schools a priority in its 3-Year Action Plan 2021-2024.

SACRE has the capacity to respond to schools' needs in understanding their responsibilities for collective worship. Recently schools have become more alert to their responsibilities because of the requirement to teach fundamental British Values and prepare children for life in modern Britain through promoting Spiritual, Moral, Social and



Cultural (SMSC) development. However, there continues to be a demand for the collective worship pack available from the County Religious Education Curriculum Centre.

### **(b) Complaints about Collective Worship**

No complaints have been received about collective worship under the local statutory complaints' procedure during the period of this report.

## **Contribution of SACRE to the Wider Local Authority Agenda**

### **SACRE's contribution to other agendas**

SACRE Inspector/Advisers continue to be involved in the training of teachers, senior leaders and governors in relation to raising awareness of extremism. This is contextualised in the local Hampshire context, particularly in relation to the UN Convention on the Rights of the Child and the place of RE in the whole school curriculum. This training for school leaders and school governors gives an opportunity to ensure school leaders and managers of Hampshire schools are fully aware of what RE, through the approach in Living Difference III, can bring to these complex areas.

### **SACRE's Contribution to the LA's public sector equality duty**

Hampshire SACRE takes seriously its contribution to the LA's public sector equality duty. For example, it seeks, by taking care that SACRE membership reflects the diversity of the local community and, where possible, by developing close links with faith communities represented on SACRE.

Contact is maintained between Hampshire's Ethnic Minority and Travellers Achievement Service (EMTAS) and those developing the Rights Respecting Education work across the county and the RE inspectors. A pattern of talks from representatives of different faith communities has been paused during the extraordinary arrangements made due to the COVID-19 pandemic. However, it is planned to continue with this as soon as possible at the start of each SACRE meeting. SACRE supported the production of the 2021 Hampshire Interfaith Calendar (an art competition established in Hampshire schools supporting Living Difference III).

## **Conclusion**

SACRE's three-year development plan for 2021-2024 has been developed during the period of this report (attached to this report: see Appendix 1). This reveals how SACRE plans to continue to meet its responsibilities monitoring the effectiveness of the current locally agreed syllabus *Living Difference III* as well as its revised successor *Living Difference IV*.

Hampshire SACRE continues to be effective because of the steady commitment of SACRE members, alongside the active support of the LA. Support given by Hampshire County Council to its SACRE is significant in a number of practical ways, including funding Monitoring visits and in ensuring two RE Inspector /Advisors with specialist expertise in primary and secondary RE are in post.

## APPENDIX 1

### Hampshire SACRE 3-year Action Plan for academic years 2021/22, 2022/23 & 2023/24

The purpose of this Action Plan is to support SACRE in fulfilling its statutory duties. Action plan agreed at full SACRE meeting in November 2021. Developed by SACRE members together with the County RE Inspector Advisers indicating key actions that Hampshire SACRE wishes to undertake during this period

No.	Actions	who	Target completion date	Intended outcomes	Status and RAG rating
<b>1.</b>	<b>Maintaining SACRE Effectiveness and leadership</b>				
1.1	SACRE to meet once each term and be quorate	County Inspector Adviser(s) and SACRE Clerk	Once each term	For Hampshire SACRE to be effective	
1.2	Representative appointments to all four Groups of SACRE to be in place	County Inspector Adviser and SACRE Clerk	In line with County Council Cycle and when otherwise necessary	For Hampshire SACRE to be effective	
1.3	Regular training offered to new SACRE members	County Inspector Adviser(s)	Once each year	For Hampshire SACRE to be effective	Green
1.4	Training regularly offered to all SACRE members, especially regarding new national initiatives relevant to RE	County Inspector Adviser(s)	When necessary	For Hampshire SACRE to be effective	Green
1.5	SACRE Support South Central SACRE RE Hub	County Inspector/Adviser (s) and SACRE Chair and Vice Chair and other interested SACRE members	Two - three meetings each year	For Hampshire SACRE to be effective and offer leadership to other SACREs in the region.	Green

1.6	SACRE should review its constitution in the life of this Action Plan together with Hampshire Legal Services		2022	For the constitutional review to have been completed	
<b>2.</b>	<b>Implementation of Locally Agreed Syllabus: Living Difference IV</b>				
2.1	Agreed Syllabus Conference to adopt Living Difference IV in November 2021	Professional Advisers to SACRE	November 2021	For Living Difference IV to have been adopted	Green
2.2	Formulate joint SACRE communication strategy across all 4 local authorities regarding key messages in Living Difference IV	SACREs of the 4 owning authorities via the South Central RE Hub meetings	November 2021	Implementation strategy to have been agreed	
2.3	Training in Living Difference IV to take place for Secondary and Primary Governing body training sessions	SACRE Advisers together with Hampshire Governor Services	Completed February 2022		
2.4	Training in Living Difference IV to take place for Secondary and Primary head teachers at regular briefing sessions	SACRE Advisers	February 2022 and thereafter as part of a rolling programme	Training to be taking place	
2.5	Working together with Adviser to London Boroughs who have adopted Living Difference IV with a view to readoption	SACRE Advisers	Spring 2022 and ongoing	For this to be taking place	

2.6	Research/ collate data in relation to implementation of LDIV, including religions studied and KS2/3 transition	SACRE Advisers	Spring 2022 and ongoing	For research data in relation to implementation to be consistently being gathered	
<b>3.</b>	<b>Monitoring the effectiveness of Locally Agreed Syllabus</b>				
3.1	Monitoring Group to meet once each term and reporting to full SACRE	SACRE Monitoring group and RE Inspector Advisers	Once each term	For Hampshire SACRE to be effective	Green
3.1.2	Monitoring visits (virtual and face to face) to take place in schools. Relevant findings to be applied to future visits and professional education	SACRE Monitoring group and RE Inspector Advisers	Once each term	Monitoring visits take place each financial year, anonymised findings presented to SACRE	
3.1.3	Monitoring and reporting of GCSE results	SACRE Monitoring group and Secondary RE Inspector Adviser	Once each year	Data considered by Monitoring Group once each year and findings presented to SACRE	
3.1.4	Monitoring and reporting on non-examination core RE taught at KS4 in LA secondary schools	SACRE Monitoring group and Secondary RE Inspector Adviser	Once each year	Findings considered by monitoring group and presented to SACRE	
3.1.5	Monitoring group reporting on other HIAS visits made to schools in relation to RE	SACRE and RE Advisers	Once each term	Findings considered by monitoring group and presented to SACRE	Green
3.1.6	Monitoring group reporting on Ofsted visits to Hampshire	SACRE Monitoring group + RE Inspector	Once each term	Analysis of data from Ofsted reports considered by	

	schools mentioning or inferring messages about Religious Education	Adviser(s)		monitoring group and presented to SACRE	
3.2	SACRE liaise with Governor Services regarding training for school governors on GB responsibility for RE at all key stages	SACRE Monitoring group and RE Inspector Advisers	Once each term	Analysis of information from HIAS school visits to Hampshire Schools	Green
<b>4.</b>	<b>Meeting Training Needs of Hampshire teachers and school leaders</b>				
4.1	Review training offer in light of Living Difference IV	Hampshire RE Inspector/Advisers	July 2021	Identify gaps in current training provision	
4.2	Audit current training provision across partner SACREs	Hampshire RE Inspector/Advisers	Ongoing	Identify gaps in current training provision	
4.3	Ensure training in place for Living Difference IV that will enable contact with heads of department and subject leaders in all Local Authority Schools and beyond	Hampshire RE Inspector/Advisers	Ongoing	Ensure induction training in Living Difference IV is in place	
4.4	Adapt and augment existing pattern of professional education 'offer' in Hampshire to ensure thorough implementation of	Hampshire RE Inspector/Advisers	Ongoing	CPD available to ensure effective implementation of <i>Living Difference IV</i> across authorities using it and for those leading and	

	<i>Living Difference IV</i> across Authorities using <i>Living Difference III</i> e.g., in London)			managing RE.	
4.5	Ensure a rolling programme of briefings for heads is in place regarding <i>Living Difference IV</i> across the Local Authorities	Hampshire RE Inspector/Advisers + HIAS School Improvement leaders	Ongoing	For this to be taking place	
4.6	Ensure a rolling programme of briefings for school governors is in place regarding <i>Living Difference IV</i> across the 4 main Local Authorities	Hampshire RE Inspector/Advisers + other school improvement colleagues in the respective authorities	Ongoing	For this to be taking place	
4.7	Adapt training offer to ensure thorough implementation of <i>Living Difference IV</i> across Authorities using <i>Living Difference III</i> (e.g. in London)	Hampshire RE Advisers	During academic year 2023/24	For this to be taking place	
4.8	In the case of Academies in Hampshire: They are encouraged to use the syllabus and access training. However, the integrity of <i>Living Difference</i> is not compromised	Hampshire RE Advisers	Ongoing	For constructive conversations to be taking place with Multi Academy Chains operational within the area of Hampshire and other authorities using LDIV	

<b>5.</b>	<b>Resourcing Living Difference IV</b>				
5.1	Audit existing publications identifying need for new publications	Hampshire RE Inspector/Advisers together with Hampshire RE Curriculum Centre manager and SACRE members where appropriate	ongoing	Relevant publications available for teachers using Living Difference IV	
<b>6.</b>	<b>SACRE Youth Voice</b>				
6.1	Meet once each term	County Inspector Adviser	Once each term	For the meetings to take place	
6.2	Annual Summer Youth Voice Conference	County Inspector Adviser	July each year	For the conference to happen and be reviewed/evaluated	
6.3	Link more secondary schools with their primary clusters for listening to Young People's views on religious education in particular localities	HIAS RE Advisers	Ongoing	For this to be taking place in several areas of the authority in the lifetime of the syllabus	
<b>7.</b>	<b>Collective Worship</b>				
7.1	For monitoring of the provision for Collective Worship to be taking place in secondary schools	HIAS RE Advisers	Ongoing	During the three-year period for information to be gathered to inform SACRE of the picture for Collective worship across Hampshire Secondary Schools.	



