



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

**Date** Thursday 9 June 2022  
**Time** 1.30 pm  
**Venue** Committee Room 2, County Hall, Durham

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### **Business**

#### **Part A**

**Items during which the Press and Public are welcome to attend.  
Members of the Public can ask questions with the Chairman's  
agreement.**

1. Introductions, Welcome and Apologies
2. Minutes of the meeting held on 3 March 2022 (Pages 5 - 10)
3. Declarations of interest, if any
4. Matters Arising
5. Chairs Comments
6. SACRE Self Evaluation Process (Pages 11 - 40)
7. Education Durham Report to SACRE (Pages 41 - 42)
8. RE Report Card (Pages 43 - 48)
9. A Personal View
10. Date of the next meeting
11. Any other business
12. Any resolution relating to the exclusion of the public during the discussion of items containing exempt information

**Helen Lynch**  
Head of Legal and Democratic Services

County Hall  
Durham  
30 May 2022

To: **The Members of the Standing Advisory Council on Religious Education**

**1. Church of England**

Canon L Burton, N Dodd, K Passmore, H Tait and C Weir

**2. Other Religious Denominations and Faiths**

S Baker	- Roman Catholic
A Barron	- Roman Catholic
W Gray	- Buddhism
F Johnson	- Methodist Church
J Nicholls	- Society of Friends (Quaker)
Bhakti Rasa Dasa	- Hinduism
C Singh	- Sikhism
C Spencer	- Bahá'í Faith
M Turner	- Islam
D Van der Velde	- Judaism

**3. Teachers Associations**

V Bain	- NEU
B Dunn	- RE Curriculum Group
A Hartley	- NASUWT
M Lowden	- NEU
S Lupton	- RE Curriculum Group
P Welch	- NEU

**4. County Council Representatives**

Councillors D Haney, S Townsend, C Varty and M Walton

**5. Co-opted Members**

M Dixon	
S Walker	- Humanist

**Specialist Inspector**

Julie Rimmer

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**Contact: Lucy Gladders**

**Tel: 03000 269712**

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**DURHAM COUNTY COUNCIL**

**At a Meeting of Standing Advisory Council on Religious Education (SACRE)**  
held in Committee Room 2, County Hall, Durham on **Thursday 3 March 2022 at 1.30 pm**

**Present:**

**P Welch (Chair) In the Chair**

**Church of England**

Canon L Burton, K Passmore, C Weir and Walker

**Other Religious Denominations and Faiths**

S Baker	- Roman Catholic
W Gray	- Buddhism
F Johnson	- Methodist Church
C Spencer	- Bahá'í Faith
D Van der Velde	- Judaism

**Teachers Associations**

V Bain	- NEU
B Dunn	- RE Curriculum Group

**County Council Representatives**

Councillors D Haney, S Townsend, M Walton and B Kellett

**Co-opted Members:**

S Walker	- Humanist
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**Education Durham Support and Provision Lead**

J Rimmer

**1 Appointment of Vice Chair of County Durham SACRE**

Following deferral of the item at the previous meeting the Chair explained that the term of office for the current Vice-Chair of Durham SACRE had expired. Nominations were sought from Members for the appointment of a Vice Chair of Durham SACRE.

**Resolved:**

That Mr B Dunn be appointed Vice-Chair for a four-year period.

## **2 Introductions, Welcome and Apologies**

Apologies for absence were received from A Barron, N Dodd, Reverend R Fisher, A Hartley, B Rasa Dasa, S Lupton, M Turner and Councillor C Varty.

Councillor B Kellett was in attendance as a substitute for Councillor C Varty.

## **3 Minutes of the meeting held on 4 November 2021**

The minutes of the meeting held on 4 November 2021 were confirmed as a correct record and signed by the Chair.

## **4 Declarations of interest, if any**

There were no declarations of interest.

## **5 Matters Arising**

There were no matters arising.

## **6 Roles and Responsibilities of SACRE**

The Standing Advisory Council on Religious Education received a report of the Head of Legal and Democratic Services which provided an explanation of the duty placed upon local authorities under the Education Act 1996, to establish a Standing Advisory Council on Religious Education, including which groups must be appointed a members of the council, and who can be co-opted (for copy see file of Minutes).

