

County Offices  
Newland  
Lincoln  
LN1 1YL

14 November 2022

**Standing Advisory Council on Religious Education**

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 22 November 2022** in the **Council Chamber, County Offices, Newland, Lincoln LN1 1YL** at **2.00 pm** for the transaction of business set out on the attached Agenda.

Yours sincerely



Debbie Barnes OBE  
Chief Executive

**Membership of the Standing Advisory Council on Religious Education**

**Christian and Other Religious Denominations (Committee "A" up to 10 members)**

Chris Burke (Chairman), Roman Catholic Church  
Andrew Hornsby, Methodist Church  
Swathi Sreenivasan, Hindu Community  
Atikur Rehman Patel, Islamic Association of Lincoln  
Dr Amanda Grant, Jewish Community  
Claire Simons, Salvation Army  
Sian Wade, Assemblies of God Pentecostal

**Church of England (Committee "B" up to 4 members)**

Cherry Edwards OBE (Vice-Chairman)  
Lynsey Norris  
Mark Plater

**Associations Representing Teachers (Committee "C" up to 4 members)**

Jennifer King, NAS/UWT  
Elizabeth Moore, NAHT  
Chris Thompson, NEU  
Jayne Watson, NAHT

**Lincolnshire County Council (Committee "D" up to 4 members)**

Councillors A J Baxter, Mrs J Brockway and M A Whittington

**Co-opted Member**

Jack Dryden, Humanist

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA  
TUESDAY, 22 NOVEMBER 2022**

<b>Item</b>	<b>Title</b>	<b>Report Reference</b>
<b>1</b>	<b>Opening Reflections</b> <i>(To receive opening reflections by Atikur Rehman Patel (Islamic Association of Lincoln))</i>	
<b>2</b>	<b>Election of Chairman</b>	
<b>3</b>	<b>Election of Vice-Chairman</b>	
<b>4</b>	<b>Apologies for Absence/Member Changes</b>	
<b>5</b>	<b>Declarations of Members' Interests</b>	
<b>6</b>	<b>Minutes of the Previous Meeting of SACRE held on 14 June 2022</b>	(Pages 5 - 10)
<b>7</b>	<b>Correspondence received by the Chairman (if any)</b>	
<b>8</b>	<b>Guest Speaker: Jasmit Kaur Phull: Sheriff of Lincoln</b>	
<b>9</b>	<b>Analysis of Ofsted reports: March 16th - 20th July 2022</b> <i>(To receive a report from Wendy Harrison, RE Adviser, which provides an analysis of Ofsted reports from March 16<sup>th</sup> 2022 – 20<sup>th</sup> July 2022)</i>	(Pages 11 - 16)
<b>10</b>	<b>Analysis of SIAMS inspections</b> <i>(To receive a report from Gillian Georgiou, Diocesan RE Adviser, which provides an analysis of recent SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspections)</i>	(Pages 17 - 18)
<b>11</b>	<b>Diocesan Update</b> <i>(To receive a report by Gillian Georgiou, Diocesan RE Adviser, which provides an update on her work with schools)</i>	(Verbal Report)
<b>12</b>	<b>Review of Lincolnshire Agreed Syllabus for Religious Education</b> <i>(To receive a report by Wendy Harrison, RE Adviser, which asks the Committee to agree the process for the review of Lincolnshire's Agreed Syllabus for Religious Education)</i>	(Pages 19 - 20)
<b>13</b>	<b>Update from Local Authority Adviser</b> <i>(To receive an update from Wendy Harrison, RE Adviser)</i>	(Verbal Report)
<b>14</b>	<b>SACRE Self-Assessment Tool</b> <i>(To receive a report from Cherry Edwards OBE, Church of England representative which invites the Committee to discuss the SACRE Self-Assessment Tool)</i>	(Pages 21 - 50)

- 15 A Review of the Performance of Religious Education** (Pages 51 - 56)  
*(To receive a report from Wendy Harrison, Local RE Adviser, which invites the Committee to discuss a report on the Review of the Performance of Religious Education)*
- 16 Reflections at the next meeting**  
*(A volunteer is sought to undertake reflections at the next meeting)*
- 17 Date and time of the next meeting**  
*(The next meeting is scheduled to take place on 7 March 2023)*

#### **Democratic Services Officer Contact Details**

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**Please Note:** for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details set out above.