7.2	For monitoring of the provision for Collective Worship to be taking place in primary schools	HIAS RE Advisers	Ongoing	During the three-year period for information to be gathered to inform SACRE of the picture for Collective worship across Hampshire Primary Schools.	
7.3	For training to be provided for both primary and secondary school leaders on Collective Worship	HIAS RE Advisers	Ongoing	For training to be offered and for uptake to be good.	Amber





London Borough of Newham

# **ANNUAL REPORT 2020-2021**

## **STANDING ADVISORY COUNCIL on RELIGIOUS EDUCATION (SACRE)**

**Contents**

*Page*

<b>1</b>	<b>Introduction and Overview</b>	<b>3</b>
<b>2</b>	<b>Standards and quality of provision of Religious Education</b>	<b>7</b>
<b>3</b>	<b>Standards and quality of provision of Collective Worship</b>	<b>9</b>
<b>4</b>	<b>SACRE links with other bodies</b>	<b>10</b>
<b>5</b>	<b>SACRE Contribution to support schools through events and training</b>	<b>11</b>
<b>6</b>	<b>SACREs own arrangements</b>	<b>11</b>

**Appendices**

<b>1</b>	<b>SACRE membership</b>	<b>13</b>
<b>2</b>	<b>Priorities for RE/SACRE 2020-21</b>	<b>14</b>
<b>3</b>	<b>SACRE recovery RE curriculum ideas</b>	<b>16</b>

**Section 1 Introduction**

It is a great pleasure and privilege to be able to present Newham SACRE's Annual Report for 2020/21. I can report that thanks to the leadership of our SACRE consultant and advisor, Claire Clinton, and thanks to the continued commitment of the SACRE team, Newham SACRE has been able to continue to meet and support the teaching and learning of RE in our Newham schools, despite the continued challenges of the pandemic.

There is much to celebrate in this report, not least the hard work and effort of our Newham RE teachers, and the young people in Newham, who continued to deliver high quality teaching and learning in RE, despite all of the challenges they faced moving between in-person and online teaching. Other successes to highlight include the work that was completed at the start of the academic year, when a recovery curriculum for RE was written and published. This provided ideas for schools that would support planning for catching up from possible lost learning from 2019/20 and prepared schools for the possibility of having to move between classroom based teaching and online learning during the academic year. Newham SACRE was also able to provide advice on collective worship and how to continue to ensure this took place, when meeting together in large groups was prohibited.

I would also like to celebrate the fact that throughout 2020/21, Newham SACRE met online and was quorate at all of its meetings. The meetings were live-streamed and recorded. I would like to thank all of the SACRE members for continuing to make this adaptation this year and for all of their support and contributions in these meetings.

Also this year, Newham SACRE has been hard at work, ensuring that that the agreed syllabus work continued despite the pandemic. By using online meeting spaces, Newham SACRE was able to consult on all aspects of the agreed syllabus, and its associated planning, with representatives from a range of faith groups. This resulted in ideas and advice that will be included in the new syllabus and the schemes of work, due to be published in 2022.

I have no doubt that with the help and commitment of our SACRE members, SACRE consultant, and with the continued support of Newham Council, we will be able to continue to provide excellent support and advice to all Newham schools in the year ahead.

Marie Hardie – Newham SACRE chair

**Section 1 Overview**

Since 1988, it has been a requirement that every local education authority (LA) has a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship (CW) - in practice every SACRE has developed its own particular style and character.

Newham SACRE, which begun its work in 1989, has certainly developed its own particular style and character as this report will testify.

Some of the notable features of SACRE's work during 2020-2021 are included in this report, namely its support out to schools and its involvement with our agreed syllabus development – working with different religion and worldview leaders and teachers across all key stages. There have been a teacher working group reviewing and writing schemes of work for RE units and resources – they have met 4 times all together during the year, however most work has taken place in sub groups working within a specific key stage. SACRE members have also met in 7 sub-group working on knowledge coverage (key concepts, theology, philosophy, values and practices) within religion and worldviews.

### Newham SACRE Annual Report 2020-21

It is a legislative requirement that each SACRE produces an annual report of its work and that this is sent to the Department for Education (DfE), NASACRE, to local schools and to other interested parties. Newham LA makes this report available publicly through their website.

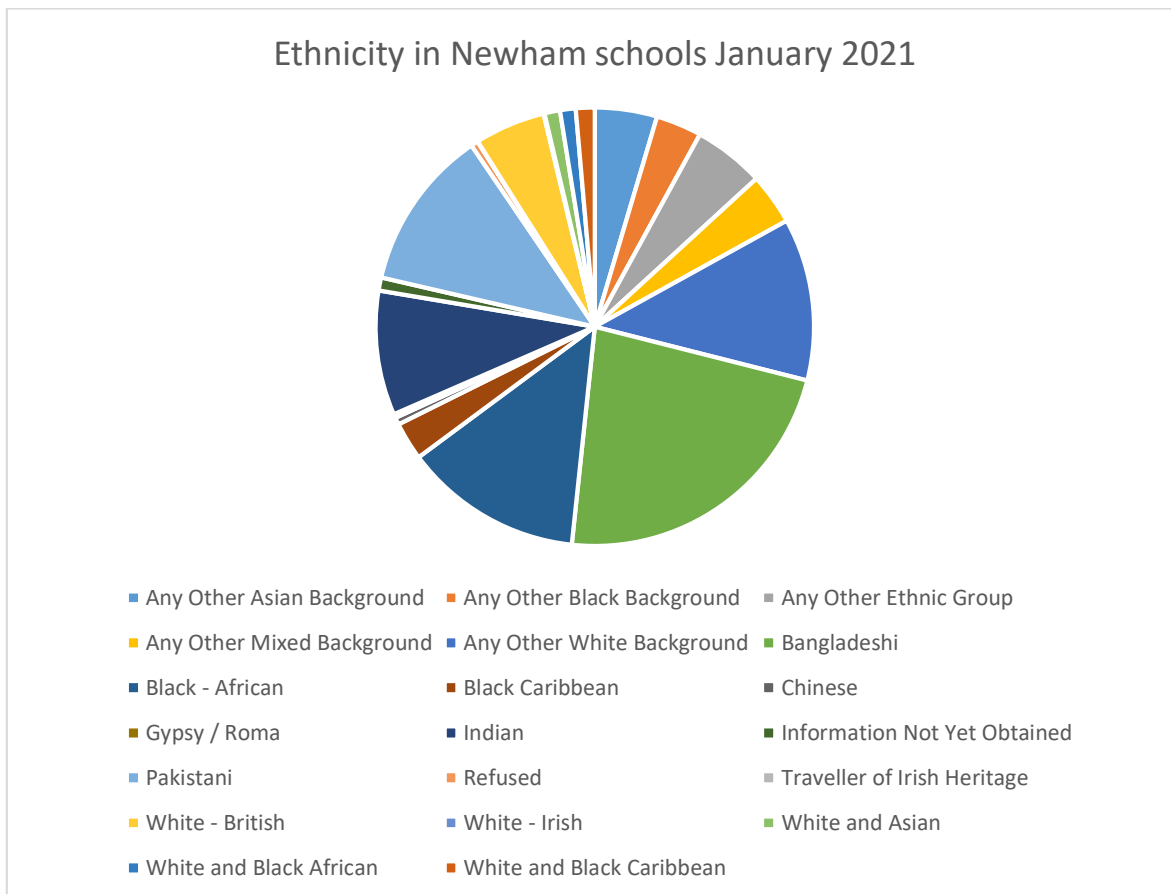
SACRE met three times across the academic year 2020-21. Due to the pandemic these meetings were held on zoom and live streamed on YouTube as a public meeting in accordance with the LA procedures. This has ensured that SACRE has continued to be active and discharge its responsibilities fully.

October 2020	Live on Newham tube channel via Zoom
February 2020	Live on Newham tube channel via Zoom
June 2021	Live on Newham tube channel via Zoom

### Background to the Borough

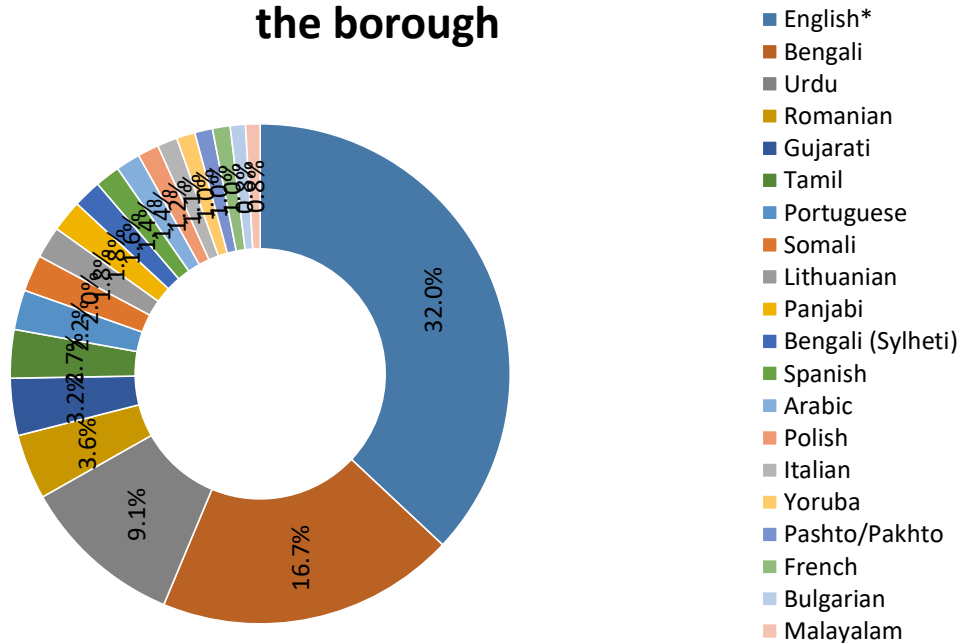
Newham is one of the most dynamic parts of the country. It has a youthful population, not an ageing one as in many other areas. There is an energy here that few other places can match. It is at the heart of one the largest areas of urban redevelopment in Europe. The Newham school census in January 2021 tells us there were 64,257 children and young people aged 4-19 on school and pupil numbers.