The Chair welcome K Clayton, Legal Manager Childrens, Adults & Health who was in attendance to present the report and offer support and advice to SACRE on any proposed changes to the membership.

She explained that the Constitution was last reviewed and amended in 2003. There were currently 5 vacancies in group a) and 3 vacancies in group c). There had also been a request to appoint a humanist representative as a full member in group a), rather than being a co-opted member.

SACRE was therefore invited to provide views to the local authority on the current membership, whilst noting that any decision to change the membership would require an amendment to the SACRE's Constitution, further requiring Cabinet to approve the proposed amendment.

C Spencer asked whether under group (a) there was a legal definition of which religions could be appointed or was this up to SACRE to determine. In response K Clayton advised that she would need to look at the legislation in more depth to be able to provide an answer to that query. S Walker commented that it would be

unwise to seek to define the word religion and noted the requirements of the Equality Act 2010.

W Gray, commented that she felt it important that SACRE had a broad range of representatives, which included and represented all faiths in County Durham. She further asked whether any further clarification could be provided on paragraph 7(i) and (ii). In response K Clayton advised that both of those paragraphs had been lifted directly from the Act and unfortunately there was no further guidance to expand upon that.

K Passmore noted that that the situation had changed around us drastically since the Act was introduced in 1996, SACRE determined the religious education and felt that a lot that was contained in the Act was open to interpretation and how much weight was placed upon various aspects should be done so with the appropriate legal advice.

The Chair also noted that there was little worship undertaken in community-based schools and the Education Act 1996 did not necessarily meet the reality of what was practiced in schools. K Clayton agreed that the legislation was old and didn't in some circumstances fit the current situation, she further noted that some amendments had been made in Wales to reflect this, however there were no signs at this stage that this would be amended in England.

J Rimmer, commented that 'advising' schools was an interesting word as she felt 'influencing' was a more appropriate word for the role of SACRE and it's input into Religious Education, given the changes in the number of maintained schools and the development of academies since the Education Act was passed. She further referred to changes in expansion of academies in the Levelling Up (2022) White Paper and the possible implications of local authority responsibilities for education in the expected Education white paper government white paper, and furthermore acknowledged that what was happening on the ground was quite different, but how SACRE fulfilled the spirit of the Act was important.

W Gray referred to paragraph 8 of the report and asked whether world views would be considered in the reviewed syllabus. The Chair at this point noted that the current syllabus did introduce world views. He did however feel it was really important to get views from schools first and whether they felt that world views had yet been fully embedded within their schools. K Passmore suggested that it would be helpful to also obtain a national perspective on this issue.

J Rimmer added that this was an ongoing conversation and one which could have continued dialogue within SACRE. A sub-group for example could be helpful as part of a self-review process, alongside curriculum thinking.

Further discussion took place regarding infant education and the differences and difficulties faced in introducing world views at a primary age. As previously discussed, primary representation on SACRE was important and it was noted that this would be picked up in the following agenda item.

The Chair therefore suggested that a working group be established which would look at where schools were at in terms of introducing world views into the classroom and how effectively this was being embedded.

L Burton asked whether it would be possible to seek the input of Catherine Robson, Independent Educational Development Advisor into the working group. In response J Rimmer advised that she would need to seek funding from Education Durham, however in theory yes that would be possible, and agreed to follow this up.

Further discussion took place regarding the budget for SACRE, noting that there were some queries around how funding was allocated to SACRE which required addressing. J Rimmer noted that this had been an ongoing issue and the council had faced severe budget pressures for a number of years, the issues relating to funding for SACRE were not unique, however she was supportive of the request and agreed to seek further information in this regard.

Councillor M Walton agreed to look to obtain further information regarding the budget allocation and report back to the next meeting.

**Resolved:**

That the Standing Advisory Council on Religious Education

- i) Note the outline of SACRE's functions
- ii) Note the current membership arrangements
- iii) Including a Standing Item on each agenda on evaluation of impact of the Agreed Syllabus
- iv) Establish a working group to consider world views and relevant advice and guidance to schools

## **7 Chairs Comments**

The Chair at this point took the opportunity to apologise for his non-attendance at the previous meeting due to a family bereavement. He thanked all SACRE members for their well wishes and thanked L Burton for stepping into the role as Chair at short notice.

