

Public Document Pack  
SOUTHEND-ON-SEA CITY COUNCIL

**Standing Advisory Council on Religious Education**

**Date: Monday, 3rd October, 2022**

**Time: 2.00 pm**

**Place: Tickfield Centre - The Works**

**Contact: Robert Harris**

**Email: [committeesection@southend.gov.uk](mailto:committeesection@southend.gov.uk)**

**AGENDA**

- 1 Apologies for Absence**
- 2 Declarations of Interest**
- 3 Membership and Vacancies**  
Verbal report from SACRE Clerk (no papers)
- 4 Draft RE Report (Pages 1 - 30)**  
Report from RE Advisor attached
- 5 SACRE Annual Report Framework (Pages 31 - 56)**  
(a) Analysis-of-SACRE-Annual-Reports-2020-2021 document attached  
  
(b) Final SACRE Annual Reports Framework document attached

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## RE Report June 2022

### Religious Education and Collective Worship and the Locally Agreed Syllabus in schools within the city of Southend on Sea.

The “across city” Religious Education (RE) and Collective Worship (CoWo) survey was available to schools in spring and summer 2022 via the city’s School Learning Network (SLN). For independent schools this was also emailed. The information, submitted by schools who engaged with the survey, was used to compile the table within Appendix 1. Where school websites, scrutinised in the spring term 2022 and updated in summer 2022, had items “awaiting updating” or “in process”, have also been revisited and information updated where necessary and the updated version can be found at Appendix 2. The “across city” Religious Education (RE) and Collective Worship (CoWo) survey can be found at Appendix 3.

#### The place of RE in the school curriculum

All maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum. In state-funded schools in England RE must be provided as part of that broad and balanced curriculum, for all registered pupils of compulsory school age, unless pupils are withdrawn by their parents. This includes those in the sixth form (unless, if they are aged 18 or over, they withdraw themselves). Also, academies and free schools must adopt a syllabus for RE and all academies and free schools, as set out in their funding agreements, are contractually required to provide RE for all pupils from reception to sixth form, unless parents have exercised their right to withdrawal.

The schools responding to the survey’s questions have given time and careful consideration to their responses which gives a good picture of the pupils’ access to, and the teaching of RE in these schools and to the self-evaluation of the quality of their provision often including additional details through notes of explanation. The website scrutiny goes some way to providing this same information for the city’s schools who did not respond to the invitation to take part in the survey or do not engage with the RE Teachers’ Network. Where there are gaps in knowledge regarding the provision of RE further information may be sought through reading school prospectuses and more direct communication with schools to ensure compliance within the current legislation.

#### Findings

The findings have been collated and made available to the city’s Standing Advisory Committee for Religious Education (SACRE) and the Local Authority in autumn 2022 and are shared here, through the following:

Analysis of the responses to the survey, which was shared through the Schools Learning Network (SLN) for those within the City of Southend on Sea; discussions with attendees at the RE Lead/Teachers’ Primary Network over the last 2 academic years; phone calls / zoom meetings and meetings with individual teachers and scrutiny of the contents of the websites of the city’s schools and the documentation and information shared therein, which, as noted above, took place in the spring term 2022 and was updated in summer 2022. Unfortunately, visiting schools has not been possible not only due to Covid-related concerns but also to time constraints.

#### Findings

**These are set out in the table in Appendix 1.** All schools within the city of Southend are included whether they be categorised as community, academy, foundation, voluntary aided or independent and from schools of all phases (infant, junior, primary, secondary, or special).

The City's Primary schools' number 32 and of these, including two separate infant and junior schools on the same site who engaged with the survey jointly as they shared a Headteacher at the time, it was pleasing to report that 22 engaged with the survey which is 68.75%. Of the City's 12 secondary schools five engaged with the survey (41.6%), one of the city's seven special schools engaged (14.2%) and of the city's five independent schools (three primaries and two secondary schools) two of the three primaries engaged (40%) and one of the secondary schools (20%) engaged. The high percentage of school engagement was very pleasing and is indicative of the health of the provision of RE within the City's schools.

18 primary schools confirmed they are using Southend's Locally Agreed Syllabus (LAS) to teach RE. The main exceptions are four Catholic primary schools and two Catholic secondary schools who follow the syllabus provided by Brentwood Catholic Diocese. One Southend community primary school does not follow the LAS and is presently following that of another Local Authority. Two independent schools, one primary and one secondary, are following the LAS. Two of the city's secondary schools are using the LAS and the picture of the secondary schools who did not engage with the questionnaire is that information garnered from school websites demonstrates that, although the LAS is not taught for Years 7-9 (KS 3), schools are teaching their own curriculum design for RE leading to GCSE study, with most schools offering A level. Provision for RE for those not studying RE at GCSE has not been made clear where it is not policy for all pupils to study RE for external examinations. One special school and two secondary schools report provision for RE through the LAS continues for all year groups within their schools.