According to the 2011 census there were around 86,200 children and young people aged 19 or under in Newham. They make up 28% of the total population in the borough. For comparison, across London as a whole, children and young people are 24% of the population. The number of children and young people in Newham is an important feature of the area.



January School Census, 2021

## Languages with the largest numbers of speakers within the borough

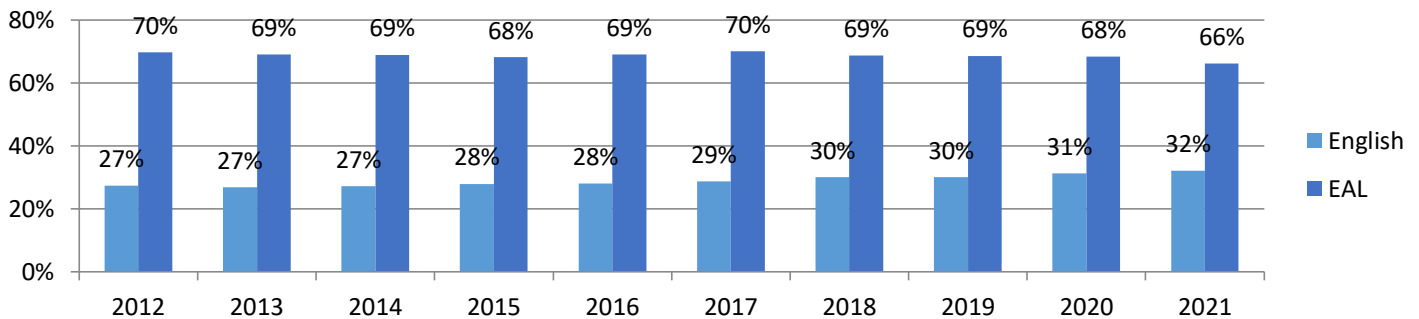


January School Census, 2021

Data shown are for languages or groups of languages where there are 500 or more speakers within the borough

English is the most frequently recorded first language spoken, just under one third of all pupils in Newham schools speak English as their first language.

## Proportion of School Population Speaking English and English as an additional language



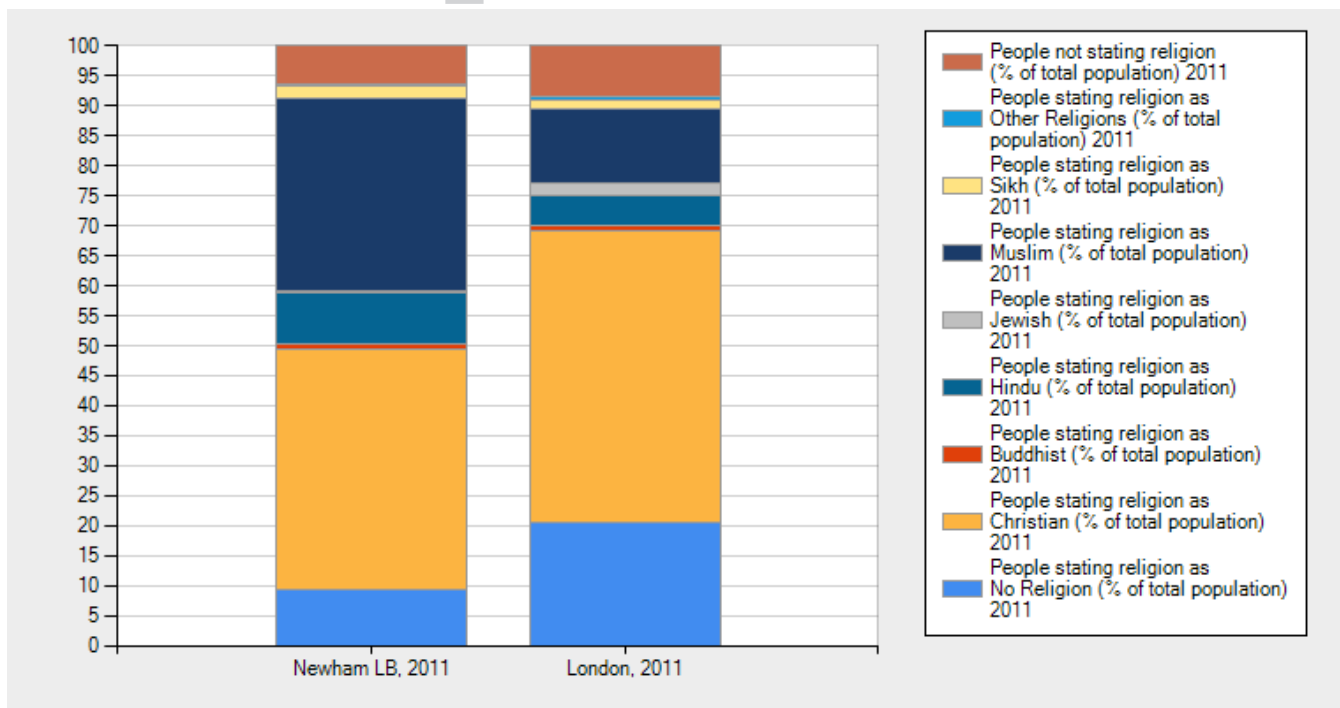
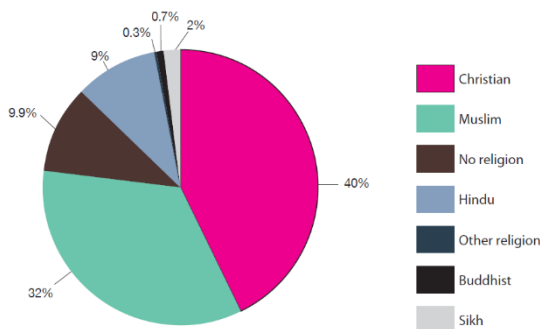
There were 20 different languages spoken by at least 500 pupils across all of Newham’s schools, and in total there were 207 languages spoken by at least 1 pupil. This, with the ethnicity break down within schools, shows there is a rich diversity within Newham schools that the teaching of Religious Education embraces.

In the 2011 Census, Newham had the largest proportion of non-white, non-British ethnic groups in the country. Around 93% of children and young people were from these groups; the largest proportions were of Bangladeshi (18%) and Black African (16%) origin. However, the vast majority (85%) of Newham’s 0-15 year olds were born in the UK. This diversity is also expressed in terms of faiths. In the 2011 Census, 40% of the population said they were Christian, 32% Muslim (2<sup>nd</sup> highest figure for a Muslim population of a borough in the UK) and 9% Hindu, with the rest of the population members of other faith groups or with no religious affiliation. Newham is also an area of high mobility.

Figures from 2011 census

Religion	Number of people	Percentage
Christian	123,119	40%
Muslim	98,456	32%
None (includes agnostics, atheists)	29,373	9.4%
Hindu	26,962	9%
Non-stated	19,775	6.4%
Sikh	6,421	2.1%
Buddhist	2,446	0.7%
Other	1,090	0.3%
Jewish	342	0.1%

Newham Census 2011



Similarly, religious affiliation has not changed significantly, over four-fifths of residents (83%) regard themselves as belonging to a particular religion, which is far higher than both the London (61%) and the national averages (52%). Just 17% say they have no religion. Christianity is still the largest religion in Newham (37% residents say they are Christian), followed by Islam (32%) and Hinduism (10%). (Taken from Understanding Newham 2018)



## Section 2 Standards and quality of provision of Religious Education (RE)

- 2.1 Within Newham, advice is available to schools around RE through four forms:
- The Newham Agreed Syllabus <https://www.newham.gov.uk/schools-education/school-curriculum/6> and support schemes of work
  - the SACRE RE consultant
  - regular CPD opportunities for RE and
  - SACRE documents being sent electronically into every school.
- 2.2 The RE consultant to SACRE has given advice to the local authority on a number of occasions in 2020/2021. Some of these have fallen into assistance with parental objections to a part of the school curriculum on the basis of religion. The meetings often have to unpack cultural rather than religious objections, offering a great learning experience for parents as well as school leaders.

A larger piece of work for SACRE and the RE consultant was deciding to create a recovery RE curriculum for schools for the Autumn term 2020. This gave schools the option to lift the normal Agreed Syllabus legislation and provide RE in a different way, giving time to teachers and schools to process lockdown and think together about big questions. In monitoring schools we have discovered half of all schools used these resources, and half decided to carry on as usual with their RE. For those schools who did use our recovery curriculum they told us:

“They had such good topic to support children's wellbeing and help them settle in after going through such hard times.” Ranelagh Primary School

SACRE sent out updated advice on Ramadan and fasting in schools for pupils in January 2021, which was received well by schools. The SACRE consultant also provided training for local faith leaders on the content of the RE syllabus, hosting school visits to their places of worship and due to the pandemic how to do virtual visits to places of worship during lockdown.

- 2.3 The SACRE short film on the value of RE continues to be available to watch online at <https://youtu.be/2Dx8Wv2V2ug>. It celebrates the role of SACRE, faith leaders, teachers and pupils in working together successfully in a local area to ensure high quality RE.
- 2.4 Monitoring of RE in schools

From the LA’s monitoring of schools, we know that 70 pupils have been withdrawn from RE lessons across primary and secondary schools from a total of 64,257 pupils. This means that 99.89% of pupils are in Newham RE lessons. This sustains our low figures over the last ten years and SACRE believes this flows from the authority’s emphasis on inclusion, and the hard work of schools to explain the purpose of RE and the importance for all pupils to receive education about others’ beliefs. We are grateful to local faith leaders being prepared to go into schools and talk about this issue directly with families from their own religion to support understanding around the purpose of RE in our area and keep everyone, as far as possible, receiving RE.

### Primary RE

	<b>Outstanding</b>	<b>Good</b>	<b>Needs attention</b>	<b>Inadequate</b>
<b>No. of schools</b>	14	43	2	0
<b>Percentage</b>	24%	73%	3%	0%

Secondary RE

	Outstanding	Good	Needs attention	Inadequate
<b>No. of schools</b>	9	7	0	0
<b>Percentage</b>	56%	44%	0%	0%

2.5 Complaints about RE

There have been no formal complaints received about RE from any Newham schools during 2020-21.

