



# Lincolnshire SACRE

Tuesday June 14<sup>th</sup> 2022

**REC Report on SACREs: Still  
Standing**

# What is a SACRE?

- Stands for **S**tanding **A**dvisory **C**ouncil on **R**eligious **E**ducation.
- Main function is to advise the LA on matters relating to RE and collective worship (CW) in schools.
- 1944: LEAs were empowered by law to set up SACREs –RE was then RI! Only about 10 SACREs were set up.
- 1988 Education Reform Act compelled LEAs to set up SACREs to oversee what had become Religious Education.
- Now – all LAs must have a SACRE which must be given time to meet and fulfil its statutory duties – usually 3 times a year

# Statutory responsibilities (1)

## A SACRE must:

- Advise the LA on matters related to the LAS, RE and CW. It may also consider/grant determinations.
- Publish an Annual Report on its work and actions taken.
- Meet in public, keep minutes.

## How is a SACRE composed?

- **Committee A:** Christian denominations other than the CoE + other religions and their denominations, reflecting the principal religions of their area
- **Committee B:** the Church of England
- **Committee C:** Teachers and headteacher associations and others representing education interests
- **Committee D:** The Local Authority

Plus co-opted members – who do not have a vote.

# Still Standing: A report by the Religious Education Council, November 2021

- A project was set up to test out the recommendations of the Commission on RE regarding SACREs (2018).
- This report was far reaching but as ever, left us with the question... 'What next?'

<https://www.commissiononre.org.uk/final-report-religion-and-worldviews-the-way-forward-a-national-plan-for-re/>

## Still Standing: Recommendations for the government

- Legislation around RE and SACREs needs to be reviewed and reformed to provide clarity to SACREs and schools about the nature of high quality 21<sup>st</sup> century RE in schools.
- The National Entitlement, contained within CoRE, should be developed with all key RE partners to create clear guidance that all schools must fulfil in terms of RE.
- SACREs need to continue to have statutory powers to carry out their work and the necessary funding to meet these requirements.
- Consideration needs to be given to whether a separate group for the Cof E committee should continue as a separate group or join a newly constituted 'religion and worldviews' panel.
- Consider the implications of its academisation programme. Some SACREs are operating with only 1 state school within their area. How is the use of a locally agreed syllabus viable or good use of public money? Reduced contact with schools is a key issue - how can this be resolved?

## SACREs should consider

- Reviewing their membership to ensure that it represents their local community, and the religions and worldviews included in their AS. This is essential if a LA is to be able to discharge its legal responsibilities.
- Thinking about adding into their membership; education departments at museums and universities, local ITT providers, local RE CPD providers, training school hubs, parents, governors, pupil voice, academies and free schools.
- Making use of the toolkit (see Appendix 4) for auditing an AS in relation to a National Statement of Entitlement. Also, consider how non-religious traditions feature in the AS and best practice in terms of presenting different religions/worldviews.

# When reviewing an agreed syllabus SACRE should consider

- Paying more attention to non-religious traditions in both the syllabus structure and exemplar units of learning;
- Providing more clarity on which aspects of Humanism, for example, would be included
- Taking care to avoid 'colonial' attitudes and language and address an updated understanding of the broader aims of education
- Providing for teaching about key terms in the study of religion and worldviews, including 'spirituality' and 'secularism', as a contribution to 'worldview literacy'.