Of the ten primary schools who did not engage with the survey five are known by the RE Adviser to be using the LAS through either attendance of their teachers at the Teachers' Networks or information achieved through the website scrutiny but more work is needed to ascertain the arrangements for the other five schools as the earlier scrutiny of the information on websites in spring 2022 and further scrutiny in summer 2022 was inconclusive (see Appendix 2).

Within the survey, comments from schools using the LAS, showed teachers and school leaders especially welcomed:

- the content and support the LAS offered, in that:
  - the curriculum structure is adaptable for teachers to suit their schools, classes, pupils' needs
  - it is comprehensive and can be adapted to suit a school's own scheme of work and curriculum structure
  - it was especially welcomed when integrating the LAS into existing plans the syllabus encompasses a well-rounded approach to RE, covering a variety of religions and beliefs and worldviews
  - the CPD offered through the initial "launch day" and the Teachers' Network in the early days has continued through the pandemic
  - the available contact with the RE Adviser if/when additional help, guidance/ support was required
  - other curriculum areas link readily with the LAS (such as "The Spirited Arts" competition run by NATRE)
  - pupil assessment foci were included, and outcomes could be used for reporting to parents
  - teachers felt supported in their preparation for a potential inspection and possible "deep dives" in RE
  - the curriculum was designed to be entirely accessible via pdfs online to share readily with all teaching staff
  - it is clear to follow and includes assessment foci for pupil progress and support for reporting to parents

The self-evaluation of schools, shows:

- teachers' growing familiarity with the syllabus which is leading to more confidence in teaching RE, especially in primary schools
- that the LAS introduction has supported a growth in teachers' subject knowledge as it is comprehensive, lessons follow a planned route and, as they teach their pupils, teachers are learning themselves
- schools have confidence in their teachers' subject knowledge
  - just two schools reporting that 'some support' is needed to enhance teachers' subject knowledge
  - 10 schools state that some support is needed for wider aspects of RE,
    - these same schools state the quality of teaching is good or outstanding as only one requested 'some support' which means that further investigation may be worthwhile to establish exactly what support is wanted
    - priorities are to continue to raise attainment and sustain high quality teaching, provide challenge and ensure progression, provide opportunities for lead staff to monitor pupils work and improve planning, provide professional development and good leadership development within the subject
- the areas where schools themselves consider they need most support are:
  - finding visiting speakers, venues for school visits and to provide artefacts and physical resources to support learning
  - introducing 'worldviews' into the RE curriculum:
    - 14 schools report they are already embracing 'worldviews' as part of their RE provision
    - 16 report they have not yet embraced this change which indicates a need to source/offer professional development to these schools for 'Religion and Worldviews'
    - support for subject leaders to manage monitoring activities such as 'book looks', responding to pupils' views and the outcomes of analysis of assessment opportunities and examination results
- Collective worship, across all phases of schools, has been planned to take full advantage of a vast range of visiting speakers, leaders of faith groups, local community group leaders including those who may have a non-faith worldview
  - The feedback from pupils and staff gathered through a wide range of methods and systems are taken into account to ensure schools are providing an interesting diet of collective worship
  - Inventive methods have been employed by schools to cope with the restrictions imposed on such gatherings by Covid-19 legislation while continuing to provide it

## Planning

The LAS was especially beneficial for this area and was warmly welcomed by primary teachers in particular as it enabled:

- integration into their established long-term and medium-term planning while LAS was being introduced to their schools, so:
  - disruption to learning was minimised
  - gaps in prior learning could be traced and completed while integrating the LAS into ongoing planning
  - pupils were thus less at risk of missing important subject areas within RE while the LAS was introduced to schools
  - teachers learned to use the LAS readily due to the comprehensiveness and clarity of the content and ongoing support offered
  
- Support for:
  - teacher subject knowledge for teaching Religion and Worldviews so this can be integrated into planning to support high quality teaching.
  - short-term planning and related pupil-assessment to ensure pupil progress

### **Pupil Withdrawal from Religious Education and Collective Worship**

The survey indicates that the numbers of pupils withdrawn from RE and CoWo in the responding schools is very low and that the pupils' / students' welfare while withdrawn, is well-managed and records are kept. This is an area to follow-up as not all schools appear to publish the right of parents withdraw their children, or of older students to withdraw themselves from either or both. This does need further work to clarify the position as paper prospectuses may include the information required.

Often lead RE Teachers, especially in primary schools, do not know the situation of their schools regarding withdrawal of pupils and the RE curriculum as these teachers are often not a member of the schools Senior Leadership or Management Team or in senior positions in their schools so there are schools for whom a response is not recorded.

### **Budgets**

Eight schools report that there is no identified budget for RE /CoWo; nine schools report that there is a combined budget for RE and CoWo, eight schools report there is a budget for RE, five schools report RE is supported via another subject or identified cost centre and one school reports that RE is assigned a budget but CoWo is supported separately via another cost centre.