Please note: This meeting will be broadcast live on the internet and access can be sought by accessing [Agenda for Standing Advisory Council on Religious Education on Tuesday, 22nd November, 2022, 2.00 pm \(moderngov.co.uk\)](#)

All papers for council meetings are available on:  
<https://www.lincolnshire.gov.uk/council-business/search-committee-records>



**STANDING ADVISORY COUNCIL ON  
RELIGIOUS EDUCATION  
14 JUNE 2022**

**PRESENT:**

Christian Denominations and Other Religious Denominations (Committee A)

Chris Burke (Chairman) (Roman Catholic Church), Andrew Hornsby (Methodist Church), Atikur Rehman Patel (Islamic Association of Lincoln) and Sian Wade (Assemblies of God Pentecostal)

The Church of England (Committee B)

Cherry Edwards OBE (Vice-Chairman), Lynsey Norris and Mark Plater

Associations Representing Teachers (Committee C)

Jennifer King (NAS/UWT)

The Local Authority (Committee D)

Councillor Ashley John Baxter

Officer/Advisers

Gillian Georgiou (Diocesan RE Adviser) and Wendy Harrison (RE Adviser)

30 OPENING REFLECTIONS

Opening reflections were received from Councillor A Baxter.

31 APOLOGIES FOR ABSENCE/MEMBER CHANGES

Apologies for absence were received from Councillor J Brockway, Councillor M A Whittington, Peter Crosby (Baptist Church), Swathi Sreenivasan (Hindu Community), Dr Amanda Grant (Jewish Community), Claire Simons (Salvation Army), Elizabeth Moore (NAHT) and Jayne Watson (NAHT).

It was agreed that a letter of thanks be sent to Peter Crosby, Baptist Church Representative, following his resignation from the Committee.

32 DECLARATIONS OF MEMBERS' INTERESTS

There were no declarations of interest.

33 MINUTES OF THE PREVIOUS MEETING OF SACRE HELD ON 22 MARCH 2022

It was noted that Bishop Grosseteste University's bid for a funding for the project which would provide funding for work to produce a syllabus which was based on religion and world views had been unsuccessful.

RESOLVED:

That the minutes of the previous meeting held on 22 March 2022 be approved as a correct record and signed by the Chairman.

34 CORRESPONDENCE RECEIVED BY THE CHAIRMAN (IF ANY)

No correspondence had been received.

35 ANALYSIS OF SIAMS REPORTS

Consideration was given to a report by the Diocesan RE Adviser, which provided an analysis of recent SIAMS reports, as detailed at pages 25 – 27 of the agenda pack.

The Committee was advised that SIAMS reported on the religious character of Church of England and Methodist schools, focussing on the effectiveness of curriculum and the impact of collective worship. Inspections in voluntary controlled church schools reported on the effectiveness of religious education (RE) in relation to the school's strategic vision but did not report on pupil progress. Inspections in voluntary aided church schools also commented on progress and standards in RE. The Committee were assured that the SIAMS inspections process was rigorous.

Consideration was given to the report and during the discussion the following points were noted:

- The difference between the inspection of religious education within Voluntary Controlled schools and Voluntary Aided schools was explained. Voluntary Controlled schools had a legal duty to use the locally agreed syllabus for RE and the quality of education in RE curriculum for RE would be inspected by Ofsted. Voluntary aided schools could choose whether to adopt the locally agreed syllabus or adopt an alternative syllabus for RE. Ofsted would not report on the quality of education in RE within those voluntary aided schools; instead, it was the responsibility of the denominational authority (i.e. SIAMS) to do this.
- There had been significant legal questions raised relating to the current statutory requirement to provide collective worship that was 'wholly or mainly of a broadly Christian nature' in all schools and academies in England. However, the importance of collective worship for celebrating all religious and non-religious world views as emphasised by the Committee.

It was requested that a breakdown of figures for the total number of faith schools and schools of religious character in comparison the total number of schools in Lincolnshire be circulated.

### 36 DIOCESAN UPDATE

Consideration was given to a report by the Diocesan RE Adviser which provided an update on her work with schools.