2.6 Public examinations

Due to COVID 19 and lockdown there are no published examination results in RE/RS for summer 2021 that we can analyse as a local authority/SACRE.

Looking to national standards, the Joint Council for Qualifications has published this for GCSE RS results (cumulative percentages).

Subject	Gender	Number Sat	% of Total No. Sat	CUMULATIVE PERCENTAGES by Grade			
				7/A	4/C	1/G	U
Religious Studies	Male	110378 (113026)	3.8 (4.0)	29.3 (26.6)	74.7 (74.7)	98.4 (99.2)	100.0 (100.0)
	Female	132693 (134598)	4.6 (4.7)	46.5 (42.8)	85.7 (86.1)	99.3 (99.7)	100.0 (100.0)
	Male & Female	243071 (247624)	4.2 (4.4)	38.7 (35.4)	80.7 (80.9)	98.9 (99.5)	100.0 (100.0)

Looking to national standards the Joint Council for Qualifications has published this for A-Level RS results (cumulative percentages).

Religious Studies	Male	4285 (3948)	1.3 (1.2)	16.5 (11.2)	42.4 (34.7)	69.4 (62.4)	88.8 (86.4)	96.5 (96.7)	99.6 (99.7)	100.0 (100.0)
	Female	11374 (10616)	2.8 (2.7)	16.3 (11.3)	44.1 (36.6)	73.3 (66.4)	92.3 (89.4)	97.9 (97.6)	99.8 (99.8)	100.0 (100.0)
	Male & Female	15659 (14564)	2.1 (2.0)	16.4 (11.3)	43.6 (36.1)	72.3 (65.3)	91.3 (88.6)	97.5 (97.4)	99.7 (99.8)	100.0 (100.0)

2.6 Newham Agreed Syllabus

The last Newham Agreed Syllabus was published in September 2016. Building on the success of our last syllabus, we started the process of reviewing our agreed syllabus in January 2020. This was then placed on hold in March 2020 due to COVID 19 until March 2021. In the summer term 2021 the teacher working group and religion and worldview representative groups met once more to continue the work on the agreed syllabus text, coverage and content.

There are 25 teachers involved in reviewing the schemes of learning and support materials, and 20 religion and worldviews representatives helping with reviewing content, theology and practices.

2.7 Attainment in RE

Schools continue to make use of the Agreed Syllabus steps from 2016 in assessing pupils' attainment in RE. The RE consultant has worked with primary and secondary subject leaders through network meetings on grading and assessing pupils work in 2020-21.

The RE Advisor would in a normal year systematically review school Ofsted reports in order to maintain an overview of standards within schools, but due to COVID19 we have not been able to do this as Ofsted inspections were put on hold.

Newham has had 5 schools gain a national REQM award in 2020-21. Curwen Primary gained their 3<sup>rd</sup> gold quality mark; Elmhurst Primary gained a gold quality mark; Ranelagh Primary gained a gold quality mark; Star primary gained a gold quality mark; Nelson Primary gained a silver quality mark. SACRE was delighted to see these schools go through the process of accreditation and do so well. All schools gaining a gold award were asked by SACRE to consider joining SACRE teacher group, two schools took up the offer and are now an active part of SACRE.

**Section 3 Standards and quality of provision for Collective worship (CW)**

3.1 Within Newham advice is available to schools around CW through three forms:

- Newham's published advice on CW in schools <https://www.newham.gov.uk/schools-education/school-curriculum/6>
- the SACRE RE consultant and
- An annual collective worship course run by RE Matters.

3.2 The RE consultant to SACRE has given advice to the local authority on a number of occasions in 2020/2021. Some of these have fallen into assistance with parental objections to a part of collective worship. The meetings often have to unpack cultural and religious objections, offering a great learning experience for parents as well as school leaders.

3.3 Compliance with the statutory requirement

Collective Worship has been reviewed and monitored in Newham through the collection of relevant data from schools, which has shown:

Primary CW

<b>Outstanding</b>	<b>Good</b>	<b>Needs attention</b>	<b>Inadequate</b>
14	43	2	0
24%	73%	3%	0%

Secondary CW

<b>Outstanding</b>	<b>Good</b>	<b>Needs attention</b>	<b>Inadequate</b>
6	10	0	0
37.5%	62.5%	0%	0%

### *Newham SACRE Annual Report 2020-21*

From this data it can be seen that 98.5% of schools judged, using our Newham criteria, that their acts of collective worship were good or outstanding.

From the LA's monitoring of schools, we know that 1 pupil has been withdrawn from Collective worship from a total of 64,257 pupils. This means that almost 100% of pupils are in daily acts of collective worship.

For September 2020 SACRE prepared a template for schools of collective worship themes, links and reflections for each day during the Autumn term. Most schools from our monitoring of CW used these centrally produced materials and were very grateful for them. In fact from our teacher members talking at SACRE meetings we heard how CW gained an importance in everyone's day, everyone seeing and understanding the importance of quiet moments and the ability to reflect.

"Daily collective worship during lockdown provided an essential link between school and home and was much appreciated by our families from the feedback we received. We are grateful for the resources SACRE produced to support us during this time." WHCS

- 3.3 Determinations: There were no requests for a determination from schools in 2020-2021, and there were no renewals.
- 3.4 Complaints about collective worship: there were no complaints received by the LA or SACRE about collective worship in 2020-21.

## **Section 4 SACRE links with other bodies**

Nationally: Newham SACRE is a part of NASACRE and the LA consultant is a member of AREIAC, NATRE and the NASACRE executive. SACRE members attended the NASACRE virtual conference in May 2021 and gained a lot of ideas to bring back to what we could do as a SACRE in Newham. SACRE members have also attended the start of the NASACRE virtual monthly training programme.

Locally: Newham Council – Two of our Members are involved wider in the Local Authority. Ellen Kemp is a Member of Newham Councils Overview and Scrutiny Committee and Education, Children and Young People Scrutiny Commission while Councillor James Beckles is also Cabinet Member for Crime and Community Safety.

Governors Forum – Ellen Kemp and Saquat Ali are both on this, and often represents SACRE. Ellen is also the chair of Newham's Governor Association.

Newham has set up annual neighbourhood and faith groups around the borough, bringing the religious and non-religious community together. Many SACRE members are part of these conferences and continue to support project work outside of these meetings, trying to build community cohesion.

We have had Shah Muhmud (Newham's Community Engagement coordinator), Claire Clinton (SACRE consultant) and Rakesh Samplay working with the LA to help support faith groups during COVID 19 lockdown. From this work, the LA now has action plans in all departments that involve religion and worldviews as part of the plans for the development of work within the LA. This is an exciting development.

Councillor Canon Ann Easter (Interfaith cabinet member) along with Shah Muhmud have launched and kept running Newham's Forum of Faiths during lockdown, which many SACRE members are an active part of.

**Section 5 SACRE's contribution to support schools through events and training**

SACRE members have made contributions to initial teacher training by coming to sessions run by Claire Clinton, the SACRE RE consultant, to talk to trainee teachers about their religious practices and beliefs. This was done virtually.

RE Matters with the help of SACRE members made seven films for Key Stage 2 pupils (aged 7-11), and another seven films for Key Stage 1 (aged 5-7). They can be found at <https://youtube.com/playlist?list=PLBm9k0V6w4-WP5S4oStE4flf24aTBntf4> (KS2) and <https://youtube.com/playlist?list=PLBm9k0V6w4-XhqU88mmMXA88OsGMXgOX2> (KS1).

Many SACRE members have hosted virtual school visits to their places of worship throughout the year. SACRE members have also virtually gone into schools to lead collective worship times as well as being a school faith visitor.

Locally SACRE maintains a link with RE Matters (run by the SACRE RE consultant), which provides termly network meetings for all Newham schools on RE, as well as a number of continuing professional development days throughout the academic year (ECT training for RE; RE ITT primary and secondary training through 4 local SCITTs; Junior and Infant RE conference days; SMSC advice; visit a place of worship database and competition; staff meetings). RE Matters runs a student SACRE group, between secondary schools, who meet half termly, and whose chair sits as part of the adult Newham SACRE group. This group for the first time in 18 years had to stop due to lockdown, we tried going on-line, but in the end schools just didn't have enough capacity to be able to join this programme as well. Schools have agreed to start the programme again in September 2021.

**Section 6 SACREs own arrangements**

SACRE has been quorate for all of its meeting in the year September 2020-August 2021.

**Chart of SACRE attendance 2020-2021**

SACRE	Role	07/10/2020	03/02/2021	27/05/2021
Aisha Sheikh	Member	Apol	Y	Abs
Akhter Raouf	Member	Y	Y	Y
Alexa Charalambous	Guest/Member	Y (Guest)	Y	Apol
Asma Hussain	Member	Y	Apol	Y
Charlene McLeod	Member	N/A	Y	Y
Chetna Gandhi	Member	Y	Y	Y
Claire Clinton	Officer	Y	Y	Y
Councillor Aisha Siddiqah	Member	Abs	Apol	Y
Councillor Canon Ann Easter	Member	Y	Y	Y
Councillor James Beckles	Member	Abs	Y	Apol
Councillor Joshua Garfield	Member	Apol	Y	Y
Councillor Pushpa Makwana	Member	Y	Y	Y
Edward Hoyle	Member/Deputy Chair	Y	Y	Y
Elicia Lewis	Member	Y	Y	Y
Erin Docherty	Officer	Y	Apol	Left
Gillian Striesow	Member	Y	Y	Apol
Imam Khalil Laher	Member	Abs	Apol	Abs
Jo Mathias	Member	Y	Y	Abs

*Newham SACRE Annual Report 2020-21*

Dr Jo Sell (Newham RSHE advisor)	Guest	Y	N/A	N/A
Kishor Varsani	Member	Y	Y	Y
Marie Hardie (chair)	Member/Chair	Y	Y	Y
Ms Ellen Kemp	Member	Y	Y	Y
Mariyan Ahmed	Youth SACRE chair	Apol	LEFT	LEFT
Olubusola Daramola	Member	N/A	Y	Abs
Pat McFarlane	Member	Abs	Apol	Apol
Puja Roudh	Member	Apol	Y	Y
Rafiq Patel Minhaj Ul Qur'an	Member	Abs	Abs	Abs
Rakesh Samplay	Member	Y	Apol	Y
Rev Christina Asinugo	Member	Apol	Y	Y
Rev Susan Lucas	Member	Apol	Apol	Left
Ross Paton	Officer	Y	Apol	Y
Ruth Everett	Member	Y	Y	Y
Saquat Ali	Member	Y	Y	Apol
Sarah Heath	Member	Y	Y	Y
Sharmin Ali	Member	Y	Y	Y
Susanna Harskamp	Guest	Y	N/A	N/A
Antonella Burgio	Secretary	Y	Y	Y
Stephen Madigan	Member	Apol	apol	Y
Surinder Singh Jandu	Member	Y	Y	Apol
Taranum Afshan	Member	Y	Y	Y
Venerable Makure Mangala	Member	Y	Y	Abs
Yael Callaghan	Member	Y	Y	Y

**SACRE costs**

*Professional and administrative support*

During the year 2020-21, three LA officers supported SACRE professionally and administratively:

- Claire Clinton as professional SACRE consultant;
- Paul Smith as the Local Authority link office, and
- Antonella Burgio as clerk to SACRE.