At network meetings primary teachers report that they often do not have sight of, nor knowledge of the budget allocation for RE, or if there is one, or the ability to request, or spend from it if one is set.

### **Governance**

There was a range of responses given from identifying a specific named governor to none recorded which may depend upon the structure of governance, trustees and other arrangements for a school's governance. Given RE's legal status within the curriculum it may be considered that governors be reminded of their responsibility to support RE in those schools where the school's own self-evaluation is that it 'requires improvement' in a particular area of RE and to ensure that the improvement is clearly identified, led, managed and most importantly actually takes place and that the necessary investment in time, for professional development is made available, and is recorded. Governors must also be sure that their school's documentation, prospectuses and websites reflect the practice required.

#### **Next steps:**

- It may be necessary to contact schools directly if the outstanding questions regarding information on websites are not answered in their prospectuses.
- Schools including some academies have opted for the use of their own or another RE Policy and Curriculum, rather than the LAS, perhaps taught within PSHE and not as a discrete subject and SACRE may wish to have sight of these policies.
- Changes of school leadership personnel and RE Leads may be causing the LAS documentation to be lost or misplaced within school systems so the LA will need to maintain its copies to refurbish schools where this may have been lost, mistakenly deleted or removed, or buried deep in ever-expanding school IT systems. This need addressing to ensure the LAS is being offered to pupils as intended at point of induction and any authorised subsequent review, until the next generation LAS is provided.
- Provision of professional Development for teachers/teaching staff regarding 'Religion and Worldviews' to be considered by SACRE
- Collating and updating of contact details for RE Lead Teachers or/and appropriate school contacts.

Frances Neil, RE Adviser

#### **References:**

- 1) The National Association of Teachers of Religious Education (NATRE) advice on withdrawal (sample pages) can be found here: [https://www.natre.org.uk/Guidance dealing with withdrawal from RE](https://www.natre.org.uk/Guidance%20dealing%20with%20withdrawal%20from%20RE)
- 2) [What maintained schools must publish online - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/what-maintained-schools-must-publish-online) updated 5<sup>th</sup> September 2022

#### **Appendix 1: Analysis of Religious education and Collective Worship survey responses summer 2022, p.7**

#### **Appendix 2: Website information of schools, p.10**

The following table has been compiled from accessing this information

- The findings are subject to changes by the school (without notice)
- They are augmented by the analysis of the survey/questionnaire sent to schools in spring and summer 2022

**Appendix 3: Survey 2022, p. 23**

**Appendix 1**

**Analysis of Religious education and Collective Worship survey responses summer 2022**

Phase	Primary years (R-6)	Secondary (all academies)	Independent Primary/secondary/special	Special Prim/X phase
No of schools responding to the RE survey (spring to summer 2022)	Primary = 18 Junior= 2 Infant= 2 Total = 22  (Out of possible 32 which takes account of separate Inf/Jun answering as 1 school)	5  (out of possible 12 in City)	3  (out of possible 4 in the City)	1  (out of possible 7 in the City)
No of Southend schools not responding	10	7	2	6
Category of responding schools	<ul style="list-style-type: none"> <li>• Academy =12</li> <li>• Foundation=2</li> <li>• VA=2</li> <li>• Community=5</li> </ul>	Academy = 5	Primary ind. = 2 Secondary special /alternative = 1	Academy = 1
Southend LAS followed	18	2	1	Academy = 1 (where appropriate for SEND pupils)
Other specified arrangements	Essex LAS = 1 Community school  "Come and See" (Brentwood Diocese) = 3 Catholic primaries	Brentwood Diocesan Syllabus (Bishop's conference) = 2 Catholic academies		

In which year groups is RE taught?  NB: For EYFS/R* RE is not statutory but is usually encompassed within other areas of the curriculum	Years <ul style="list-style-type: none"> <li>• 3-6 = 3</li> <li>• 1-6 = 8</li> <li>• *EYFS/R - 3 =4</li> <li>• *EYFS/R - 6 =3</li> </ul>	<ul style="list-style-type: none"> <li>• Yrs. 7-11 = 1 academy</li> <li>• Yr. groups 7-9 (Then GCSE stated)</li> </ul>	<ul style="list-style-type: none"> <li>• All primary Yrs = 2</li> <li>• Secondary = No information</li> </ul>	<ul style="list-style-type: none"> <li>• All years</li> </ul>
Own syllabus followed	0	1 = Academy	Primary = 1 (based on Essex LAS) Secondary = 1	See above (Includes elements of the LAS)
GCSE A level  Post GCSE		5 = offered GCSE/and A Level (21-22 academic) 3 = schools offer LAS / bespoke RE programme to students <i>not</i> studying RE at GCSE 2= No response re: post GCSE RE	Primary = N/A  Secondary = no GCSE's / 'A' level offered	As appropriate for individual SEND learners
Budget for <ul style="list-style-type: none"> <li>• RE</li> </ul>	Infant- 1 Jun - 0 Prim - 3	Sec-1	Ind – 1 Sec= 0	0
<ul style="list-style-type: none"> <li>• Collective Worship (CoWo)</li> </ul>	Infant-0 Jun-0 Prim-0	Sec-0	Ind - 0	0
<ul style="list-style-type: none"> <li>• Combined RE/CoWo</li> </ul>	Infant - 1 Jun - 1 Prim - 6	Sec - 2	Ind - 0	Combined RE/CW

