

**STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**THURSDAY, 2 MARCH 2023**

**2.00 – 4.00PM COUNTY HALL, CENTRE 2F PRIORY / MICROSOFT TEAMS**

**MEMBERSHIP**

Cllr Roy Galley	Mr Peter White	Ms Anna Flood
Cllr Colin Belsey	Mrs Rosemary Roberts	Mrs Laura Cooper
Cllr Trevor Webb	Mr Osman Whole	Mr Tim Telford
Cllr Abul Azad	Dr Norman Williamson	Mrs Pamela Hartog
Mr Barry Blakelock	Rev Jeremy Sykes	Ms Kirsty Eydmann
Claire Ramalli (Adviser)	Mr Jon Gilbert	Ms Sam Keddie
Claire Rivers (Primary)	Ms Elizabeth Coleman	
Julie Stevens (Clerk)		

**A G E N D A**

**Annual General Meeting**

1. Declarations of any conflicts of interest
2. Welcome & apologies
3. SACRE Annual Report
4. Budget Update

**Business Meeting**

5. 'My World, My Faith' – Judaism: Pamela Hartog
6. Minutes of meeting 17 November 2022
7. Update on Network meetings
  - Secondary – Sam Keddie/Claire Ramalli
  - Primary – Claire Rivers/Claire Ramalli
  - Determinations Policy – Barry Blakelock
  - Special Schools update – Kirsty Eydmann/Barry Blakelock
8. Programme of school visits
9. Self-evaluation toolkit
  - Focus on Section 2: Standards and Quality of Provision of RE
10. Equality, Diversity and Inclusion (standing item)
11. Any other business

PHILIP BAKER  
Assistant Chief Executive  
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22 February 2023

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East Sussex

# SACRE Annual Report 2021-22

January 2023



East Sussex  
County Council



# SACRE Annual Report 2021-22

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## Words from the Chairperson

This year has continued to bring challenges: not only are we navigating our way out of the pandemic, but children and young people are witnessing the effects of conflict, climate, and the cost of living. Religious Education and Collective Worship can play an important role in empowering future generations with the ability to make sense of it all.

On behalf of East Sussex SACRE, I would like to recognise the commitment made by the many adults, teachers, leaders, and governors in our schools to ensure classrooms continue to deep and meaningful experiences through Religious Education during this time.

This year we launched our new Agreed Syllabus for Religious Education: 'Faith and Belief in the 21st Century'. We were delighted by the level of attendance to our launch events – over 90% of schools of all varieties were represented. As a result, more children and young people are accessing a thoughtful planned curriculum that allows them to know more, remember more and do more.

East Sussex SACRE remains committed to promoting high-quality Religious Education and Collective Worship across the county. This is underpinned by strong primary and secondary network meetings through which we deliver our programme of professional development. I know these are valued by those that attend – and remain open to all.

I would like to take this opportunity to thank all those involved with East Sussex SACE whether volunteer, professional or public servant. It is your efforts that make a really difference.

As a record of our work over this past year, I commend this report to you.

Roy Galley

Chairperson of East Sussex SACRE

## Section 1: Introduction

This annual report is prepared by East Sussex's Standing Advisory Council for Religious Education (SACRE). It provides a picture of the support given for Religious Education and Collective Worship during 2022. SACRE advises the Local Authority on matters relating to Religious Education and Collective Worship. This report is a public document sent also to the National Association of SACREs (NASACRE) and the Department for Education (DFE).

For more information, contact the Clerk to SACRE: [julie.stevens@eastsussex.gov.uk](mailto:julie.stevens@eastsussex.gov.uk)

For schools, this year has been as demanding as any other. Children and young people in many ways are still recovering from the disruption to their lives. For SACRE too this has brought both challenges and opportunities. Although we have been unable to visit schools, we have strengthened our Subject Network Meetings, and whilst information on school performance has been limited, the launch of the new Agreed Syllabus was extremely successful.

SACRE meetings continue to be well-attended by a committed group of individuals who remain well-informed about the current educational landscape. Broadly, discussions have focused on the quality of the new Agreed Syllabus, the continuity of Collective Worship and how best SACRE can support schools in delivery of their Statutory duties. SACRE has begun a process of ongoing self-evaluation and development planning both of which have become standing items on the agenda.

## Section 2: Statutory Responsibilities – The Local Agreed Syllabus

The new Agreed Syllabus, 'Faith and Belief in the 21<sup>st</sup> Century' is the statutory curriculum for all maintained schools in the county for first teaching from September 2022. It was developed with external advice from RE Today and significant consultation with school and subject leaders, children, young people, and their families. The curriculum also covers a second resource, 'Understanding Christianity', taught by most of our diocesan schools. This has ensured the syllabus has broad appeal.