*Finance:* The sum of **£22,092.90** was made available through the LA to support the work of SACRE during the year. The sum covered the cost of employing an RE consultant, the cost of clerking SACRE, membership of NASACRE and attending conferences, refreshments, printing and postage for all SACRE meetings. (These figures break down to: £1750 for the clerk to SACRE; printing £135.90; NASACRE membership £95; RE Advisor consultant £20,000; postage £52; NASACRE conference £60).

**Appendix 1 Membership of Newham SACRE 2020-2021**

**Church of England panel**

Ruth Everett  
Rev. Christiana Asinugo  
Ms Ellen Kemp  
Rev Sue Lucas

Rakesh Samplay

**Clerk to SACRE**

Mrs Antonella Burgo

**LA panel**

Councillor James Beckles,  
Saquat Ali (LA Governor rep)  
Councillor Joshua Garfield  
Councillor Aisha Siddiqah  
Councillor Pushpa Makwana  
Councillor Canon Ann Easter

**Other faiths panel**

Kishor Varsani (Hindu)  
Yael Callaghan (Jewish)  
Edward Hoyle (Humanist) **Vice Chair**  
Raffiq Patel (Sufi Muslim)  
Surinder Jandu (Sikh)  
Ahktar Rouf (Sunni Muslim)  
Funke Oham (Free Church - Pentecostal)  
Gillian Striesow (Free Church - Methodist)  
Venerable Mangala (Buddhist)  
Asma Hussain (Shia Muslim)  
Puja Roudh (Sikh)  
Imam Kahlil Laher (Sunni Muslim)  
Sharmin Ali (Sunni Muslim)

**Teacher panel**

Aisha Sheikh  
Chetna Gandhi  
Elicia Lewis - UEL RE Education lead  
Jo Mathias  
Marie Hardie **Chair**  
Pat McFarlene  
Taranum Afshan  
Stephen Madigan – left part way through the year as  
moved out of Borough  
Sarah Heath

**Student SACRE chair and vice-chair**

Maryam Ahmed

**Local Authority lead officers**

Claire Clinton  
Paul Smith  
Shah Muhmud  
Ross Paton/Erin Docherty

Appendix 2 SACRE priorities for 2020-2021

Key:	<span style="display:inline-block; width:15px; height:10px; background-color:darkgreen;"></span> Task completed
	<span style="display:inline-block; width:15px; height:10px; background-color:red;"></span> Task to do
	<span style="display:inline-block; width:15px; height:10px; background-color:blue;"></span> Task started

No	Priority	Date	Process	Outcomes	Cost/resource implications
1	Annual report produced	<p>January 2021</p> <p>Feb 2021</p> <p>Feb 2021</p> <p>April 2021</p> <p>Sept onwards 2021</p> <p>Sept 2021</p> <p>December 2021</p>	<ul style="list-style-type: none"> <li>Publish 2020 report to schools &amp; on LA website</li> <li>Review schools survey at February SACRE meeting 2021, and pass new draft for sending out to schools</li> <li>RE Advisor to e-mail RE subject leaders new 2021 monitoring forms, and ask for monitoring survey to be completed by July 2021</li> <li>RE Advisor to collect returns from schools</li> <li>RE Advisor to write Annual report from September 2021, ready for review at SACRE October 2021 meeting</li> <li>RE Advisor to liaise with LA data team to get 2021 GCSE, A/S exam analysis for RE September 2021</li> <li>Send final Annual Report 2021 to DFE and NASACRE – December 2021</li> </ul>	<ul style="list-style-type: none"> <li>Both the LA &amp; SACRE will know that they are discharging their legal duty to produce an annual report by 31.12.21</li> <li>LA &amp; SACRE will have an overview provided on the implementation of the Agreed Syllabus in schools and school needs around RE and CW</li> </ul>	Total cost of this work to be met from Adviser's commissioned time budget, paid by LA
2	Membership of SACRE	<p>Feb 2021</p> <p>On-going</p> <p>June 2021</p>	<ul style="list-style-type: none"> <li>RE advisor and SACRE members to suggest new recruits: ongoing – especially new religious groups in the Borough</li> <li>Ensure each panel is quorate</li> <li>Work with Mayoral office for new appointment of councillors</li> <li>Review constitution of SACRE with LA</li> <li>Develop Friends of SACRE</li> </ul>	<ul style="list-style-type: none"> <li>a good breath and diversity of faiths established on Newham SACRE</li> <li>SACRE as far as is possible is representative of Newham population</li> </ul>	No cost implication
3	Supporting good RE in schools	<p>January 2021 onwards</p> <p>Feb 2021</p> <p>May 2021</p>	<ul style="list-style-type: none"> <li>Members should visit at least one school to see RE lessons/ CW in progress or help with poetry competition in 2021 – on-going. Changed due to COVID</li> <li>Consider new ways in which SACRE can support excellent RE in Newham schools - ongoing</li> <li>Judge Poetry competition</li> </ul>	<ul style="list-style-type: none"> <li>Members develop a vision and ownership for how SACRE can support good RE in schools</li> <li>Members visit local Newham schools get a better understanding of what good RE looks like</li> </ul>	No cost implication



Newham SACRE Annual Report 2020-21

No	Priority	Date	Process	Outcomes	Cost/resource implications
4	Links to best practice in RE and CW	January 2021  January 2021	<ul style="list-style-type: none"> <li>Secure RE consultant to keep SACRE and LA up to date on legal issues: LA employed Claire Clinton to ensure this is done for 12 months</li> <li>Provide finances for consultant and SACRE member to attend National SACRE AGM May 2021 and London meeting</li> </ul>	<ul style="list-style-type: none"> <li>Fulfil legal requirement to have a SACRE running correctly</li> <li>Reflect on best practice from other authorities and use in Newham</li> </ul>	Funding for 30-35 days work by CC, to be secured for 2021-22
5	Develop our New Agreed Syllabus	January 2021	<ul style="list-style-type: none"> <li>Form a teacher review group and set meetings dates to work on units during summer term 2021</li> <li>Do a survey with teachers (RE leaders at primary and secondary schools) around what they like or don't like about our present AS, and ideas for anything they want included in our new review</li> <li>Share results from survey with SACRE</li> <li>Build upon Barbara Wintersgill's Big Ideas in RE, as well as Exeter University's work on aspects of RE – ensure Newham AS is up to date</li> <li>RE advisor share plan for work with SACRE to ensure everyone is happy with the plan going forward</li> <li>Have an agreed syllabus conference in Nov/Dec 2021, where the text of the new syllabus is agreed</li> <li>Work with LA and design team to forward plan AS being ready for going into school's spring 2022</li> </ul>	<ul style="list-style-type: none"> <li>Fulfil legal requirements to have an up to date AS</li> <li>Reflect on best practice nationally as we develop our present AS</li> <li>Ensure teachers voice is central to the process</li> </ul>	Funding secured from LA for this extra piece of work

# Celebrating Diversity!

## SACRE statement on recovery after lockdown Information for Autumn term 2020

SACRE is mindful of all the pressures on schools and teachers as they return after the pandemic. They met on 18<sup>th</sup> June and discussed what schools should do with their Religious Education (RE) curriculum in the Autumn term. This has led to a conversation with the LA and this statement.

SACRE are clear that as schools welcome more pupils back, RE has an important role to play as it seeks to support pupils to:

- make sense of the world they have experienced
- ask and consider big questions and responses from a range of people
- process and form their own views and opinions

For the Autumn term 2020 SACRE wants to emphasise to schools that it is their legal duty to provide RE for all pupils from the age of 4-19 as part of a broad and balanced curriculum. SACRE wants to allow schools to decide what they do for the **content** of their RE for this term. It may be that schools would like to use their RE time to give pupils time to discuss their thoughts and process their emotions as we collectively come out of lockdown and deal with issues that have arisen in children and young people's lives.

SACRE would suggest that schools who would like to do this consider using their RE time to explore ideas and beliefs around:

- Loss
- Life after death
- Hope
- Suffering
- Big questions like a consideration of 'Where was God during Covid19?' or 'Why do bad things happen to good people?'
- Issues around justice and discrimination

SACRE believes this gives schools the flexibility they may need during the Autumn term to meet the challenges of operating in new and different ways as schools come back together once more.

Schools can of course continue to teach our Newham RE Agreed Syllabus during the Autumn term.

From Spring term 2021 SACRE and the LA would expect all schools to return to teaching the Newham Agreed Syllabus.