<ul style="list-style-type: none"> <li>From another 'Cost Centre'</li> </ul>	Infant - 1 Jun - 0 Prim - 3	Sec - 1	Ind - 0	0
<ul style="list-style-type: none"> <li>None</li> </ul>	Infant - 2 Jun - 0 Prim - 3	Sec - 1	Ind - 2	Spec - 0
<ul style="list-style-type: none"> <li>No response</li> </ul>	Infant - 0 Jun - 1 Prim - 0	Sec - 0	Ind - 0	Spec - 0
Named Lead for RE? <ul style="list-style-type: none"> <li>Y</li> <li>N</li> </ul>	Y = 24 N = 0	Y = 5 N = 0	Y=2 N=1	Y=2 N=0
Withdrawal from: <ul style="list-style-type: none"> <li>RE</li> <li>CW</li> </ul>	<ul style="list-style-type: none"> <li>RE = 6 (NR=1)</li> <li>CW=3 (NR=1)</li> </ul>	<ul style="list-style-type: none"> <li>RE = 0</li> <li>CW = 3</li> </ul> (One school noted a variable number from each depending upon time of year)	Primary <ul style="list-style-type: none"> <li>RE = 0</li> <li>CW = 0</li> </ul> Sec <ul style="list-style-type: none"> <li>RE = NR</li> <li>CW= NR</li> </ul>	<ul style="list-style-type: none"> <li>RE = 0</li> <li>CW = 0</li> </ul>
RE Quality teaching 'Self Evaluation'	<ul style="list-style-type: none"> <li>Outstanding =5</li> <li>Good = 18</li> <li>RI = 1</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding =3</li> <li>Good=2</li> <li>RI=0</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding=2</li> <li>Good=2</li> <li>RI=0</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding =0</li> <li>Good=1</li> <li>RI=0</li> </ul>
HLTA Teaching RE  (Range of rationale given in responses)	<ul style="list-style-type: none"> <li>Y = 11</li> <li>N = balance - 1</li> </ul>	<ul style="list-style-type: none"> <li>Y = 1</li> <li>N = 4</li> </ul>	<ul style="list-style-type: none"> <li>Y = 0</li> <li>N = 3</li> </ul>	<ul style="list-style-type: none"> <li>Y = 1</li> <li>N = 0</li> </ul>

	<ul style="list-style-type: none"> <li>No response = 1</li> </ul>			
Support required (in any aspects of RE)	<ul style="list-style-type: none"> <li>None = 10</li> <li>Some = 14</li> <li>Significant = 0</li> </ul>	<ul style="list-style-type: none"> <li>None = 4</li> <li>Some = 1</li> <li>Significant = 0</li> </ul>	<ul style="list-style-type: none"> <li>None = 1</li> <li>Some = 2</li> <li>Significant = 0</li> </ul>	<ul style="list-style-type: none"> <li>None = 0</li> <li>Some = 1</li> <li>Significant = 0</li> </ul>
Support required in CoWo	<ul style="list-style-type: none"> <li>None</li> <li>Some</li> <li>Significant</li> </ul>	<ul style="list-style-type: none"> <li>None = 5</li> <li>Some = 0</li> <li>Significant</li> </ul>	<ul style="list-style-type: none"> <li>None = 0</li> <li>Some</li> <li>Significant</li> </ul>	<ul style="list-style-type: none"> <li>None =</li> <li>Some</li> <li>Significant</li> </ul>
Governance <ul style="list-style-type: none"> <li>Named Governor/Trustee</li> </ul>	<ul style="list-style-type: none"> <li>Y = 15</li> <li>N / No governors = 9</li> </ul>	<ul style="list-style-type: none"> <li>Y = 2</li> <li>N /No governors/ No response = 3</li> </ul>	<ul style="list-style-type: none"> <li>Y=1</li> <li>N=2</li> </ul>	<ul style="list-style-type: none"> <li>Y=1</li> <li>N=0</li> </ul>

## Appendix 2:

### Table of Schools in Southend – Religious Education website scrutiny

Key to following pages:

- SWS = Schools' workforce Survey information from DFE annual survey
- Table boxes shaded 