He went on to provide his views on the post-covid situation in schools and how that the quick move to online learning had transformed the way in which education could be delivered. He added that this did not come without its challenges however and noted that the families in poverty could be harder to reach and engage due to lack of access to resources or other barriers. He did however note that the situation in schools was now normalising, however teachers continued to see the same pressures around workloads.

He further highlighted the ongoing situation in Ukraine and the well-placed role that RE teachers had in schools to sensitively help children make sense of the world.

It was noted that there were also various briefings online regarding the Ukraine and Russia which may be of value, and these would be circulated following the meeting.

## **8 SACRE Membership Review**

Following a request at a previous meeting the Chair advised that he wished to review the current vacancies on SACRE. He asked for an overview of the vacancies and the groups in which they fell to be outlined in order to determine how best to seek to fill those vacancies. He added that some reflection may be required with further discussion at a future meeting.

Discussion ensued regarding suitable persons who may be interested in taking up vacancies. P Welch asked that the Clerk contact the United Reformed Church with a view to seeking a nomination. He also asked that any other suggested nominations for any of the other category groups be forwarded to him.

With regards to the wider issue of the composition of SACRE, further discussion took place regarding how other SACRE's operated and noted that some statistical information on County Durham's current demographics may be helpful in determining a way forward. A further suggestion of looking at the British Attitudes Survey, which published regional information may also be informative to discussions.

The further matter of the timing of meetings was raised. K Clayton added that whilst it was acknowledged that SACRE felt that evening meetings would better allow for attendance of teachers, it would not be possible to introduce any changes to time or dates of meetings for the forthcoming municipal year as these had already been published online. However, should this be something that SACRE wished to pursue in advance of the next cycle of meetings that could be explored at that time.

As a point of clarification K Clayton advised that any changes to the make up of the current membership would be required to be made via a change to the Constitution and furthermore agreed by Cabinet.

**Resolved:** That the item be placed on the agenda for the next meeting and further information be sought and provided to that meeting regarding prominent religious groups in County Durham.

## **9 Humanist Membership Request**

The Chair advised that this item had been placed on the agenda following a request from S Walker, a humanist representative to become a full member in group (a), rather than being a co-opted member.

K Clayton again advised that should SACRE wish to allow the co-opted member to be appointed under group (a), then an amendment to the SACRE's Constitution would be required with Cabinet to further approve the proposed amendment.

**Resolved:**

That SACRE request the local authority to consider amending the Constitution to allow a Humanist Representative to be appointed as a full member under group (a).

#### **10 Education Durham Report to SACRE**

The Chair advised that due to the previous items overrunning this item was tabled for information.

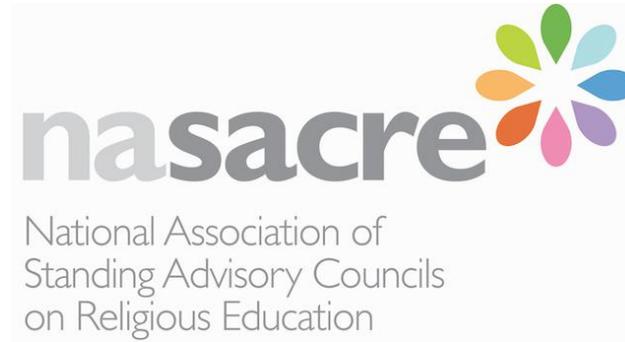
**Resolved:** That the content of the report be noted.

#### **11 SACRE Self Evaluation Process**

The Chair advised that this would be picked up at the next meeting and further arrangements would be made outside of this meeting with the members who had indicated that they wished to be part of a more focused working-group.

#### **12 Date of the Next Meeting**

The next meeting would take place on 9 June 2022.