The Committee congratulated the Diocesan Adviser on her success to secure a funding bid from RE Council of England and Wales which she would lead a team to Develop an RE curriculum framework based on the RE Council's draft...National Statement of Entitlement and associated guidance.

The Committee considered the update and during the discussion the following points were noted:

- Three groups were involved in the project including groups which would look at peace and reconciliation across world views and a group which would develop a curriculum that could be used across the multi-academy trust.
- The framework for the projects would be in line with the RE Council's draft National Statement of Entitlement. This document and its associated guidance for syllabus and curriculum writers.

During this item, the Local Authority RE Adviser gave an update on a scheme of work which had been developed by Discovery RE which was being widely purchased by academies across the county. The scheme of work was attractive to schools where there was no specialist in RE as it provided a structure to learning which included topics to cover each term and lesson plans.

The scheme of work was distinct from the local syllabus and therefore the RE Adviser was being employed to individual schools to attempt to adapt the Discovery RE Framework to the Lincolnshire Syllabus. However, without a copy of the Scheme of Work, at around £900, the RE Adviser was experiencing challenges in monitoring the quality of the scheme and effectively support schools with the adaptation.

Following a proposal, the Committee supported the purchase of the Discovery RE scheme of work by the Lincolnshire County Council for the RE Adviser's benefit. It was noted that the cost would not be absorbed by Lincolnshire Standing Advisory Council on Religious Education (SACRE).

The Diocesan RE adviser expressed her concerns that the Discovery RE scheme of work was not well aligned to current development in RE. The Committee acknowledged the preference that the scheme of work not be adopted as a long-term solution within Lincolnshire and expressed their preference for an alternative scheme of work to be produced by

Lincolnshire's advisers which would provide better quality of RE learning for Lincolnshire's academies.

It was clarified that academy did not have to use the Lincolnshire agreed syllabus, however SACRE's still had a responsibility to provide a locally agreed syllabus and support schools to use it.

RESOLVED:

That support be given to the purchase of the Discovery RE scheme of work to allow the RE Adviser to provide effective support and guidance to schools using the scheme.

### 37 RELIGIOUS EDUCATION COUNCIL REPORT

Consideration was given to a presentation by the RE Adviser, which provided an overview of the Religious Education Council's report on SACRE's – Still Standing. This report made reference to the recommendations of the findings of the Commission for Religious Education (2018).

The findings of the report were outlined, highlighting the need for legislation around RE and SACREs to be reviewed and reformed to provide clarity to SACREs and schools about the nature of high quality 21st century RE in schools and that consideration needed to be given to the current committee structure of SACREs. The report had also considered the implications of the academisation programme, and whether the creation of a locally agreed syllabus for SACREs operating with only one state school within their area was a good use of public money.

The Committee also noted the suggestion that SACREs review their membership to ensure that it represents their local community, and its representative religions and worldviews.

The Committee considered the presentation and during the discussion the following points were noted:

- It was requested that the presentation be circulated.
- The Committee noted the opportunity to review its membership and terms of reference
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The importance of making and maintaining contact with academies was emphasised and considered a priority to the Committee. The Committee commended the expertise of the RE Adviser and Diocesan RE Adviser in supporting Lincolnshire SACRE.



38 ANALYSIS OF OFSTED REPORTS

This item was deferred until the next meeting.

39 SACRE ANNUAL REPORT 2020-21

The Committee reviewed the SACRE Annual Report for 2020-21 and were satisfied with the contents of the report.

40 NASACRE ANNUAL CONFERENCE UPDATE

The Committee received an update from Mark Plater on the Annual NASACRE Conference which took place virtually on Monday 23<sup>rd</sup> May 2022. A summary of the conference was set out at page 29 of the agenda pack.

Attendees of the conference had also been invited to attend up to three follow up workshops, one of looked at the tools for reviewing the SACRE syllabus.

In relation to a question, it was confirmed that there had been no detailed discussion on the Education White Paper (Opportunity for all: strong schools with great teachers for your child) at the conference. It was requested that the synopsis of the white paper be circulated to the committee for information.

Questions were raised on the future role of SACRE's given that all schools would become academies by 2030, as outlined in the white paper.

41 REFLECTIONS AT THE NEXT MEETING

Atikur Rehman Patel volunteered to give opening reflections at the next meeting.