The new Agreed Syllabus is up to date and relevant, focusing on the major world religions whilst allowing for wider world views and thematic, moral, and ethical questions. Teaching, learning and assessment centres on three strands: making sense of beliefs; understanding the impact; and making connections. SACRE has facilitated the provision of extensive resources and training. New schemes of work cover Key Stages 1 to 3 whilst a core programme of study for Key Stage 4 has been developed by several teachers, the RE Advisor and external support from RE Today.

A significant programme of professional development has been offered to all schools engaging with the new Agreed Syllabus. Two free launch events were provided covering the new Agreed Syllabus and Understanding Christianity. Attendance to these events allowed delegates to access further free planning materials. 89% of all primary schools and 87% of all secondary schools including academies engaged with the training offer. A small number of Special Schools have also begun engagement with training. Feedback has been very positive about these events.

A 3-year programme of training and development with RE Today is being delivered through the Subject Network Meetings. As a result, these meetings have increased in popularity and, in turn, improved SACRE's ability to support colleagues across the county in especially those with limited subject expertise. Much of this training has been led by experts in their field such as Lat Blaylock.

Subject Network Meetings also allow for ongoing feedback from colleagues into further development of the syllabus and training offer. A recent survey of those that attend such meetings told us that 90% of respondents found the launch events helped with implementation of the new Agreed Syllabus; 80% went on to implement the new Agreed Syllabus; and 90% drew on the training they had been offered. In terms of additional support, respondents requested more shared resources; further discussions at Subject Network Meetings; and additional training from RE Today. Subject Network Meetings are offered three times a year as evening twilight.

The syllabus is under licence for five years for all schools in East Sussex. All costs have been met by SACRE including an initial programme of training and professional development. We are delighted that several primary and secondary academies have also decided to adopt the new Agreed Syllabus.

Monitoring activities, which often includes visits to schools, have been extremely limited but conversely participation with the Subject Network Meetings has increased. On average, we have seen six secondary schools represented at secondary meetings and, on occasion, more than forty primary schools represented. Regular reports are made to SACRE by Network Leads who articulate the strengths and next steps for schools. This has allowed Members to deepen their knowledge and understanding of the needs of schools and tailor future support to meet their needs. It is evident schools truly value Religious Education and are committed to high-quality teaching, learning and assessment.

Members have been keen to see implementation of the new Agreed Syllabus for themselves but have been mindful about placing additional pressures on schools. Therefore, time has been taken to establish new protocols for school visits that will focus on identifying beacons of good practice and building a system of school-to-school support. School visits will return in spring 2023.

Although candidates return to sit GCSE and GCSE Religious Studies examinations in Summer 2022, the pandemic unevenly impacted outcomes. Children and young people experienced significant and irregular disruption to their learning. SACRE's use of data was limited due to advice not to compare schools or performance from previous years. Other factors making comparison problematic include examination boards providing candidates with some of the exam content in advance to assist with revision and examiners building in generosity for candidates when setting grade boundaries.

### Section 3: Statutory Responsibilities – Collective Worship

It is the responsibility of SACRE to monitor schools' statutory responsibility to hold Collective Worship. The pandemic has made it difficult for some schools to maintain an effective programme of Collective Worship. One of SACRE's priorities over the coming year will be to support schools in developing this area of practice.

Parents have a statutory right to withdraw their children from Collective Worship. Guidance on good practice and protocols for withdrawal is available to schools; the RE Advisor is available if further support is needed. SACRE recognises parents' legal right to withdraw but would like to see all children and young people have access to rich and stimulating Collective Worship.

No complaints were made to SACRE during the year about Collective Worship.

There were no requests for a determination to vary statutory requirements. SACRE's Determinations Procedure will be reviewed in March 2023.

## Section 4: Links with other organisations

SACRE continues to keep in touch with national events and views. The Chairperson is a member of the NASACRE Executive and plays an active role in their discussions. He also maintains good links with other national organisations such as the Religious Education Council (REC). The launch of the new Agreed Syllabus has renewed co-operation with the Diocese and Archdiocese.

SACRE Members keep up to date through NASACRE termly briefings and regular attendance to online training. The Chairperson also reports to Members on national, regional, and local issues. Training accessed this year includes: 'How to effectively use pupil and teacher voice in your SACRE', 'SACREs – a way forward' and 'Effective use of self-evaluation'.

The RE Adviser attends south-central meetings to explore good practice from around the region as well as making links with the newly formed RE Regional Hub. She is also an executive member of AREIAC and keeps up to date with national reports and research linked to Religion and Worldviews. SACRE continues to work closely with RE Today on implementing the new Agreed Syllabus.