## Northumberland Standing Advisory Council on Religious Education (SACRE)

### Annual Report: Academic Year 2020 – 2021

#### Contents

Page	
2	Introduction from the Chair of SACRE
3	SACRE Meetings
3	Agreed Syllabus Conference (ASC) Meetings
3	Statutory responsibilities of SACRE
4	Standards and monitoring of RE
4	Teacher training and materials and advice for schools
5	Withdrawals and complaints
5	Collective worship
5	Determinations
6	Links with other bodies
6	Northumberland SACRE's own arrangements
7	Membership, representation & recruitment
7	Training for SACRE members
7	Finance given to SACRE for its work
7	Circulation details for this Annual Report
8	Appendix A

## An Introduction from the Chair

The work of Northumberland's SACRE has continued and 2020-21 proved to be a difficult year in education. Having taken on the Chair in 2019 it feels like I haven't quite seen what would pass as normal service in schools as yet.

In some respects, our focus has remained the same: monitoring Ofsted reports; looking at the work of individual schools; and reflecting on best practice in the county and elsewhere. However one of our usual foci - considering exam results at GCSE, AS Level and A Level has been impacted by COVID for the second year in succession.

The full impact of COVID is unknown and we continue to be concerned over the future of RE in our secondary and high schools as the subject struggles to remain relevant outside of the EBacc. This may be exacerbated by the pandemic in the sense that core RE/collective worship may have taken a back seat whilst schools have been subject to bubbles and restrictions on larger gatherings.

SACRE supports teachers across the county through RE networks, the [SACRE webpage](#) and the [SACRE newsletter](#). Our aim is to spread best practice.

Resources to support the work of the SACRE continue to be ring-fenced with a specific financial contribution from Northumberland County Council, and the commitment of all SACRE's members continues to be priceless. We depend on the goodwill of a very small central team who have an impact way beyond their number. The same is true of teachers and others working in our schools, many of whom face their own considerable pressures.

It is a privilege to serve as the Chair of the SACRE and to work with a group of dedicated, enthusiastic and knowledgeable members. Our meetings are enjoyable and constructive, and based on shared commitment to the promotion of the best possible provision of teaching and learning. We work in an atmosphere of mutual respect and celebrate what we can learn from each other by reflecting our increasingly diverse communities.

I want to thank all those who have helped us during the last year. These are challenging times, but with challenges come opportunities to bring about change for the better.

**Councillor Guy Renner-Thompson**

**Chairperson, the Northumberland SACRE**

## SACRE Meetings

SACRE met 3 times during the academic year 2020 –2021:

- 18 November 2020 - [minutes](#)
- 3 February 2021 - [minutes](#)
- 14 July 2021 - [minutes](#)

The development plan covering the academic year is available [here](#)

## ASC Working Group Meetings

The ASC working group began operation in February 2021, meeting (virtually) on:

- 22 February - [minutes](#)
- 22 March - [minutes](#)
- 26 April - [minutes](#)
- 24 May - [minutes](#)
- 28 June - [minutes](#)

The first full ASC meeting took place toward the end of the academic year:

- 21 July - [minutes](#)

The committee considered the strengths and weaknesses of the current Agreed Syllabus, changes in demographics in Northumberland since 2016, developments in RE teaching, took feedback from focus groups, and considered the way they wished to move a new syllabus forward. This work will continue into academic year 2021 – 2022.

## Statutory Responsibilities of SACRE

Northumberland SACRE continue to advise the local authority on matters relating to religious education and collective worship in schools.

The Locally Agreed Syllabus continues to be used by schools. We are unaware of any academies choosing to use it. There are a number of schools outside of the county which have adopted it.

The Agreed Syllabus Conference is underway and expects a new syllabus to be in place in 2022.

## Standards and Monitoring of RE

Examination results were not published again due to COVID 19 so no analysis could take place this year.

Pupils were allocated their results based on the school's teacher assessments, known as Teacher Assessed Grades. We are confident that schools in Northumberland followed a robust and appropriate process in order to get to a grade for each student. They used information such as previous classwork, homework, results in assignments and any mock exams in order to arrive at that grade.

Figures from the Joint Council for Qualifications indicate that, nationally, 4.4% of pupils in year 11 sat a Religious Studies examination; the concern still remains that religious education is being side-lined as it is not an EBacc subject.

Monitoring of classroom activity was scaled back during 2020 – 2021 due to the staffing pressures that schools were under. This was in line with other school improvement activities across the county.

In 2021-2022 Northumberland SACRE will consider how best to monitor RE, and will resume scrutinising exam data, conversations with schools, teacher groups, website trawls and will encourage presentations from teachers at any training events. SACRE intends to celebrate the success of schools at these events, as well as raising the profile and benefits of teaching RE within the wider community.

SACRE is not aware of any schools applying for REQM status.

SACRE monitors the Ofsted reports to note progress and excellence in SMSC and RE delivery as well as issues requiring support. No reports have mentioned RE explicitly. This work will continue.

## Support for Schools

Caroline (Caz) Weir (part time RE Consultant) has completed her first full year in post. She has provided a number of network meetings for first/primary and middle/secondary/high schools. Special schools have been allowed to join whichever phase has been most appropriate.

The support Caz has provided has been invaluable to schools – feedback has been very positive indeed. Also, the intelligence Caz has gathered around the implementation of the existing syllabus has helped shape the structure and content of the planned new syllabus.

The annual SACRE conference did not take place in 2020 – 2021 again due to the pandemic. We expect that face to face training sessions will resume in 2022, restrictions permitting.

The format of the [SACRE newsletter](#) has changed from being termly to an “on demand” service, meaning relevant information is available to schools as soon as it becomes available. We are grateful to those SACRE members who have contributed.

## Withdrawals and Complaints

There were no withdrawals brought to the attention of Northumberland SACRE in 2020 – 2021. Relevant information has been circulated via the [ecourier](#) on the Northumberland Education website.

Northumberland SACRE has a role in investigating complaints against schools in relation to RE and Collective Worship. In 2020-21 there were no such formal complaints to deal with.

## Collective Worship

Northumberland SACRE has not proactively focused on standards and monitoring of Collective Worship during the period on 2020 – 2021. It has been an unprecedented time in schools, and Headteachers, teachers and pupils have all been trying to navigate the new world that has been created by the upheaval of the pandemic. All pupils, after a prolonged absence for many, were welcomed back into the classroom. Schools in September 2020 had set up a process of ‘working in bubbles’. In July 2020 we provided [a statement](#) on the ecourier to clarify the national guidance and legislation from September 2020.

A number of schools reported that they were providing increased levels of collective worship or assembly style content, during this period to support the children that were finding it difficult to be learning at home away from the classroom environment.

In 2021-2022 Northumberland SACRE will launch an updated collective worship policy and, as the pandemic eases, return to monitoring the implementation of the policy.

## Determinations

The Education Reform Act of 1988 (sections 6, 7, 9, and 12) entitles schools to apply to the SACRE for a ‘Determination’. This allows the school to adjust the legal requirements to enable collective worship of a different character to take place for some or all pupils in the school. Determinations are made where a school, on behalf of a group of parents, requests Collective Worship other than that set down by statute. There were no determinations in 2020-21 for Northumberland SACRE to consider.

Northumberland SACRE has not commissioned any formal training on Collective Worship or the Determination process for Headteachers, Governors and teachers in schools during this recent period. This should be considered a development area going forward. However, SACRE members continue to generously offer schools their time and expertise. Faith representatives offer to deliver assemblies, support curriculum planning, and provide guidance to individual teachers.

## Links with National and Local Bodies

There were no applications for a Westhill NASACRE Award this year.

Attendance at the NASACRE Conference is offered each year – Caz attended

Caz also attended a number of NASACRE virtual training events

Members of SACRE were also signposted to the NASACE training events as access to all events was purchased.

AREIAC (Association of RE Inspectors, Advisers and Consultants): The RE Adviser is an AREIAC member. The meetings provide an excellent network of RE leads and the sharing of best practice and ideas.

NATRE (National Association of Teachers of Religious Education): Northumberland SACRE promotes the resources and CPD provided to NATRE through the SACRE newsletter.

The Northumberland SACRE maintains excellent relationships with the dioceses. The Directors of Education meet regularly to see how all parties can support each other.

## Northumberland SACRE's own arrangements

Northumberland SACRE is supported by Dave Cookson, Head of School Improvement and Caz Weir, part-time RE Consultant. SACRE feels well supported by the team.

The Head of School Improvement acts as the conduit between the LA and SACRE on issues such as finance, data, and councillor representation.

Democratic Services appoint a clerk to attend each SACRE meeting. We are fortunate to have been served by Andrea Todd for many years, however Andrea was moved to serve other committees at the end of 2021. Rebecca Little has been appointed to replace Andrea.

The LA supports the funding of the RE Consultant time for around 25 days a year. This increased during 2020 – 2021 to take account of the workload of the Agreed Syllabus Conference.

The RE Consultant provides specialist RE advice and governance support, facilitates the collaborative working groups required for the Agreed Syllabus Conference, attends AREIAC/ NASACRE/ NATRE meetings or conferences and deals with day-to-day matters.

The [SACRE page](#) of the Northumberland LA website is inflexible. To raise the profile of SACRE and raise school awareness of the role and support that SACRE can provide, discussions will take place with the team who run the [Northumberland Education](#) website to see if pages can be made available for SACRE materials.



## Membership, representation & recruitment

The RE Consultant and Head of School Improvement work in partnership with the chair and members of the SACRE to identify gaps with representation of the local faith communities and wider group membership. This is an ongoing process.

A full membership list as of September 2021 is available as appendix A. Vacancies are being addressed as they arise.

All SACRE members have been offered access to NASACRE training.

## Finance Given to SACRE

The LA currently supports the funding of the part-time RE Consultant's post time, of around 25 days a year.

Funding of the Agreed Syllabus Conference (ASC) review process has been agreed with the School Finance Team. The revision process will also include a series of launch events where the revised and updated Syllabus, and materials will be shared and modelled in training sessions with teachers.

## Circulation Details

The report will be shared, discussed, and agreed by Northumberland SACRE in February 2022. The report will be made available to Head teachers and teachers through the ecourier. The report will also be added to the [SACRE page](#) of the Northumberland County Council website. The report will be shared with Northumberland County Council.