# SACRE self-assessment tool

## SACRE

## The SACRE Self Evaluation Toolkit

### Introduction

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

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

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

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

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

### Rationale

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Key Area: 1d – Improvement/development planning		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no development plan to focus future work. There is no knowledge of areas where the priorities of the LA's development / improvement plan potentially could link to the work of the SACRE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. SACRE has limited awareness of national projects or initiatives related to the work of SACRE and so is unable to plan any work or request funding to initiate new work.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a costed development plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. SACRE has awareness of national projects or initiatives related to the work of SACRE and so is able to plan work or request funding to update and review their development plan. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a well-defined development plan with clear objectives and success criteria. Resource implications are clearly defined and funding negotiated with the LA or outside funding streams. There is a clear link between the plan and the wider objectives of the LA and also to national innovations.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 1e - Information and advice		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be supported to gather information (exam results, data, links to schools) or to link with national initiatives including membership of NASACRE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA when the LA wishes to give it rather than ask questions of the LA or receive answers to its request. There is little opportunity to be a critical friend.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and CW in local schools and given a context within which any school is working. The SACRE receives the information in a way that enables it to act as a critical friend and question the LA's work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and CW. As a result, SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or	<input type="checkbox"/>

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

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

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

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

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

**Barriers to success**

**Areas for development/ Action points:**

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

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

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

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

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

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

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

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

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

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

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

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

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

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

<b>Key Area: 2e - Relations with academies and other non-LA maintained schools.</b>		
<i>To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation and share their advice to these schools. By and large, academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a proactive policy of liaison with all academies, etc. and of sustaining a wider professional RE network within the area. While the independence of academies, etc. is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

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

**Barriers to success**

**Areas for development/ Action points:**

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

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## Section 3: The effectiveness of the locally agreed syllabus

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Barriers to success**

**Areas for development/ Action points:**

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

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## Section 4. Collective Worship

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

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

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

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

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

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

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

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

**Barriers to success**

**Areas for development/ Action points:**

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

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

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

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

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

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

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

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

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

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

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

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

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

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

**Barriers to success**

**Areas for development/ Action points:**

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

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

# ANNEX

## The responsibilities of a Local Authority

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

In brief, local authorities are legally required to:

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

## The responsibilities of a SACRE

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

In brief, SACREs are legally required to:

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

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

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

In addition, SACREs may:

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

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

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### Education Durham: Report to Durham SACRE 9<sup>th</sup> June 2022

#### Education Durham Support to Schools in April 2021-2022 to date

**Network foci for Summer Term 2021-22** include further learning from the Ofsted Religious Education Subject Review, feedback from staff involved in recent Ofsted inspection deep dives, developing and articulating a well sequenced curriculum and supporting and developing non- specialist teaching.

We are delighted to be holding our primary and secondary networks face to face in the summer term for the first time in two years.

**Secondary** : 24<sup>th</sup> May 4.00-5.30pm

**Primary** : 7<sup>th</sup> June 4.00-5.30pm

In response to the Spring Term training need analysis which identified non specialist teaching as a concern, we have included strategies to support non specialist teaching into the summer network meetings.

#### **Bespoke in school support for Religious Education – April 2021 to May 2021.**

Since April 2022 there have been 20 individuals RE support contracts generated to support primary (10), secondary (2), special schools (7) and Multi Academy Trusts (1), through the Education Durham School Support Service Level Agreement. This amounted to 90 hours of support. The requested support has been focussed on new and existing leadership of Religious Education, reviewing provision and curriculum planning.

**Training in the summer term** entitled “Understanding Islam for Primary” is being delivered by Imran Kotwal from Muslim Learner Services on 27<sup>th</sup> and 28<sup>th</sup> June 2022.

Professional development plans for 2022-2023 include specific training for teaching about Judaism.

Through the MS Teams network site, to support schools with budgetary pressure we have signposted free and low-cost sector CPD:

Culham St Gabriel’s Trust – new learning platform for teachers: RE online- self-study units and RE teacher summer school at Edge Hill University and teaching Inclusive Judaism from the Jewish Museum, London.

We have provided information about grants for resources for example, from the Jerusalem Trust.

The two network MS Teams sites continue to encourage communication between members and ourselves outside of the network meetings. We are able to provide links to recent publications of interest to RE teachers e.g. RECs recent draft handbook “Religion and Worldviews in the Classroom: Developing a Worldview Approach”. [Draft Handbook Religion and Worldviews in the Classroom: developing a worldviews approach \(religiouseducationcouncil.org.uk\)](https://www.religiouseducationcouncil.org.uk)

#### **GCSE and A Level examinations**

Examinations are currently being held for the first time in two years. Examinations have been adapted to take account of the impact of the COVID pandemic. The awarding bodies have issued specific guidance to support teachers to prepare students for these examinations.