	= N/A
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 i.e. Not applicable to this school/category
- Y = Yes. This item is found on the website (or within documentation posted)
- N = No. This indicates this item could not be found on the school's website or within online-posted documentation
  - (Importantly, more information must be sought to establish if this is provided /available / within other documentation)
  - Covid measures: For Collective Worship (CW) / assembly may prevent this, so current arrangements may not fully reflect usual practice
- ? = the evidence cannot be found or what can be seen is unclear
- \* = RE Lead attends/has attended Re Adviser's termly RE Teachers' Network meeting (currently held over Zoom)
- The following questions cannot be partially answered until the survey results are analysed

School	Phase Special A= Academy M=Maintained	SWS men tion Y/N	RE yes/no	Southend LAS	Altern ative RE Syllab us	RE in Year groups	Assembly CW mentions Y/N	Ofsted status, date. RE mention?	Withdrawal?	Notes
1	Special X phase A	N	Yes	Y "As appropriate for SEND pupils"		Orchid Pathway	N	Good (2014) No RE mentioned	N	RE Found in "My Engagement and Wellbeing"
2	Special X phase A	N	Yes As well as specific lessons, functional skills are further developed through the Humanities topic each term alongside Art and RE	?	KS 5 ASDAN	KS 4 KS 5 ASDAN	Y (assembly)	Outstanding 2017 No RE mention ( <i>Awaiting inspection report 2022</i> )	N	The school also "delivers a Spiritual, Moral, Social and Cultural (SMSC) curriculum through our assemblies and events planner"
3	Special X Phase A	N	Y	?	?	Primary through to 6 <sup>th</sup> Form (not specific)	Y Assembly  Primary and whole school timetable	Outstanding 2017:  Mention of visits "to the mosque, the synagogue and local churches"	Y clearly stated	Religious education is part of the timetable of all classes.
4	Special Secondary A	N	Y	?	?	All (ages 11- 16)	?	Good (2014) N	N Website search = no results	Comprehensive coverage in RE

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5	Primary and Nursery M		Y	Y		All (Nursery-Yr 6)	N	Good (2018) N	N Website search =No results	Comprehensive RE planning from LAS
6	Primary M		Y	Y		All	N	Good (2018) N	N	
7*	Primary A		Y	Y		All (EYs to Yr6)	Y App'dix to RE Policy	Good (2018) N	RE only	Earned RE Quality Mark (Silver)
8*	Primary M		Y	Y		All (Foundation inclusive)	N	Not on website	Yes (RE only in policy)	The school holds assembly /CW but no mention on website
9 13	Primary A		Y	Y		Y all (Nursery – Yr6)	N	Out. (2020) N	Yes (CW Policy)	Comprehensive coverage in RE
10*	Inf		Y	Y		Y	Y	Good (2017) N	N Website search =No results	Covid measures may prevent assembly
11	Junior		Y	N (Essex LAS)		Only mentioned in Y5 and Y6 curriculum	N	Good (2017) N	Y in RE (Prospectus) N CW nor Assemblies	“
12	Infant M		Y	Y		Rec-Yr.2	Y policy	Good (2018)	Y in CW policy	
13	Junior		Y	Y		All (Yr.3-6)	Y full timetable	Out. (2021)	N (not in RE policy)	Covid measures may prevent assembly
14*	Primary		Y	Y		All	N	RI (2018)	N	“
15*	Primary A		Y	Y		All	Y	Good (2019)	N	

16	Primary A		Y	?	?	y	Assembly and CW Policy	RI (2021)	Not in Assembly and CW policy Not in RE policy	No RE policy on Website
17 *	Nursery and Primary A		Curriculum page on website being updated 18/3/22 Not yet enacted as of 1/7/22	Y		No curriculum information Website being updated 18/3 No change on 11/7/22		Good (2018)	N	Website being updated To revisit  Revisited 7/11/2022
18 14	Primary A		No info on website	?	?	?	No	Good (2018)	N no search facility on website	
19*	Primary and Nursery A		Y	Y		Y	N	Good (2018)	N	Has been entered and complimented in NATRE's Spirited Arts Competition
20	Primary A		Y	Y		Y	N	Good (2017)	N	
21	Primary A		<b>Y Website updated (July 2022)</b>	<b>LAS is not mentioned to show curriculum information for RE</b>		Y		Good (2019)	N	To revisit

22	Infant		Y	Y		Y	N	Good (2019)	N	Curriculum information button – no response
23	Junior		Y	?	Unclear	Y	N	See notes	N	No formal designation inspection
24	Primary M		Y	?	Unclear	Y	N (one class review mentioned Diwali)	Good (2019)	N	
25 15	Primary		Unclear (RE mentioned within PSHE general section of curriculum)	?	Unclear No policy for RE on website	?	Y – Growth Mindset framework for Y 2- Y6	Good (2019)	N	No policy for RE on website
26	Infant A		Y	?	Unclear	Y EYs – Y 2	N	2016 Academy conversion letter	N	
27	Junior A		Y	Y		Y	N	Out (2010)	N	
28	Primary A		Y	Y	Own “Subject rationale”	(Not specified in planning nor in long term overviews for any Yr. groups)	N	Good (2022)	N	