## Section 5: Other areas of SACRE involvement

Free annual training is offered to support governors in their role as well as deepening their understanding of the new Agreed Syllabus. Our last session was held in February 2022 and our next event is planned for later this year. These events provide an opportunity to consult with governors on the new Agreed Syllabus. Take up for these events is positive with typically more than 40 delegates attending from across the county with feedback being 100% good or better.

## Section 6: SACRE Arrangements

There were three meetings of SACRE during 2022, held in a hybrid format consisting of in-person and online attendance enabling all our meetings to be quorate. Meetings were held:

- 23<sup>rd</sup> November 2021                      Attendance: 57%
- 16<sup>th</sup> March 2022                              Attendance: 57%
- 16<sup>th</sup> June 2022                                Attendance: 57%

An Agreed Syllabus Conference (ASC) was also held on 5<sup>th</sup> January 2022. Attendance was 63%.

The meeting of 16<sup>th</sup> March 2022 was the Annual General Meeting (AGM). Roy Galley was reappointed Chairperson and Peter White appointed Vice Chairperson. All meetings are open to the public and minutes are available online. Two Members stepped down over the course of the year.

Representatives of the Diocese of Chichester and the Archdiocese of Arundel regularly attend meetings. We have reasonably wide representation across faiths and from those of no faith. In addition, we have long-serving Unitarian, Bahai and Jewish Members alongside a new Muslim Member. Despite seeking out Buddhist and Ukrainian Orthodox support to strengthen our



membership, we have been unable to recruit. SACRE remains mindful of the need to fully represent the diversity of faith and belief in the county. Similarly, Members reflect the range of schools across the county and include diocesan, maintained, academies, and special schools.

SACRE has benefitted from having a different member of the community join each meeting to share their belief through a standing item called 'My World, My Faith'. This allows Members to develop a deeper and more personal understanding of faith and belief in the communities served. Other regular items include feedback from Primary and Secondary Subject Network Meetings as well as the work being undertaken with Special Schools.

The 3-year development plan is regularly updated, and self-evaluation is a standing item. This process has identified several priorities for the year ahead. These include embedding systems for school visits, monitoring and understanding the quality of provision; updating supporting documentation considering the new Agreed Syllabus and improving access for all stakeholders; providing additional support for the delivery of effective Collective Worship; and ensuring SACRE has broad representation reflecting different faiths and beliefs in the county.

Each meeting has a Budget update and closes with consideration of Equality, Diversity, and Inclusion. Both the SACRE Constitution and Code of Conduct were updated and approved in March 2022 to ensure they reflect and support the work undertaken in the discharge of our statutory duties.

SACRE had a budget of £15,000 for this financial year which has secured specialist advice and support enabling SACRE to fulfil its duties. It also allowed for the launch of the new Agreed Syllabus including costs for licensing and ongoing support including training and resources from RE Today. Funding also supported the growth of Subject Network Meetings. SACRE has also been supported by Children's Services through provision of a Representative alongside high-quality clerking.

It is important that future funding is sufficient to support effective delivery of the new Agreed Syllabus, secure engagement of all schools across the county and build capacity for high-quality teaching, learning and assessment. With such demonstrably high levels of engagement, SACRE would like to continue its support for all schools and academies in meeting their statutory duties.

## Section 7: Advice to the Local authority

SACRE is legally obliged to produce an annual report and it is best practice for this to be considered by the County Council. The following advice is given by SACRE to the local authority:

- Support SACRE in its ongoing work to seek improvements to Religious Education provision.
- Where possible, support diverse representation of Members to ensure SACRE reflects the wide range of faith and belief across the county.

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# Agenda Item 4

<b>Report to:</b>	East Sussex SACRE
<b>Date of meeting:</b>	2 March 2023
<b>By:</b>	Barry Blakelock ESCC Children's Service Representative <a href="mailto:bblakelock@ryecollege.co.uk">bblakelock@ryecollege.co.uk</a>
<b>Title:</b>	SACRE Budget Update 2022-23
<b>Purpose:</b>	To advise the East Sussex SACRE of the current budget position

## Recommendations:

- NOTE the budget spend for the current financial year
- NOTE the budget allocations for the next financial year

### 1. LA funding for SACRE

This financial year the allocation from Children's Services for the work of SACRE is £15,000 to reflect the revision and implementation of the Local Agreed Syllabus.