## **Ofsted update**

Since September 2021, two primary schools have had deep dives into Religious Education.

## **Support to SACRE members**

NASACRE training for SACRE members for the remainder of the academic year includes:

### **29th June 2022, 7-8:30pm: So, you've joined your local SACRE...**

Description: This session is a repeat of the September training and will help new SACRE members to understand their role, how SACRE works, its statutory responsibilities and how members make their contribution to this work.

### **14th July 2022, 7-8pm: Still Standing – REC report on the future of SACREs**

Description: This session reruns the conference workshop on the new REC report Still Standing asking what SACREs need to consider and do from its findings.

All members of Durham SACRE are eligible to access the training.

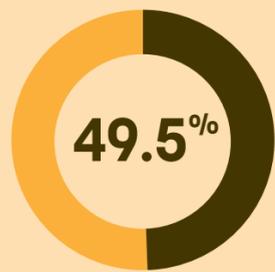
To book your place please email [admin@nasacre.org.uk](mailto:admin@nasacre.org.uk) and state in your email that you are a member of Durham SACRE.

# A REVIEW OF THE PERFORMANCE OF RELIGIOUS EDUCATION



**VALUE**  
OF THE QUALIFICATION

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



**INCREASE IN A-LEVEL ENTRIES FOR RS**

**SINCE 2003 BEATING GEOGRAPHY, LAW AND HISTORY**



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



OFSTED RE RESEARCH REVIEW MAY 2021

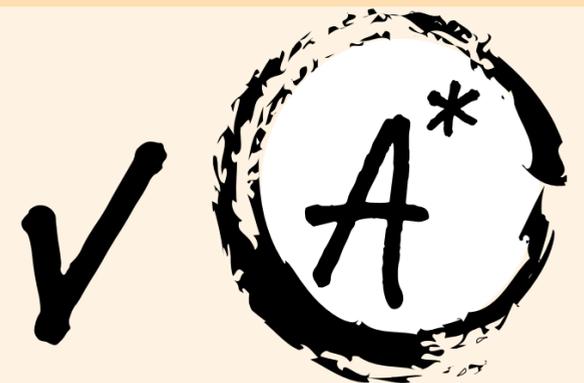


**HIGHER ATTAINMENT 8 SCORES ON AVERAGE IN SCHOOLS WITH HIGHER RATES OF ENTRY FOR GCSE RS**



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

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



<sup>1</sup> <https://www.religiouseducationcouncil.org.uk/news/call-for-national-plan-as-religious-studies-gcse-entries-slip/>

<sup>2</sup> <https://www.religiouseducationcouncil.org.uk/news/news07-20-2/>

<sup>3</sup> <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education#conclusion>

<sup>4</sup> <https://www.natre.org.uk/news/latest-news/does-studying-rs-gcse-improve-your-overall-academic-attainment/>

<sup>5</sup> <https://www.natre.org.uk/news/latest-news/how-satisfied-are-re-teachers/>