42 DATE AND TIME OF THE NEXT MEETING

The next meeting was scheduled for Tuesday 22<sup>nd</sup> November 2022. There was a possibility that the meeting would take place at either Bishop Grosseteste University or Lincoln Mosque.

The meeting closed at 3.35 pm

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Lincolnshire SACRE, 22<sup>nd</sup> November 2022

Analysis of Ofsted reports: March 16<sup>th</sup> – 20<sup>th</sup> July 2022

SCHOOL	Date/type of inspection	Overall outcome	Deep Dive	RE/SMSC/BVs
<b>Primary</b>				
<b>William Alvey School</b>	16 <sup>th</sup> – 17 <sup>th</sup> March Section 5	Good	No	No specific comments
<b>Sutton-on-Sea Community Primary School</b>	22 <sup>nd</sup> – 23 <sup>rd</sup> March Section 5	Remains good.	Yes	The curriculum for personal, social and health education (PSHE) and religious education (RE) helps pupils to learn about a wide range of people, cultures, religions and beliefs. Pupils are curious. They respect difference.
<b>Quadring Cowley &amp; Brown's Primary School</b>	28 <sup>th</sup> April Section 8	Remains Good	No	Pupils' knowledge of different faiths and beliefs is strong. They have a secure understanding of fundamental British values, such as democracy. They show respect for people who may be different from themselves.
<b>Osournby Primary School</b>	4 <sup>th</sup> May Section 8	Remains good. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next	No	Leaders, including governors, want pupils to be well prepared for life in modern Britain. Staff have chosen the content of the curriculum with care to make sure that pupils learn about people from a variety of backgrounds. Pupils understand the importance of this. They can explain what British values are and why they are special. They have tolerant and respectful attitudes.

		inspection will therefore be a full (section 5) inspection.		
<b>The Tydd St Mary Church of England Primary School</b>	5 <sup>th</sup> May Section 8	Remains outstanding. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.	No	Leaders promote pupils' academic, personal and spiritual development. Staff create a respectful culture. <b>There is some inconsistency in some key stage 2 pupils' knowledge of different faiths and beliefs.</b>
<b>Waddingham Primary School</b>	11 <sup>th</sup> May Section 8	Remains good	No	Parents attend celebration assemblies. These help to ensure that the messages around online safety, diversity and respect for others are given the importance that they deserve. Pupils are taught to be responsible citizens. Recently, they have raised funds for local and national charities. Pupils are being prepared well for life in modern Britain.
<b>North Scarle Primary School</b>	17 <sup>th</sup> – 18 <sup>th</sup> May Section 5	Requires improvement, previously good.	No	The curriculum for pupils' personal development begins in the early years. Topics of learning are appropriately focused to prepare pupils for life in modern Britain. <b>Currently, pupils have limited opportunities to develop</b>

				<b>their cultural capital.</b> Leaders are seeking ways to enrich pupils' learning.
<b>Whaplode Church of England Primary School</b>	17 <sup>th</sup> – 18 <sup>th</sup> May  Section 8	Remains good	No	Pupils describe the school as welcoming and inclusive. As one pupil said: 'It doesn't matter where you are from, the colour of your skin, your religion; everyone is perfect in their own way.' Pupils understand British values and know why these are important.
<b>Caythorpe Primary School</b>	24 <sup>th</sup> – 25 <sup>th</sup> May  Section 5	Requires improvement	No	Pupils learn about the world around them. Diversity is celebrated.
<b>Gedney Drove End Primary School</b>	24 <sup>th</sup> – 25 <sup>th</sup> May  Section 5	Requires improvement, previously good.	No	Leaders ensure that pupils read books that represent life in today's modern world. Pupils in key stage 2 discussed their class book, 'Wonder', showing respect for people who are different to themselves. They show respect for difference and diversity.
<b>Digby Church of England School</b>	21 <sup>st</sup> – 22 <sup>nd</sup> June  Section 5	Requires improvement, as previously	No	No specific comments.
<b>St Helena's Church of England Primary School, Willoughby</b>	21 <sup>st</sup> – 22 <sup>nd</sup> June  Section 5	Requires improvement, as previously	No	<b>There is some inconsistency in some pupils' knowledge of different faiths and beliefs.</b> While most pupils understand British values, including democracy, <b>some pupils are unsure. Some pupils' knowledge of British values and different faiths is inconsistent.</b> Although they know to respect difference, some are not as aware as they should be of what these differences may be. <b>Leaders should ensure that pupils have the necessary knowledge and understanding of British values and different faiths.</b>