### 2. Budget Plan (April 2022 to March 2023) with update February 2023

Area of work	Budget allocation
Specialist Advice to SACRE - 8 days (Claire Ramalli)	£2,725 (PAID) £475 (ALLOCATED)
SLE support for engaging primary schools and primary networks - 4 days (Claire Rivers)	£1,400 (PAID)
RE Today licence fees	£7,246 (PAID)
NASACRE annual subscription fee NASACRE conference fess	£155 (PAID) £60 (PAID)
RE Today CPD package – Year 1 Reduced rate for 3 years <ul style="list-style-type: none"> <li>• Termly webinars (3 x Secondary, 3 x Primary)</li> <li>• Annual conference (1 x Secondary, 1 x Primary)</li> </ul>	£4,842 (PAID)
Sundries	£9 (PAID)
<b>TOTAL</b>	<b>£16,912</b>
SLE offsetting	-£462 (RECEIVED)
Funds held at Polegate Teaching School	-£1450 (RECEIVED)
<b>TOTAL</b>	<b>£15,000</b>

With the SLE offsetting and use of funds held at Polegate Teaching School, we anticipate a balanced budget for the financial year. The only outstanding remittance relates to Specialist Advice to SACRE. We anticipate no further payments.

### 3. Future budget setting

The Local Authority's 5-year budget plan sees an enhanced budget of £15,000 for the next financial year (2023–24) to cover the costs associated with ongoing training from RE Today for the new Agreed Syllabus.

For the following financial year (2024-25) the budget will return to £7500.

#### a. RE Today/Support for the Agreed Syllabus

Next year, the second of three years of ongoing training for the Agreed Syllabus will be paid (£4842). Licensing costs have already been paid in full and last until 2027.

#### b. Specialist Advise and Networks

Given that costs for Specialist Advice to SACRE and support for Primary and Secondary Networks were met this year through through additional funds held at Polegate Teaching School and the SLE budget, we will need to review the responsibilities and time allocations for these roles from April 2023. SACRE will also need to consider potential remuneration for any substantial work we might want to undertake with Special Schools.

#### c. Development and contingency

By undertaking such a review, there should be scope to put aside some funds for development and support especially around Collective Worship. If SACRE were to host a pupil conference some costs may have to be met from external sources.

#### d. NASACRE

Annual subscription and conference costs will be met.

#### e. Sundries

Stationary and sundries will be met.

#### f. Charging

SACRE may need to consider charging for some future activities with schools such as additional training through the networks or any face-to-face conference. Online activities minimise additional costs such as venue and catering.

# Agenda Item 6

## East Sussex SACRE

### Notes of the meeting

**Date:** Thursday 17 November 2022  
**Venue:** Centre 2F / Microsoft Teams  
**Chairperson:** Councillor Roy Galley  
**Clerk:** Julie Stevens - absent - therefore meeting recorded  
**SACRE members present:** Cllr Roy Galley, Cllr Colin Belsey (CB), Cllr Steve Murphy, Rosemary Roberts (RR), Liz Coleman (EC), Claire Rivers (CRi), Dr Norman Williamson, Kirsty Eydmann (KE)

**Also present:** Barry Blakelock (BB), Claire Ramalli (CRa)

**Apologies:** Julie Stevens, Peter White, Cllr Azad, Rev Jeremy Sykes, Laura Cooper, Anna Flood, Sam Keddie, Helen Key

Item	Title	Action
<b>1</b>	<b>Welcome/ Introductions &amp; Apologies</b>	
1.1	Cllr Galley welcomed everyone present at the meeting, introductions were made.  Apologies were noted.	
1.2	There were no declarations of conflicts of interest.	
<b>2</b>	<b>Minutes of meeting 16 June 2022</b>	
2.1	The minutes of the last meeting were agreed as accurate.	
2.2	2.2 - BB will bring the Special Schools' paper to the next meeting. Clerk to add to the agenda.	<b>Clerk/ BB</b>
	2.6 SACRE Constitution - Cllr Galley has checked and confirmed our Constitution is correct. We do need to have a Determinations Policy in place, CRa is dealing with this with guidance from NASACRE. The model Policy will require legal advice before being published. BB will pick up the legal aspect of the Policy. Add this onto the agenda for the next meeting.	<b>BB/CRa Clerk</b>
	5.2 CRa had shared the RE Curriculum at KS4 with Barnet SACRE colleagues and also at the ARIAC Conference. This had been very well received resulting in collaborative working with Barnet LA which will be of mutual benefit.	
<b>3</b>	<b>Update from Network Meetings</b>	
3.1	<u>Secondary schools update</u> CRa referred to a document that had been circulated prior to the meeting regarding Religious Education and the Schools' Bill (2022).  There are two main concerns of the RE Council: (i) Trying to remove barriers to academisation. (ii) Academies are not required to follow their local Agreed Syllabus for RE.  Suggested solutions within the document: (i) The DfE should amend the Schools' Bill to ensure RE in all types of school is protected by primary legislation, not just RE in schools with religious character. (ii) The curriculum up to 16 is broad and balanced, includes English. Mathematics, Science and up to 18, includes religious Education.	