The SACRE clerk will send a copy of the SACRE report to the Department for Education: via [ministers@education.gov.uk](mailto:ministers@education.gov.uk)

The report will also be emailed to NASACRE for publication on its website: SACRE reports via [admin@nasacre.org.uk](mailto:admin@nasacre.org.uk)

## Appendix A: SACRE Membership as of September 2021

### **Committee A: Other Faiths**

- Mrs. J. Cousin: Roman Catholic Church
- Reverend E. H. Marley, OBE: United Reformed Church (URC). The Methodist Church (SE Northumberland Ecumenical Area) and the Baptist Church are currently represented by the URC
- Bhakti Rasa Adhikhara: Hinduism
- Mariam Khan: Islam
- Harpal Singh: Sikhism
- Joyce Miller: Buddhism
- Mrs. D. Van der Velde: Judaism
- Mr. A. Gillespie: Society of Friends

### **Committee B: Church of England**

- Mr. C. Hudson
- Mr. P. Rusby
- Reverend J. Scott

### **Committee C: Teaching Associations/Unions**

- Mr. A. Duffield (middle school teacher)
- Miss C. Naylor (secondary/high school teacher)
- Mr. T. Nicholls (secondary/high school teacher)

### **Committee D: Local Authority**

- Councillor N. Morphet
- Councillor L. Bowman
- Councillor G Renner-Thompson (Chair)
- Councillor T. Thorne

### **Co-opted Representatives**

- Mr. S. Dearlove: North-East Humanists
- Maddy Wardingham (special school teacher)

### **Observer (representing the academies and free schools)**

- Vacant

### **Local Authority Officers in Attendance**

- Caroline Weir, Northumberland RE Consultant
- David Cookson, Head of School Improvement
- Rebecca Little, Clerk to the SACRE, Democratic Services

**Salford Standing Advisory Council On  
Religious Education.**

**Annual Report.**

**2021.**



## Contact Names and Addresses.

### Chair of the SACRE

David B Levien,  
Retired Secondary Head of RE.

### Deputy Vice Chair of the SACRE

Kerril Casey,  
Secondary Head of RE.  
Ellesmere Park High School  
Salford LEA.

### All may be contacted through the Head of School Provider Arm (Secondary).

Neil Fazackerley, Head of Service, School Improvement  
2nd Floor Unity House  
Salford Civic Centre, Chorley Road  
Swinton, Salford LEA, M27 5AW.  
neil.fazackerley@salford.gov.uk

### Clerk to the SACRE

Sophie Wroe,  
School Admissions Officer.  
2nd Floor, Unity House,  
Salford Civic Centre,  
Chorley Road,  
Swinton, M27 5AW.

### Educational Consultant/Advisor to SACRE

Kindra Belcher,  
Consultant to Salford SACRE,  
Assistant Head Teacher,  
Lead teacher MLD provision.  
Monton Green Primary School,  
Salford LEA.

### Line Manager to Sophie Wroe Kindra Belcher and Neil Fazackerley.

Cathy Starbuck.  
Assistant Director  
Education Work and Skills,  
2nd Floor Unity House  
Salford Civic Centre, Chorley Road  
Swinton, Salford LEA, M27 5AW.

## SALFORD SACRE – 2021.

### Table of Contents.

1. Forward from the Chair of Salford SACRE.
2. Religious Education.
3. Collective Worship.
4. SACRE Arrangements.
5. Links with other Bodies.
6. Wider Areas of SACRE Involvement.



## Section 1. – Forward From the Chair of Salford SACRE.

### Section 1. (a) - Welcome and Thanks.

Welcome to the Annual Report of the Salford Standing Advisory Council on Religious Education (SACRE) 2021.

In what has been yet another unprecedented challenging and difficult year, our SACRE continues a journey striving to be advocates of best practice of religious education, collective worship and 'Beacons of Hope' – in ways which best benefits our networks of schools, colleges, stakeholders, and partners.

The hard work, effort, commitment, and dedication of our SACRE members has once again ensured the continued successful functioning of our body this year. With this latter thought in mind I would like to offer my ever so grateful appreciation, thanks, and gratitude to all our SACRE members, LA officers, schools, and teachers for the amazing work undertaken by them across the LA this year.

During this year we were very fortunate to welcome back to our SACRE Professor Nawal Prinja representing the Hindu faith community through their recently established national Hindu Education Board. Nawal serves on Committee A and is already offering valuable insights and contributions on the teaching of Hinduism as well as useful advice and guidance on Hindu collective worship strategies.

Additionally, on behalf of SACRE, I also extend our welcome to five other new members. With regards to Committee A, we are delighted that Andrew Gallimore has joined us representing the Salford Baptist community. Likewise, we are also fortunate to have Joyce Yap working with us and representing the local Bahá'í faith community on Committee A too. We are extremely grateful to the Church of England who last Summer nominated two additional members from their faith community to represent them on our SACRE. These 2 new latter members being the Reverend Karen Owen and Reverend Gareth Thomas, both sitting on Committee B.

I'm also pleased to report that the LA in consultation with our SACRE has now granted membership voting rights to David Milne, our humanist representative sitting on Committee A. May I take this opportunity on behalf of our SACRE to thank David for his ongoing commitment and service. As a SACRE, we are particularly impressed with the way David goes into schools from time to time offering insights on humanistic perspectives. Likewise,

we are also extremely grateful for the excellent work Imran Kotwal - our Muslim Committee A representative has been doing, delivering talks and lessons on Islamic beliefs, and teaching within our schools.

I wish to also take the opportunity of thanking Alex Klein, our Jewish Representative on Committee A, Kindra, our consultant to SACRE and Kerril our Vice Chair for all the hard work they do in the preparation, planning and delivery of the annual City Holocaust Memorial commemoration event in collaboration with the city council's Equalities and Community Cohesion team.

We are also delighted with the LA decision to co-opt on to our SACRE, the LA Head of Service and former HMI, Neil Fazackerley. Neil not only offers us wise counsel and guidance but is also actively working with a few teachers and myself in pre-planning our meetings within a SACRE subcommittee forum.

As we move into another year of uncertain times, I am sure that we will continue to work as a community to support our schools, children, and young people in all aspects of our SACRE work.

David Levien.

Chair of Salford SACRE.

January 2022.

.....

## Section 2. – Religious Education.

### Section 2. (a) The Agreed Syllabus

The current 2016 RE thematic agreed syllabus was written by RE Today. The authors are Stephen Pett, Kate Christopher, Lat Blaylock, Fiona Moss, Julia Diamond-Conway Images, including cover images, courtesy of NATRE/Spirited Arts © NATRE Published by RE Today Services, Imperial Court, Sovereign Road, Birmingham, B30 3FH.

Our SACRE working collaboratively with 4 other Greater Manchester SACREs, those being Manchester, Stockport, Tameside and Trafford; agreed together to adopt their syllabus in 2016.

This syllabus reinforces the importance of religious education as an academic discipline. It aims to enable understanding of concepts and the development of skills and attitudes so that that pupil can explore wider issues of religion and belief in religiously literate ways. This syllabus seeks to prepare children and young people of Manchester, Salford, Stockport, Tameside, and Trafford for active citizenship in a diverse and rapidly changing world, exploring some aspects of British values in relation to religions and world views. The five SACREs who have collaborated in adopting this syllabus recognise their local areas as vibrant and unique, with much diversity of religion and belief. The population includes very large communities of tens of thousands of Christians, Hindus, Muslims, Jewish people and Sikhs and smaller groups of other significant faith communities including Jains, Buddhists, and members of the Bahá'í faith. Many children come from families that hold non-religious life stances. RE taught using this syllabus allows all learners to share their experiences and to learn from one another and the religions and beliefs in our community. This rich diversity influences the religions and beliefs to be taught in RE. This syllabus makes space for all pupils to explore their own beliefs, values, and traditions, and those of others in engaged and engaging ways. RE taught using this syllabus aims to support children to develop positive attitudes of respect towards people from all religions and world views. This syllabus continues in the tradition of ensuring that RE is responsive to the changing nature of schools and education. The syllabus enables schools to respond effectively to the government's Prevent Strategy and to the Ofsted Framework for Inspection which requires schools to '... ensure high standards of achievement, learning and behaviour for their pupils, as well as contributing to their spiritual, moral, social and cultural development.'

Salford SACRE decided to continue with the current agreed thematic syllabus (subject to certain changes/amendments) written by RE Today and in conjunction with 4 other GM local authorities (Tameside, Trafford, Stockport, Manchester). The new version of the amended syllabus to be launched in Spring 2022 handles the following issues:



The syllabus consists of completely renewed sections, ensuring it is compliant with up to date with government guidance and legislation, as well as current concerns in the RE community and the wider educational world from the last 5 years.

This includes:

- A new EYFS section reflecting revised early learning goals.
- A new SEND section reflecting an RE application of the new 'engagement model' for SEND pupils.
- Some rewriting of the 31 primary and 12 secondary medium term page plans to align them with the OFSTED priorities of intent, implementation, and impact, to update links and suggestions and to focus some of them more sharply on teacher-planning for successful learning.
- A new section (or web supplement) on RE's contribution to cultural capital.
- A new section (or web supplement) on progression in learning and using key vocabulary and concepts.
- A revised section on achievement, assessment and using the outcomes which emphasises curriculum sequences, knowledge building and progress lesson-by-lesson, unit- by- unit and term- by-term.
- Some new materials on anti-racism and RE, linked to the current section on British Values.
- Some optional additional units for KS2 and 3 on topics which have become urgent in recent years – e.g., units on climate change and justice with a focus on religious teaching and practice around environmental issues.

There are 2 New Agreed RE Syllabus Launch Conferences scheduled details as follows:

- Thursday 10 February 2022 at the Village Hotel, Ashton under Lyne.
- Thursday 17 March 2022 at Manchester Central.

The aims of the day to enable teachers to:

- Familiarise themselves with the new RE syllabus and all its legal and planning requirements.
- Consider and work towards better RE through high-quality implementation of the new syllabus.
- Examine examples of good quality curriculum examples in RE which emerge from the syllabus.
- Understand how to use the syllabus to raise the status and standards of RE.
- Plan for better RE in the coming years in their school.