29	Primary A		Within PSHE	?	Own?	Y	N	Good (2019)	N	
30	Primary and Nursery		See notes! Unclear	?	? see notes	Could not identify areas within planning	N	Good (2019)	N	Listed under curriculum but clicking defaults to RSE policy - <b>not RE</b> (? being updated)
31	Primary and Nursery A		Y	?		Y in KS2 RE+PHSE is timetabled together in KS1	N	Good (2015)	N	
32 16	Primary A		Y	N	"Love To Celebrate" materials from "The Cornerstones Curriculum"	Y	? (Withdrawal info mentioned in RE)	Good (2019)	Y CW and RE	No further info re CW / Assemblies found on website
33	Primary A		Y	N	RC Diocesan policy	Rec – Yr.6	Y	Special Measures (2018)	N	Diocesan Policy for RE "Come and See"
34	Primary VA A		Y	N	"	Rec – Yr.6	Y	Good (2016)	N	"

35	Primary VA		Y	N	“	Rec – Yr.6	Y	Good (2014)	N	“
36	Primary VA		y	N	“	Rec – Yr.6	Y	Good (2016)	N	“
37	Primary VA		Y especially for “other faiths”	Y	Diocesan in addition to LAS	Rec – Yr. 6	Y CW Overview	Good (2019)	Y RE only	Teaches RE through LAS and “Understanding Christianity”
<b>Secondary Schools</b>										
38	Secondary A	Y	Y		Own/ Brent wood Diocese	All Yr groups (Yr7 to 11)	“A worshipping Community” in Prospectus	Good (2018) Sec 48 RC Diocesan Insp (Grade 1) 2018 Outstanding		AQA / GCSE (also short course RE GCSE) AS level / A level Philosophy and Ethics
39	Secondary A	Y	Y	?	Own Brent wood diocese / Exam boards	All Yr Groups (Yr7 to 11)	Y	?	N	Offered at GCSE / AS and A level
40	Second’y A	N	Yes (KS 3 in Citizenship) GCSE <u>Citizenship *</u> compuls @ KS 4 “the primary means of promoting	N	No but KS 3 reference to RE on planning	7-11 KS 3 taught as part of Citizenship  KS 4 GCSE (Pearson: Religious-Studies)	Y both RE and CW very comprehensive policies	Could not locate a report on website nor using the Search facility	Yes (Within CW policy) Could not locate a statement for RE <u>Refer to *</u> as it states RE is	Only faith mentioned in KS 3 is Sikhism’, however, in Assessment there is a comprehensive policy for RE at KS 3

				SMSC / British Values.... taught alongside the statutory provisions of <b>RE so the Academy is compliant</b> in terms of ERA Framework Act (1998)		KS 4 GCSE (Pears on: Religious Studies)				compulsory within KS 4 Citizenship and so is possibly indicating the school does not allow withdrawal (which is a parental right pre-18 yrs. and student's right, post-18yrs)	GCSE is offered at KS 4
41	Sec	A	Y	Y	?	Own?	Yr. 7-9 RE KS4 (GCSE AQA / A) and KS 5 (A level AQA Philosophy and Ethics/ Christianity and dialogues)	N	Good (2017)	N	100% pass rate RE @ GCSE
42	"	A	Y	Y RE both in prospectus and exam choices	Not clear?	Not specified	GCSE offered and (see notes)	N	Inadequate (2017)	Y for RE N for CW	Philosophy and Ethics offered in 6 <sup>th</sup> form prospectus
43	"	A	Y	Yes	?	Not specified	GCSE (AQA) A level Philosophy and Ethics (OCR)	N	Good (2016)	N	RE listed as GCSE and A level. No specific mention of Yr.

										7-8 RE curriculum	
44	“ Partnership Learning	A	Y	N	N	N	N	Y	Not yet inspected (newly formed school)	N	No RE in any year group not mentioned in any subject list nor examination subject
45	“	A	Y	Y	? not clear	? OWN?	Yr. 7-11 Philosophy and Ethics Noting in 6 <sup>th</sup> Form study	N	Good (2022) N	Y RE	
46	“	A	Y	Y	?	?	Ks 3 and 4 GCSE / A level offered	?	?	?	
47	“	A	Y	Y	?	Y	Ks 3 and 4 GCSE / A level offered (Edexcel)	N	Out. (2012)	N	Very full info on RE curriculum
48	Secondary + 6 <sup>th</sup> form A	Y	Y	Y	?	?	Y all KS3/4 study GCSE & Short course A (AQA/OCR) level offered @ KS 5	N	Grade 1 (2010)	N RE nor CW	RE hours Yr7-9/Yr. 10-11 details on website
49	Secondary + 6 <sup>th</sup> form A	Y	Y	Y	?	?	KS 4 OCR GCSE KS 5 OCR RE A Level	N	N	N	