<b>Coningsby St Michael's Church of England Primary School</b>	28 <sup>th</sup> - 29 <sup>th</sup> June  Section 5	Good	No	Pupils can explain how class readers allow them to develop morally and be more aware of social issues.
<b>Bassingham Primary School</b>	5 <sup>th</sup> -6 <sup>th</sup> July  Section 8	Remains good.	No	Pupils are taught to be respectful. As one pupil said: 'We accept everyone for who they are'.
<b>Chapel St Leonards Primary School</b>	5 <sup>th</sup> - 6 <sup>th</sup> July  Section 5	Good.	Yes	Despite RE being a deep dive subject, there is no specific mention of it in the report.
<b>White's Wood Academy</b>	19 <sup>th</sup> – 20 <sup>th</sup> July  Section 5	Good. Previously requires improvement	No	Teachers support pupils to develop a sense of right and wrong. Leaders provide pupils with opportunities to understand some fundamental British values. For example, pupils learn about different faiths and beliefs. Pupils do not understand the fundamental British values of democracy, the rule of law and individual liberty. <b>They are not as well prepared for life in modern Britain as they should be. Leaders must ensure pupils have opportunities to understand all aspects of the fundamental British values.</b>
<b>Secondary</b>				
<b>Bourne Academy</b>	4 <sup>th</sup> – 5 <sup>th</sup> May  Section 8	Remains good.	No	There is strong respect for diversity. Pupils are well prepared for life in modern Britain. In tutor time, there are regular occasions for pupils to discuss moral and ethical issues. This reinforces their well-thought-through spiritual, moral, social and cultural education.

<b>Branston Community Academy</b>	10 <sup>th</sup> – 12 <sup>th</sup> May  Section 5	Requires improvement, was outstanding	No	The Personal Development programme includes opportunities for pupils to learn about equality and diversity. <b>This aspect of pupils' learning is in an early stage and not well developed. Many pupils struggle to remember their learning about British values. Leaders have not ensured that a culture of mutual respect and inclusivity permeates all aspects of school life. They must ensure that there is an open culture of respect, where pupils feel confident to report their concerns, knowing that they will be dealt with effectively. Many pupils have gaps in their knowledge and understanding of British values, including the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</b>
<b>Caistor Grammar School</b>	24 <sup>th</sup> – 25 <sup>th</sup> May  Section 5	Good. Not previously inspected under Section 5.	Yes	In many subjects, such as religious education, the curriculum is well sequenced so that pupils build on what they learned before. Pupils are kind and respectful to each other.
<b>Lincoln Castle Academy</b>	5 <sup>th</sup> – 6 <sup>th</sup> July  Section 5	Inadequate, previously good	No	The 'life curriculum' is in place to help pupils develop their understanding of equalities, British values, relationships and different faiths and cultures. Form-time debates promote discussion on current issues and allow for pupils' social and moral development.

Wendy Harrison  
RE Adviser  
Lincolnshire County Council

June 2022

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**SIAMS (Statutory Inspection of Anglican and Methodist Schools) - also known as Section 48 inspections**

All Church of England and Methodist schools and academies are inspected under Section 48 in order to ensure that the religious character of the school is being appropriately upheld. RE and collective worship must be considered as part of this inspection.

Voluntary controlled church schools and academies receive a general comment on RE and collective worship. In these schools, Ofsted can carry out a ‘deep dive’ in RE as part of a Section 5 or Section 8 inspection in order to judge the quality of education in the school. This is because in voluntary controlled church schools and academies, there is a legal requirement to follow the locally agreed syllabus for RE.

Voluntary aided church schools and academies receive the equivalent of an Ofsted ‘deep dive’ in RE as part of SIAMS inspection; these schools are provided with a comment on the quality of education in RE. This is because in voluntary aided church schools and academies, the RE curriculum is designated by the governing body. They are not required to use the locally agreed syllabus as the basis of their RE curriculum.