## **Section 2. (b) Other additional information:**

The online syllabus can be digitally available free to all schools, but we will provide a short version for school websites and parental/other stakeholder access. We will make several supplementary papers available for all schools for free online access.

## **Section 2 (c) GCSE Results for 2021**

This year 7 High Schools entered pupils for GCSE RE. All three Catholic schools entered over 90% of their cohort for the exam. Other schools had between 2 and 26 entries in their cohort. Overall, 25% of the Salford Cohort took RE. Unfortunately, we are unable to provide data for one secondary academy, as they do not agree to share attainment data with the Local Authority.

### **Attainment in RE at GCSE**

Grades 9-4 2018 69% (70% national)

2019 63% (72% national)

2020 not available

2021 (Teacher assessed) 77% - (no national figures)

Grades 9-5

2018 57% (59% national)

2019 49% (61% national)

2020 not available

2021 (Teacher assessed) 65% (no national figures)

Grades 9-7

2018 26% (28% national)  
2019 20% (31% national)  
2020 not available  
2021 (Teacher assessed) 34% (no national figures)

## **Section 2. (e) Complaints concerning RE**

There have been no complaints concerning RE.

## **2. (f) Professional and Administrative Support Throughout 2021**

Salford SACRE was supported by an administrative officer who is employed by Salford Council.

The LA has a budget designed to support SACRE coverage of basic running costs and allows members to represent Salford at national conferences and contributes towards Salford's Holocaust Memorial Events. In addition, extra funding has been made available to support the new and amended RE syllabus launch conference to be held in February and March 22.

## **Section 2. (f) Summary**

This has been a productive year for Salford SACRE, particularly in terms of gaining agreement, time and funding for the development of the 2022 syllabus review. There had been a high level of debate about the aims of Religious Education in schools and about the strategies to meet these aims, with a wide range of contributions from members at well-attended meetings.

## Section 3. Collective Worship.

### Determinations.

There have been no applications for determinations during 2014- 2015.

### Complaints concerning Collective Worship.

There have been no complaints received about collective worship.

## Section 4. - SACRE Arrangement Section.

### 4. (a) Membership of Salford SACRE

#### Committee A

#### Christian Denominations & Other Religions + Religious Denominations

Alexander Klein - Jewish

Pat Wilson - Methodist

Imran Kotwal - Muslim

Sandra Burgess - Roman Catholic

David Milne - Humanist

Andrew Gallimore - Baptist

Prof. Nawal Prinja - Hindu

Joyce Yap - Bahá'í

#### Committee B

#### Church of England

Reverend Daniel Burton

Reverend Karen Owen

Reverend Gareth Thomas

### Committee C

#### **Teachers Associations**

Anne Broomhead - NUT

Kerril Casey - NEU - VICE CHAIR

David Levien - VOICE - CHAIR

### Committee D

#### **Local Authority**

Councillor Bellamy

Councillor Brocklehurst

Councillor Bailey

Councillor Coen

Councillor A Saunders

Councillor J Walsh

### Officers

Kindra Belcher - Educational Consultant

[kindra.belcher@salford.gov.uk](mailto:kindra.belcher@salford.gov.uk)

Sophie Wroe - Clerk

[sophie.wroe@salford.gov.uk](mailto:sophie.wroe@salford.gov.uk)

#### **4. (b) Salford SACRE Membership Overview/Issues**

Our SACRE has met three times this year. The first two meetings of the year were held virtually and the third at Buile Hill Conference Centre in Salford. The dates of these meetings as follows:

23<sup>rd</sup> February 2021. Virtual Meeting.

7<sup>th</sup> June 2021. Virtual Meeting.

7<sup>th</sup> October 2021. Face-to-Face Meeting. Buile Hill Conf Centre, Salford.

Note: The third meeting fully complied with Covid health measures/guidance.

The first two meetings of the year were taken up with matters as follows:

- Discussion issues connected to proposed amendments to be made to the existing agreed syllabus which is in partnership with 4 other Greater Manchester SACRE Bodies to be re-launched early next year.
- Discussion on reports on Salford LEA primary and secondary RE teacher networks supplied through our SACRE Consultant and Vice Chair – both serving RE teachers here in Salford.
- Discussion and resolution of voting rights issues linked to one of our members serving on Committee A as a representative of the Humanist Society. By the time we met in person as a SACRE at the Buile Hill Conference Centre, Salford in October it had finally been agreed – and rightly so in my view, that humanists were entitled to full SACRE membership voting rights.

Following on from the 7th of June virtual meeting, I'm delighted to report that it was agreed that our SACRE subcommittee planning group should reform and start meeting again. This group had not met since the start of the pandemic. The idea of a SACRE subcommittee planning group is something I and others had originally been promoting ever since I became a member of SACRE back in March 2016. This group had been meeting off and on through 2017-19 and then stopped due to pandemic related pressures. Happily, with the support from within our SACRE including our new co-opted LA representative, our sub-committee planning group reformed just before the end of the summer term and is now made up of mainly teachers and myself.

Once again, I am appreciative, grateful, and thankful to all our sub-committee planning group members for agreeing to serve on this team and for the time, commitment dedication they all demonstrate and give to this initiative. Their work is now bearing fruit to the huge benefit of our wider SACRE team.

The current participants of this sub-committee planning group are Sandra Burgess, Headteacher at St Teresa's RC Primary School, Salford and serving on Committee A representing Roman Catholics, Kindra Belcher, Consultant to Salford SACRE; Kerril Casey, our Vice Chair and Secondary Head of RE. at Ellesmere Park High School, Salford together with Neil Fazakerley and myself as Chair.

We held our first official meeting again virtually on 14<sup>TH</sup> September 2021 last. The team focused on planning our last SACRE meeting of 2021 and held on the 7<sup>th</sup> October at 4,00 p.m. at Buile Hill Conference centre, Salford. On the back of a lot of hard work by the planning group, our third SACRE meeting of the year proved to be a highly successful event. The main item on the meeting agenda centred on key SEF related issues. Within my role as Chair, I had outlined the aims and purposes of the meeting. Sandra Burgess then delivered a short presentation around the issues our sub-group felt our SACRE needs to tackle over the next 12 to 18 months or so. Employing the NASACRE toolkit as an aid, members were then divided up and placed within structured working groups. They examined a range of RE and Collective Worship issues as they related to circumstances here in Salford. Each working group delivered feedback in a report back session and this was followed by an open discussion exercise and plenary.

It was the consensus at our last meeting that although there have been a few challenges faced by SACRE recently, we are nevertheless as a group with certainly and confidence moving to a better place now: To maintain momentum and synergy it was agreed as follows:

- To fully embrace the importance of reinforcing and supporting our shared common vision and interest for excellence and best practice in the work we all do for SACRE and by extension hopefully benefitting the schools, teachers, and students we serve here in this City of Salford.
- Encouraging and empowering members to take on ownership of identified tasks we are required to perform with the intention of spreading our workload across the membership and not leaving responsibilities on the shoulders of the committed few.
- A need to put together an Annual Report for NASACRE by January 2022 deadline.
- Post meeting, the sub-group will need to meet again and work through members findings and chart our next steps. We are aiming to move SACRE forward with identified priorities to be the subject of discussion and actions at our forthcoming Mach 2022 SACRE meeting.

As we move into another year of uncertain times, I am sure that we will continue to work as a community to support our schools, children, and young people in all aspects of our SACRE work.

## **Section 5. - Links With Other Bodies.**

Salford SACRE remains a member of NASACRE. One of our members, Alex Klein, has been serving as acting treasurer on the national executive of NASACRE. We also sent several delegates to the online 2021 annual conference, and they reported back to us afterwards. There are strong links with the Jewish Board of Deputies and Salford SACRE meetings include regular feedback from members who have attended the conferences of this group. At a local level, SACRE has links with the Salford Schools Forum and the Salford Council Equalities and Community Cohesion Team. This cohesive approach has been particularly evident in the collaboration around the annual Holocaust Memorial events. Links with other Greater Manchester authorities on syllabus collaboration and implementation have been described above. Salford SACRE's involvement in Greater Manchester hub teacher meetings has been maintained throughout 2021 by the primary RE hub leader, including involvement in the RE Conference preparations organised by this group and to be held in February and March 2022. (See Section 2 – Agreed Syllabus above).

## **Section 6. - Wider Areas of SACRE Involvement.**

### **National Holocaust Memorial Day**

From 2006 to 2011 Salford SACRE played a big part in organising the city's annual commemoration of The Holocaust. Since 2012 the main responsibility for the public memorial event passed from SACRE to the city council's Equalities and Community Cohesion Team. This was mainly because the educational advisers and administrative assistants who had previously done this work were no longer employed directly by the council. The January 2022 event is to be held at the University of Salford. Several of Salford SACRE members are involved heavily in its organisation and delivery. As had been the case in the past, Salford SACRE is keenly encouraging school student participation in these Holocaust commemorations. Pre-pandemic these events have seen participation from young people from Salford's Roma community, all of whom are educated in Salford high schools. They gave a talk on their ancestors' involvement in the Nazi persecution of this community. Other young people from the Jewish communities have read poems and told the story of at least one grandparent's experience caught up in those tragic events.

---



# Agenda Item 6

Document is Restricted



# Agenda Item 8

The following items have been circulated by e-mail to SACRE Members since the last meeting:

- Northern Holocaust Education Group - Free Sessions for Schools, Places of Worship, Clubs, etc. - **Circulated on 29 September 2022**
- NASACRE - Analysis of SACRE Annual Reports 2020/21 - **Circulated on 29 September 2022**
- NASACRE Online Training Programme for 2022/23 - **Circulated on 11 October 2022**
- Backbench Debate at Westminster Hall - RE in Modern Britain - **Circulated on 2 November 2022**
- Inter Faith Week Event - 'Connecting schools with different faiths across Lancashire' - **Circulated on 2 November 2022**
- NASACRE - SACRE Briefing 33 - **Circulated on 3 November 2022**
- Building Bridges Burnley - 'Faith Friends for Schools' - **Circulated on 11 November 2022**