50	Up to Yr11 Alternative Provision							Good 2019 No RE mentioned		
51	Independ Sec			Y						
52	Ind Prep Primary		y	2015 LAS		Y			?	
53	Ind Pre Primary		Through SMSC	N	?	?	N		?	
54 *	Ind Primary VA CofE		Y	Y		N	N	Meets all Ind School Insp standards 2018	N	Potentially applying for RE Quality Mark
55	SEN		No	No	Not specified	Not specified	No	Good (2018)	No	
56	<b>Alternative Provision A</b>	N	Beliefs and Values in Wellbeing assessment	N	N	no specific mention of RE in website search or Subject List for any KS - Humanities for KS2. No further details included (interestingly disappears from the Subject list for KS2)	Y (Assemblies) in curric. review	RI (2021)	Search on website "no results" for RE Non for CW Non for withdrawal	Ref to "Community Cohesion"  Religious leaders invited to speak

						- PSHE in KS3?				
<b>57</b>	(Alternative Provision) X Phase A	N	N	N	N	N	N	RI (2021)	N	Could not access website Error code 404
<b>58</b>	Ind Sec (ages 12-16)	No information								School closed

### Appendix 3. Religious Education and Collective Worship Survey (2022)

This survey has been commissioned by the RE Improvement Lead in partnership with SACRE (Standing Advisory Committee for Religious Education) to gather information about Religious Education and Collective Worship to provide effective and tailored support to Southend schools based on knowledge of provision within the Borough's schools.

A report will be compiled to share good practice, identify areas requiring support and to celebrate local achievements in RE. A full report will be shared with SACRE, and an anonymous report will be shared with all Southend schools.

#### Your School

##### 1: Name of your School

<p><b>Person completing this survey:</b> .....</p> <p><b>Position in school:</b> .....</p> <p><b>email contact:</b> .....</p>
---

**2: Category of your school**

Voluntary aided

Community

Foundation

Academy

Independent

**3: Phase of your school**

Primary

Secondary

Infant

Junior

Free school

Special

**4: Name of your RE / Collective Worship Lead, their full job title and contact email address (or as above)****4a: Do HLTA/TAs or Cover Supervisors teach RE in your school?**

Yes

No

**4b: Please specify which year group/s they teach?**

**5: Who is the Governor with responsibility for RE and Collective Worship?**

**6: Has RE been mentioned in the Governor's minutes in the 2020 - 2021 and/or the current school year?**

Please tick **one option only**

Yes

No

Unsure

***If you answered "Yes" to question 6, go to question 7, if "No" go to question 8***

**7: Would you be happy to provide copies of the minutes/notes?**

Please tick **one option only**

Yes

No

**8: Does your school follow the Southend-on-Sea Locally Agreed RE Syllabus?**

Yes

No

*If you answered "Yes" to question 8 go to question 9 and 10a*

*If you answered "No" to question 8 go to question 10 and 10a*

**9: Can you give some general feedback on the current Southend syllabus?**

**10: As you do not use the Southend syllabus, which syllabus do you follow?**

**10a: Which year groups follow your chosen syllabus?**

**11: How many children in your school are withdrawn from RE lessons or/and Collective Worship?**

If "none" please state.

**Number withdrawn in:**

- RE:
- Collective Worship:

**What arrangements are made for pupils/students withdrawn from:**

RE:

Collective Worship:

**12: It is expected that Southend's RE Syllabus will now encompass "Worldviews":**

**Is your school embracing "Worldviews" beyond that provided within Southend's or your chosen RE Syllabus?**

YES       No

**If yes, can you briefly share what your school is teaching, and the resources being used?**

**Self-evaluation**

**13: Please could you rate your school against the 3 OFSTED performance levels within the SMSC (Outstanding, Good, Requires improvement)**

25

	Outstanding	Good	Requires Improvement
RE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collective worship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher's subject knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yearly action planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please

Class visits/ Extra curricular Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources - e.g., learning materials, books, online information	No support required <input type="checkbox"/>	Some support required <input type="checkbox"/>	Significant support required <input type="checkbox"/>
Collective worship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher's subject knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yearly action planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class visits/ extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

tick **one option only** in each row:

Resources - e.g., learning materials, books, online information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

**Please indicate the level of support/ guidance you feel is required in the following areas?**

Please tick **one option only** in each row

**13a: Do you require any other support with RE or Collective Worship?**

**14: What are your priorities for RE and Collective Worship for the academic year 2021-2022?**

**15: How do you gather feedback on the quality of RE in your school from staff, pupils/students, parents, and governors?**