School	SIAMS Outcome	Comments on RE	Comments on Collective Worship
Skellingthorpe St Lawrence’s CE Primary  LINCOLNSHIRE	Overall:  Good	Pupils flourish in RE as it is led well. Leaders invest in it and ensure that it meets the requirements of the Church of England Statement of Entitlement. The school uses the locally agreed syllabus to effectively plan and sequence learning. RE meets the needs of every pupil by offering a range of support. High expectations for every pupil result in them becoming critical thinkers. This is seen in how they are curious about the vastness of RE and the many questions it can generate. RE is a safe space in the timetable that enables pupils to challenge ideas, reflect and shape their knowledge and understanding of world faiths. The curriculum planning ensures Christianity is experienced as a living, diverse worldwide faith. However, current assessment in RE does not encompass the different methods of teaching RE for assessment practices to be embedded... [Pupils] demonstrate good subject knowledge, and this enables them to be prepared for the modern world they live in.	Collective worship is transformational in the daily life of the school. Adults see it as the heartbeat of their day. Worship is exceptional because it is inclusive and seen as a conversation with God. As a result, pupils have a deep and meaningful connection to God through prayer. Here, they ask him questions and hear his answers. Vibrant, joyful singing is a key part of daily collective worship which everyone finds deeply moving and uplifting. Christian teachings within worship have a real impact on the school community. They help to promote the vision and secure the atmosphere of loving care and support for one another. Worship builds a strong sense of community. During COVID lockdowns worship was the most important part of the day because it brought the whole community together (virtually). It equipped the school with resilience and compassion. It enabled an all-encompassing loving presence. The richness of the church year is celebrated through the seamless links with the local church. The result is a school identity of tradition, generosity and grace. Pupils play a key role in planning, delivering and monitoring worship. Their voice is heard and acted on by senior leaders on a weekly basis, keeping worship dynamic and empowering. The result is that collective worship is a bold, cohesive statement of the Christian foundations of the school.

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## Review of Lincolnshire Agreed Syllabus for Religious Education Background and statutory requirements<sup>1</sup>

The Education Reform Act (1988) established compulsory Standing Advisory Councils (SACREs) on Religious Education (RE). The main function of a SACRE is to advise the LA on matters connected with Religious Education (RE) and collective worship. SACREs also oversee the five-yearly revision of the Locally Agreed Syllabus (LAS) for RE. The 1993 Education Act requires that every LA institutes a review of the LAS within five years of the last review, and subsequently every five years after the completion of each further review. For the purpose of preparing a LAS the LA must convene an Agreed Syllabus Conference (ASC). Its role is to produce and recommend a LAS for RE which meets fully the requirements of the 1988 Education Act and is educationally sound. **Only an ASC may recommend a LAS** and its recommendation must be unanimously agreed by the committees constituting the conference. The ASC can consist of **all** SACRE members (which means a separate meeting could be convened<sup>1</sup> after each SACRE meeting + additional meetings set up if necessary) or a separate group which meets independently and reports back to the full SACRE.

### The Lincolnshire context

The present syllabus runs from 2018-23. It is not anticipated that a detailed re-write is required but this needs to be discussed with the ASC (see above). In addition, many changes have taken place since the present syllabus was produced. These changes include:

1. Approaches towards RE, e.g. Religion and Worldviews in the Classroom<sup>2</sup> and numerous other reports.
2. A new Ofsted Framework, with an emphasis on the curriculum, especially in non-core subjects, including RE.<sup>3</sup>
3. The most recent Ofsted Research Review into RE (2021)<sup>4</sup>
4. Updates to key stage 4
5. A new Framework for EYFS.<sup>5</sup>

### Timescales

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[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)

<sup>2</sup> <https://www.natre.org.uk/news/latest-news/draft-handbook-for-the-religion-and-worldviews-in-the-classroom/>

<sup>3</sup> <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>

<sup>4</sup> <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

The process for the review needs to be agreed at the autumn meeting (2022) of Lincolnshire SACRE. This should enable us to have the new syllabus in place by summer 2023. A questionnaire has been sent out to schools to provide us with an idea of the changes teachers might like to see. Outcomes will be shared with SACRE.