3.1.1	<p><u>Network Hub</u> Samantha Keddie has now taken over running the Secondary Hubs. The last meeting at the beginning of November was attended by representatives of ten schools. Sam has set up KS3 Padlet for staff to share resources and this has been presented at network meetings. A twilight training session has been arranged for 8 February 2023 led by Kate Christopher. Cllr Belsey expressed an interest in joining this session.</p>	
3.1.2	<p>Jon Gilbert requested two hard copies of the Agreed Syllabus be sent to the Diocese office in Hove.</p>	Clerk
3.2	<p><u>Primary Schools update</u></p>	
3.2.1	<p>CRi gave feedback from the Network meeting held on 2 November. It was a face-to-face meeting with thirty-seven attendees. The next meeting is on 8 February 2023. It was noted that RE Today are very quick to remove resources from their website, CRi will contact Stephen Pett to ask if he can re-instate the resources still needed.</p>	CRi
3.2.2	<p>Funding opportunities - CRi will discuss further with BB, CRa and SK and pursue funding possibilities for SACRE.</p>	CRi
3.2.3	<p>A brief survey had been completed by schools regarding the new Agreed Syllabus - the following questions were asked:  (i) Did the Agreed Syllabus launch help you with next steps to implement the new Agreed Syllabus? 90% answered yes  (ii) When have you decided to implement the new Agreed Syllabus?  Answers - 80% this term; 10% gradually over the year; 10% not sure at this point  (iii) How easy have you found it to use the Agreed Syllabus materials to create your long-term RE planner?  Answers - 60% very straightforward; 30% trying to combine good practice with it; 10% struggling a little bit  (iv) What additional support would you value?  Answers - Shared resources on Google drive; Discussion at network meetings; further training from RE Today</p>	
3.2.4	<p>BB suggested that it would be good idea for a letter/email to be sent to the Headteachers to thank them for their part in the success of the launch of the new Agreed Syllabus. Cllr Galley agreed to speak to the Comms team.</p>	Cllr Galley
3.3	<p>CRi referred to the offer of visits to the Synagogue by Pam Hartog, CRi and PH to arrange further dates for the Spring.</p>	CRi/PH
3.4	<p><u>Special Schools update</u> KE joined the meeting and gave feedback from the recent meeting of the Heads of the Special Schools.</p>	
3.4.1	<p>(i) With regards to the new Agreed Syllabus, the general consensus was that training is needed for special schoolteachers and differentiation in the syllabus for them to be able to use it.  (ii) Feedback from individual schools - KE will collate with BB and prepare a response for the next SACRE meeting.  (iii) It would be useful for schools to have a bank of places of worship where they could visit. PH offered to arrange a synagogue visit.  (iv) CPD is helpful but it is difficult to attend the network meetings. A special school network would be beneficial - KE will take this forward.</p>	<p>KE/BB  KE/PH  KE</p>

3.4.2	Cllr Galley suggested a visit to one of the special schools be arranged for the new year to help SACRE understand the issues. BB will work on the guidance for SACRE members to visit schools and CRa and CRi will work on a programme of visits.	BB/CRa CRi
4	<b>'My World, My Faith'</b>	
4.1	Oliver Stevens, Lead Elder from the King's Church in Eastbourne was welcomed to the meeting. Oli gave an overview of the work of the King's Church.	
4.2	CRa asked if it would be possible to arrange a visit for students from Ratton to the Church? This was agreed and CRa will take this forward.	CRa
4.3	Cllr Belsey suggested that a special service could be organised for a specific year group across all secondary schools at the King's Church. The Church could also be considered as a venue for a student conference.	
4.4	It was noted that it is important to be clear on the difference between proselytise and giving information.	
4.5	Cllr Galley thanked Oliver for attending.	
5	<b>Self-evaluation Toolkit</b>	
5.1	This paper had been circulated prior to the meeting and the following was focussed on - <i>Members' attention is drawn to the 'areas for development' at the end of each section on pages 12, 19, 27, 32 and 38. What are members' views on barriers to success and how we might overcome them?</i>	
5.2	Representation of minority groups - this has always been a difficult area for SACRE. <ul style="list-style-type: none"> <li>- BB suggested we back up any invites to join SACRE with invites into schools to support the curriculum?</li> <li>- RR suggested that it is not obvious to people what SACRE is about?</li> <li>- EC suggested we approach Inter-faith forums?</li> </ul>	
5.3	It was agreed to keep Self-evaluation as a rolling item on the agenda.	Clerk
6	<b>Development Plan</b>	
6.1	BB advised this has been updated and will be brought back to the March meeting of SACRE.	BB
6.2	Key points of change: <ul style="list-style-type: none"> <li>1.3 - School visits to Amber status.</li> <li>3.1 - Collective Worship - it is recognised that not enough work has been done in this area - continue over to next Development Plan.</li> <li>3.2 - Determination Policy - will be updated at March SACRE meeting.</li> <li>4.3 - Website and promoting our activities - Czone is being updated with new material.</li> <li>4.7 - Annual report is underway.</li> <li>5.2 - National developments - update from CRa given today.</li> </ul>	
6.3	Cllr Galley suggested a Forward Plan with items for future meetings.	
7	<b>Budget Update 2022/23</b>	
7.1	BB referred to the Budget paper circulated to the meeting. Currently on budget so far this year but there is no room for any further activities this budget year.	