**16: How do you gather feedback on Collective Worship?**

**17: Do you have an identified budget for the following?**

Please tick **all that apply**

RE

Collective  
worship

Combined RE  
and Collective  
worship

Funded from  
another cost  
centre e.g.,  
PSHE or SMSC

No identified  
budget

None

**18: Can you share your experiences of liaising with speakers from/or local places of worship?**

**19: Can you recommend or share details of any venues, speakers, or places of Worship you work with?**

**20: Are there any specific resources or CPD your school needs to teach the local RE Syllabus and worldviews effectively (or your chosen alternative syllabus)?**

*It is understood that Covid-19 management will have affected your usual Collective Worship arrangements.*

**21: Who leads your Collective Worship?**

Please tick **all that apply**

RE Lead

Headteacher

Senior staff

Teacher

Governor

Visitor/ Other

**21a: Please say how Collective Worship is being managed during the present covid pandemic:**

29

**22: Do you have a celebration of, or a success story, to report from RE or Collective Worship that you would be happy to share with us /others/SACRE?**

**23: What do you feel is the biggest challenge your school faces in delivering RE?**

**24: Is there any further support you require to deliver your RE and/or Collective Worship effectively?**

**Would you/your school's RE lead teacher like to join a Teachers' Network (currently over Zoom) to discuss and contribute to improving RE and Collective Worship in Southend?**

Please tick

Yes

No

**26: Would you / any teacher of RE / your RE Lead be interested in attending the Teachers' Network Meetings held each term (currently over Zoom).**

**Please share their contact details.**

**Any teacher/ HLTA's / TA's /Cover Supervisor who teaches RE is welcome to attend.**

**Thank you for taking the time to complete this questionnaire. Any feedback is welcome.**

If you have any further questions or comments, please email:



Department  
for Education



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

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

**Date: 15 May 2022**

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

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

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

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

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

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

## 1 Executive Summary

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

## 2. Recommendations to NASACRE Executive

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

### 2.1 NASACRE support for SACREs

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

### 2.2 NASACRE discussion with the DfE

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

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

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

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

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

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

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

<sup>5</sup>

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

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

### 3.1 Introduction

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

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

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

### 3.2 Methodology

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

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

As more reports were received further categories were added:

- SACRE funding
- Examination performance
  - GCSE
  - A Level

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

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

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

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

### 3.3 Ethics

See Appendix 3 for details.

### 3.4 Declaration of interest

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

### 3.5 Confidence interval

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

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

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

### 3.6 Caveat

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

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

### 4.1 SACRE meetings

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

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

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

One SACRE report stated:

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

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

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

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

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

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

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

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

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

4.2.3 Training continued:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 5 Support for SACREs and SACRE arrangements

### 5.1 Support for SACREs

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

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

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

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

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

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

### 5.2 Funding for SACREs

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

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

As one SACRE reported:

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

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

#### 5.2.3 One SACRE noted:

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

### 5.3 Attendance and quoracy

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

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

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

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

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

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

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

## 6. Religious Education

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

## 6.1 Advice to the local authority

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

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

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

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

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

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

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

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

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

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

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

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

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

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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) see paragraphs 98 - 100.

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

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

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

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

## 6.2 Monitoring RE

### *Monitoring in general*

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

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

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

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

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

### *Monitoring primary RE*

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

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

#### *Monitoring secondary RE*

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

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

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

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

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

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

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

#### *Withdrawals from RE*

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

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

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

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

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

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

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

One SACRE had no hard data but commented:

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

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

*Training for RE (including Agreed Syllabus implementation)*

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

*Training provided was virtual and as follows:*

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

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

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

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

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

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

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

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

### 6.3 Advice to schools and Agreed Syllabus Review

#### *Advice to schools*

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

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

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

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

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

#### *Agreed Syllabus Review*

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

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

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

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

## 7. Collective Worship

### 7.1 Advice to the local authority

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

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

### 7.2 Monitoring Collective Worship

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

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

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

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

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

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

7.2.3 There are recognised challenges to monitoring collective worship:

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

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

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

### 7.3 Advice to schools

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

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

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

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

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

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

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

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

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

## 7.4 Determinations and withdrawals

### *Determinations*

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

### *Withdrawals*

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

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

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

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

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

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

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

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

## 8 Other features of SACRE annual reports

### *Development plans*

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

### *Communication with schools*

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

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

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

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

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

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

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

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

One SACRE reported:

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

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

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

### *Equalities legislation*

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

#### *Equality*

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

## 9 Conclusion

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

### *Audience*

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

### *Relationships*

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

### *Creativity*

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

Dr David Hampshire FRSA  
15 May 2022

## Appendix 1

### Categories used to analyse SACRE Annual Reports

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

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

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

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

### Appendix 3: Research Ethics

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

British Educational Research Association:

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

British Sociological Association:

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

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

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

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## New SACRE Annual Report framework

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

### 1. An introduction including:

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

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

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

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

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

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