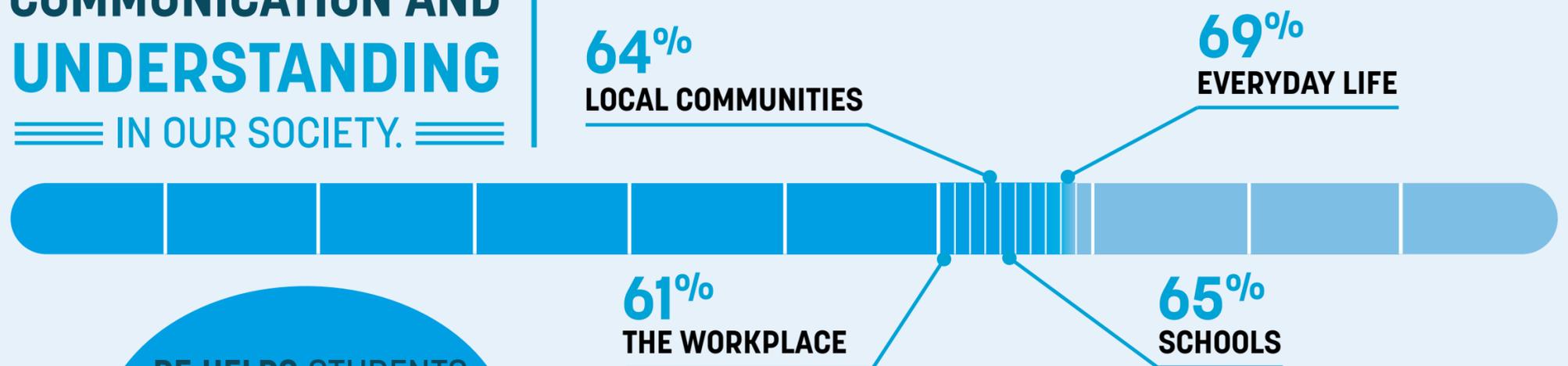
<sup>6</sup> <https://blogs.bmj.com/bmj/2021/08/04/encourage-students-with-a-humanities-background-to-become-doctors/>

# RE IN SOCIETY

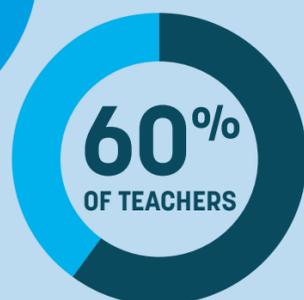
**64%** of the **UK adult population** think an education in **religion and worldviews** (or RE) is an important part of the **school curriculum**.<sup>7</sup>

**HIGH-QUALITY RE IS THE BACKBONE OF COMMUNICATION AND UNDERSTANDING**  
IN OUR SOCIETY.

**AROUND TWO-THIRDS OF UK ADULTS SAY IT'S IMPORTANT TO UNDERSTAND THE BELIEFS OF OTHERS IN:**



RE HELPS STUDENTS UNDERSTAND AND DEBATE THE BIGGEST ISSUES OF THE DAY<sup>8</sup>



DRAW INSPIRATION FROM DISCUSSING TOPICS IN THE NEWS

The public also recognises RE's positive impact on society. In a 2021 survey a majority believed RE can:

- 69%** Help young people gain a better understanding of their own beliefs
- 71%** Foster mutual understanding of different beliefs among young people
- 65%** Provide young people with the opportunity to learn more about other people

**GOOD RELIGIOUS EDUCATION CREATES INDEPENDENT AND CRITICAL THINKERS, PREPARED FOR THE DIVERSITY OF BELIEF IN MODERN BRITAIN AND THE WIDER WORLD.**



<sup>7</sup> Religion & Worldview survey by Savanta on behalf of Culham St Gabriel's Trust, June 2021

<sup>8</sup> <https://www.natre.org.uk/news/latest-news/how-satisfied-are-re-teachers/>

# SCHOOL PERFORMANCE

 Time spent on the subject is **improving in some areas:**

**OVER 95%** of primary teachers report time spent on teaching RE has increased or stayed the same

**46%** of academies without a religious character have reported an increase in time to teach RE<sup>9</sup>



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

**Insufficient time** to teach an ambitious RE curriculum 

**A lack of a 'scholarly approach'**

**Insufficient professional development** for teachers of RE

Some teachers embedding **unhelpful misconceptions**



**Gaps** in teacher subject knowledge



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

**34%** of academies report no timetabled RE<sup>11</sup>



**Around 500** secondary schools still report **zero hours** of RE provision in Year 11<sup>12</sup>

**RE also continues to be neglected** on the school timetable in favour of **EBacc** subjects: **On average 5 hours** of RE are allocated to each 'teacher of RE' at **Key Stage 3** as opposed to **7** for history<sup>13</sup>



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



<sup>9</sup> <https://www.natre.org.uk/news/latest-news/over-95-of-primary-teachers-report-time-spent-on-teaching-re-has-increased-or-stayed-the-same/>