7.2	<p><b>2023/24 Budget - agreed as £15k</b></p> <p>For next year's budget we need to consider the following:</p> <ul style="list-style-type: none"> <li>- Commitment to training from RE Today</li> <li>- Provision for Collective Worship</li> <li>- Aspirations for a Pupil conference</li> <li>- Network leads are to be factored into the budget</li> <li>- Supporting special schools</li> <li>- Expenses for SACRE members visiting schools</li> </ul>	
7.3	<p>BB advised that we need to look at options to raise further funds to allow SACRE to host a Pupil Conference, for example:</p> <ul style="list-style-type: none"> <li>- Selling some of our services/resources</li> <li>- Apply for Grants</li> <li>- Approach regional RE Hubs to facilitate a conference</li> </ul>	
7.4	<p>Cllr Galley suggested that himself and Cllr Belsey discuss the SACRE budget on a political level and request for a further £5k. BB advised that we look at the offer of £15k going forward for the SACRE budget as a positive move and we should be thankful for the extra funds agreed. It would be preferable to start looking outwards for things such as Pupil conferences / speakers in schools.</p>	
7.5	<p>Cllr Belsey suggested that two pupil conferences are held in two venues across the county to allow all schools to attend. The King's Church is linked to New Frontiers International, and they may well have venues that we could use free of charge.</p>	
7.6	<p>CRi suggested the making of video clips of good practice to be shared in schools; this would save on cost of any travelling expenses and make this facility accessible to all.</p>	
8	<p><b>Equality, Diversity, and Inclusion (Standing item)</b></p>	
8.1	<p>EC had shared a link re an organisation in Eastbourne that may be of interest.</p>	
9	<p><b>Any Other Business</b></p>	
9.1	<p>Cllr Galley would like to send a mark of gratitude to Carrie Beech but has been unable to locate her address. BB will investigate further.</p>	BB
9.2	<p>Agenda planning meeting to be arranged early February.</p>	Clerk
9.3	<p>PH advised that the Board of Deputies have redone the Jewish Way of Life exhibition and would like to organise for a school in East Sussex to host this. The exhibition can then be advertised to other schools for them to visit. CRa will consult with PH to arrange this.</p>	CRa/ PH
9.4	<p>Guest speakers for the 'My World, My Faith' agenda item is to be arranged for the next few meetings.</p>	Cllr Galley
	<p><b>Date of next meeting: 2 March 2023 2.00 - 4.00pm</b></p> <p><b>Venue: County Hall &amp; MS Teams</b></p>	



## Collective Worship: Seeking a Determination

### Part A: COLLECTIVE WORSHIP

#### The law on Collective Worship (a summary)

The delivery of Collective Worship in community schools is guided by the law which states:

- Collective worship must be provided daily (separate arrangements may be made for nurseries and special schools);
- Collective worship may take place at any time of the school day;
- Schools may decide on the age/groupings of pupils and these may vary from day-to-day;
- The times decided for the delivery of Collective Worship may vary for different groups from day to day;
- Generally Collective Worship should take place on the school premises;
- The content of the majority of acts of Collective Worship in a term should be “wholly or mainly of a broadly Christian character, reflecting the broad traditions of Christian belief.”;
- The choice of content should have regard for the family backgrounds, ages and aptitudes of pupils;
- Parents may withdraw their children from Collective Worship;
- Teachers may withdraw from Collective Worship;
- Students in the sixth form may withdraw themselves from Collective Worship;
- In a community school, the responsibility for managing the provision for Collective Worship is with the headteacher after consultation with the governing body; and
- Every maintained school is required under the Education (Schools Information) Regulations 1996 to include in its annual prospectus information about the Collective Worship provided by the school and how parents may withdraw their children from it.

#### What is Collective Worship?

The law has never clearly defined Collective Worship. It is known, however, that it is **not** the same as faith community worship (corporate worship) because:

- A community school is not a faith community;
- A community school contains pupils and staff from many different faith backgrounds as well as those who have no religious beliefs or no faith background; and
- A school community contains a wide range of people with different views on what ‘worship’ might mean and what or whom may be worthy of worship.