### **Funding**

The bulk of the work will be done by Gillian Georgiou (Diocese) and Wendy Harrison (LA). Any work with teachers will hopefully be able to take place via Zoom/Teams outside of school time. Online training on the changes to the LAS would be provided by Gill and Wendy, reducing costs further. There are no plans to produce hard copies of the new document – all schools will be sent an electronic version.

### **Next steps**

At the SACRE meeting on 22nd November, in line with guidance set out in Circular 1/94, SACRE must recommend how it wants to move forward. This recommendation will then be passed on to the LA.

***Wendy Harrison***  
***RE Adviser***  
***Lincolnshire County Council***  
***October 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"/>

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

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

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

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

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

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

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

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

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

**Barriers to success**

**Areas for development/ Action points:**

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

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

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

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

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

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

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

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

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

Key Area: 2a - RE provision across the LA. How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?		
<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: 2b - Standards of achievement and public examination entries How does SACRE use information about standards and examinations to target support and training for schools?		
<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.

Page 42

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 Cattle Report in 2001.

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

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

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

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

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

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

**Barriers to success**

**Areas for development/ Action points:**

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

**Date of review (1)**

**Date of review (2)**

**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.

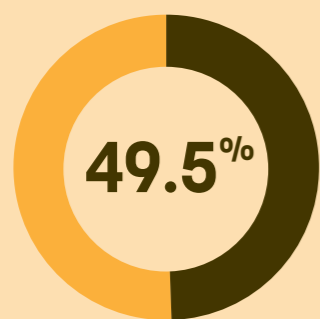
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# A REVIEW OF THE PERFORMANCE OF RELIGIOUS EDUCATION



**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/>

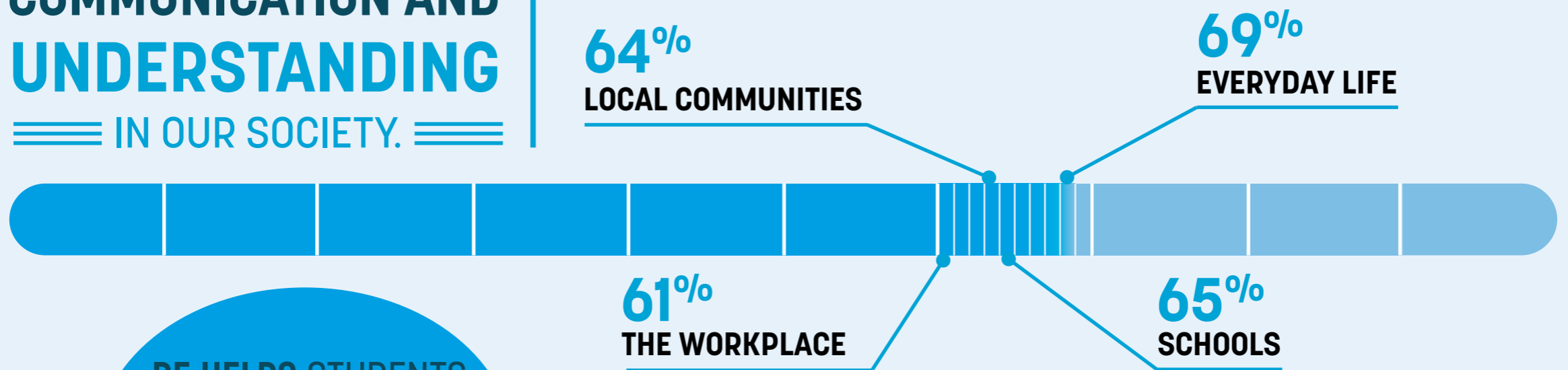
<sup>6</sup> <https://blogs.bmj.com/bmj/2021/08/04/encourage-students-with-a-humanities-background-to-become-doctors/>

# RE IN SOCIETY

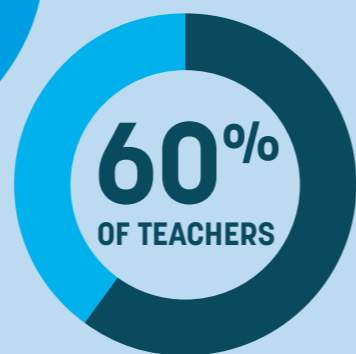
**64%** of the **UK adult population** think an education in **religion and worldviews** (or RE) is an important part of the **school curriculum**.<sup>7</sup>

**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%202012-08-21.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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