<sup>10</sup> <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

<sup>11</sup> <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

<sup>12</sup> <https://www.natre.org.uk/uploads/NSS%202021%20Infographic.pdf>

<sup>13</sup> [www.thebritishacademy.ac.uk/documents/288/theology-religious-studies.pdf](http://www.thebritishacademy.ac.uk/documents/288/theology-religious-studies.pdf)



# GOVERNMENT PERFORMANCE

“ THE GOVERNMENT FIRMLY BELIEVES THAT RE IS IMPORTANT. GOOD QUALITY RE IS ESSENTIAL IN DEVELOPING CHILDREN’S KNOWLEDGE OF BRITISH VALUES AND TRADITIONS, AND THOSE OF OTHER COUNTRIES. RE IS A VITAL PART OF FOSTERING UNDERSTANDING AMONG DIFFERENT FAITHS AND BELIEFS...”



MINISTER OF STATE FOR SCHOOL STANDARDS, ROBIN WALKER



YET DESPITE THIS...

**£0 SPENT ON RE PROJECTS BETWEEN 2016-2021**

AT A TIME WHEN:<sup>14</sup>

ENGLISH:  
**£28.5 MILLION**

MUSIC:  
**£387 MILLION**

MATHS:  
**£154 MILLION**

SCIENCE:  
**£56 MILLION**

AMIDST A DECADE LONG CRISIS IN ATTRACTING NEW TALENT:

The 2021-22 teacher training bursary for RE was scrapped despite RE teacher recruitment targets not being met for nine of the last ten years.<sup>15</sup>



AND A LACK OF RE SPECIALISM IN SCHOOLS:

25% of RE lessons are taught by teachers with no post A-level qualification in the subject. Three times as many as history (8%).<sup>16</sup>



AND A FALL IN GCSE ENTRIES

Progress made in GCSE entries since 2010 is starting to unravel. Between 2016 and 2021 entries for the full course fell by almost 20%.<sup>17</sup>

# WORDS NEED TO BE BACKED UP WITH ACTION



<sup>14</sup> <https://www.natre.org.uk/uploads/NATRE%20News/REPU%20March%20Roundtable%20Report.pdf>

<sup>15</sup> <https://www.natre.org.uk/uploads/NATRE%20News/REPU%20March%20Roundtable%20Report.pdf>

<sup>16</sup> DfE School workforce census (NATRE Freedom of Information request 2019)

<sup>17</sup> <https://www.natre.org.uk/uploads/GCSE%20results%20media%20release%20FINAL%2012-08-21.pdf>

# THE FUTURE OF RE



WE WANT A HIGH-QUALITY EDUCATION  
IN RELIGION AND WORLDVIEWS  
FOR ALL PUPILS IN ALL SCHOOLS,  
TAUGHT BY WELL-QUALIFIED AND  
TRAINED TEACHERS

## WE CAN ACHIEVE THIS BY:

1

REINSTATING THE  
TEACHER TRAINING  
BURSARY FOR RE



2

SCHOOLS ENSURING HIGH-QUALITY  
PROVISION BY ADOPTING THE  
VISION FOR RE SET OUT IN THE 2018  
*CoRE REPORT RELIGION AND WORLDVIEWS:*  
*THE WAY FORWARD*

3

OFSTED WORKING WITH THOSE  
SCHOOLS NOT CURRENTLY  
TEACHING SUFFICIENT RE  
TO ENSURE THEY COMPLY  
WITH THE LAW

4

GOVERNMENT RECOGNISING PUBLIC,  
PARENT AND PUPIL SUPPORT  
FOR THE SUBJECT BY PROPERLY  
FUNDING IT IN LINE WITH THE  
REST OF THE CURRICULUM

*I've really enjoyed the last two years studying RE, for not only the deeper understanding of life it intends, but the analytical mind it encourages.*

NAT, YEAR 9

### WHAT PUPILS SAY:



*RE is the one time in school where you can talk, listen and try to make sense of people, events and beliefs in the world.*

SHREYA, YEAR 10

### THE FINAL WORD:

*In neglecting religious education, we leave a gaping hole in our school curriculum. It leaves young people unprepared for the ethical, moral and religious debates that influence life in modern Britain and the wider world. Put simply, we miss an opportunity to positively enhance our children's and our society's future.*

SIR PETER BOTTOMLEY MP, FATHER OF THE HOUSE

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