Collective worship is not the same as an Assembly because staff and pupils do not have the right to withdraw from Assembly.

Assembly may be defined as the time when members of the school are gathered together to pass on information and move forward matters of secular business (notices).

#### What is a Determination?

If the headteacher of a school feels the provision of Collective Worship within the broadest interpretation of the law is still not suitable for all or some pupils in their school, then the

Headteacher needs to consider whether it might be appropriate to ask the SACRE to grant a “Determination” in accordance with the law.

The Determination is the decision of the SACRE as to whether it is appropriate for the requirement for Collective Worship as described in law to apply to the school, or a group, class or description of pupils at the school, having regard to any circumstances relating to the family background of the pupils at the school.

If SACRE determines that the alternative Collective Worship as described in an application from the school is appropriate, it grants a Determination which lasts for a maximum of **5 years**. The SACRE must review the Determination if the school requests and, in any event, within five years of the date when the Determination was made or last reviewed.

**Part B** of this document sets out guidance on the process of the Determination procedure.

## Part B: GUIDANCE

The purpose of this paperwork is to support a Head teacher:

- When considering whether seeking a Determination is appropriate to the school; and
- In collecting the evidence base and other documentation that will be needed in order to make an application to SACRE.

### 1. Seeking a Determination

- 1.1.** The law states that the majority of acts of Collective Worship in a term should be wholly or mainly of a broadly Christian character and it is considered that this should be appropriate for most pupils across the country.
- 1.2.** In schools where the headteacher and the governors believe this requirement is inappropriate for their pupils, the school may apply to its local SACRE (Standing Advisory Council on Religious Education) for a “Determination” that the “wholly or mainly broadly Christian” criterion will not apply.
- 1.3.** This may be in respect of the whole school or in respect of a particular group of students within the school. However, the school must continue to make provision for Collective Worship for all pupils.
- 1.4.** Factors which may inform a headteacher’s decision to make an application to the SACRE are:
  - the number of withdrawals from broadly Christian acts of Collective Worship; and
  - where there are significant numbers of pupils from non-Christian backgrounds.
- 1.5.** The Determination procedure allows this requirement to be lifted in respect of some or all of the pupils in a school where the requirement is inappropriate.
- 1.6.** The headteacher of the school must first decide:
  - why wholly or mainly broadly Christian Collective Worship is not appropriate; and
  - what alternative form of Collective Worship would be appropriate, and why.
- 1.7.** The headteacher will need an evidence base for the school’s proposals which should be submitted with the application. It could include:
  - Pupils’ faith (or other relevant) backgrounds;
  - Information from the school’s most recent OFSTED inspection;
  - Evidence of the number of withdrawals from Collective Worship and the reasons for them;
  - Evidence of the views of governors, teachers and parents.
- 1.8.** There must be consultation with governors, parents and staff, all of whom will need the following information to guide their decisions:
  - A statement explaining why the “wholly or mainly broadly Christian character” of Collective Worship is not appropriate (for all or part of the school);
  - Clear information about what the alternative form of Collective Worship would be and to whom it will apply;

- An outline timetable of the Determination procedure; and
- Any other information that the headteacher considers may be appropriate to supporting their application, e.g. relevant paragraphs from the school's OFSTED report, the school's current policy on Collective Worship.

**1.9.** Governors, parents and staff must be consulted on the proposals. Governors and parents must also be given the opportunity to see Collective Worship in the school, should they wish. Governors must vote at a meeting of the full governing body. Parents and teachers must be given the opportunity to vote in a secret ballot which must be time restricted (i.e. there must be a published deadline).

## 2. Timetable

**2.1.** SACRE will consider Determinations at a separate meeting convened for that purpose.

**2.2.** SACRE members will need sufficient time to consider an application.

**2.3.** Schools will need to organise their consultations with governors, parents and teachers so that they allow reasonable time for them to make a proper consideration of the headteacher's proposals. It should be remembered that parents and governors should be given the opportunity to see Collective Worship in the school should they so wish.

**2.4.** The headteacher and a governor of the school or their representatives should attend SACRE's Determinations meeting to answer any questions or to provide supplementary evidence.

## 3. What if a Determination application is agreed by SACRE?

**3.1.** Where a Determination has been granted in respect of all or some of the pupils in the school, daily Collective Worship must still be provided for them. This will be in the form agreed by the SACRE to be more suitable for their needs.

**3.2.** Where a Determination has been granted in respect of a class or description of pupils of a particular faith or religion, the alternative Collective Worship may be provided for those pupils as a whole. It should not be distinctive of any particular denomination of any faith or religion, but may be distinctive of a particular faith or religion.

**3.3.** Parents will continue to have a right to withdraw their children from Collective Worship. This parental right should be made clear, be freely exercisable and a school must grant any such request. Parents are not obliged to state their reasons for seeking withdrawal.

**3.4.** Where a single Determination has been granted for the whole school, pupils cannot be divided into faith groups for worship.

**3.5.** Where a Determination covers only part of the school, or where more than one Determination has been granted in respect of different pupils at a school, a single act of Collective Worship

may be provided for each group of pupils covered by a single Determination. Where such a group has been defined because of the pupils' faith background, it follows that the single faith worship may be provided for the pupils involved.

- 3.6.** Each group in respect of which a Determination has been made may, of course, be further subdivided by school or age group if that is felt to be appropriate.
- 3.7.** Information about new arrangements for Collective Worship in the school should be published in the school prospectus/ on the school website. This information should also be made available to Ofsted.

**Note:**

- I. If the Secretary of State is satisfied, either on complaint by any person or otherwise that any SACRE:
  - has acted or is proposing to act unreasonably in determining whether it is appropriate for the requirement for Christian Collective Worship to apply in the case of a school or group of pupils; or
  - has failed to discharge its duty in this respect;

the Secretary of State has the power to direct the SACRE to revoke the Determination, withdraw the proposed Determination or, as the case may be, to discharge its duty.

- II. Determinations last for no longer than five years.
- III. SACRE is concerned that a Determination for some of a school may be divisive and conflict with the desire to create a cohesive community. In such cases, SACRE hopes that headteachers will be able to reassure them as to how and why this will not be the case in their particular school.
- IV. In this guidance, the term 'Parents' should be understood as including pupils' legal guardians.



c) Please provide a breakdown of the faith groups represented in the school.

d) As your request may be related to either a clearly described and defined group or to the whole school, which group(s) are to be included in your case?

4. What type of Collective Worship do you consider to be more appropriate to your school and why?

## Consultations

### *Consultation 1 – Governing Body*

Before making an application for a Determination, the headteacher must consult the school's **full** governing body. The governing body must be issued with the following paperwork set out in paragraph 1.8 (above):

A majority of the governing body must agree in order to proceed.

- |                                                                                                                        |               |
|------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>5. Have you formally consulted the full governing body?</b>                                                         | <b>YES/NO</b> |
| <b>6. Is the governing body in agreement with your request?</b>                                                        | <b>YES/NO</b> |
| <b>7. How have you consulted the full governing body and what was the response?</b><br>(Provide a copy of the minute.) |               |

### *Consultation 2 – Parents*

SACRE expects schools to seek the views of parents / carers (or other guardians if appropriate). Parents must be given the same information as governors and must be offered the opportunity to see the Collective Worship currently provided in the school.

The parents' vote must be by secret ballot. At least **two thirds** of the parents of pupils for whom an alternative form of Collective Worship is proposed must respond to make the ballot valid. A majority must agree with the headteacher's proposals in order to proceed.

Parents will still have the right to withdraw their children from Collective Worship under any new arrangements.

- |                                                                                                              |               |
|--------------------------------------------------------------------------------------------------------------|---------------|
| <b>8. Have you formally consulted parents?</b>                                                               | <b>YES/NO</b> |
| <b>9. Are the majority in agreement?</b><br>(Provide evidence of the ballot and a copy of the ballot paper.) | <b>YES/NO</b> |

### *Consultation 3 – Teachers*

SACRE expects that teachers will be formally consulted (as with parents and governors) on whether they agree with the headteacher's proposal(s) and receive the same paperwork, as set out in paragraph 1.8 (above). The teachers' vote must be by secret ballot.

Teachers will still have the right to withdraw from Collective Worship under any new arrangement.

- |                                                                                                         |               |
|---------------------------------------------------------------------------------------------------------|---------------|
| <b>10. Have you consulted with teachers at the school?</b>                                              | <b>YES/NO</b> |
| <b>11. What was their response?</b><br>(Provide evidence of the ballot and a copy of the ballot paper.) |               |



### Other requirements

Before applying for a Determination in relation to the whole school, care should be taken to safeguard the interests of any parents of children for whom broadly Christian Collective Worship would still be more appropriate.

#### **12. How have you safeguarded the interests of such parents and their children?**

SACRE expects the Headteacher will wish to take appropriate steps to notify the governing body, school staff and the parents of the new arrangements.

#### **13. How do you intend to notify the governing body, school staff and parents should the Determination be made?**

It is essential for the Head teacher to keep sufficient records to enable them to reply to any parental enquiry about the reasons for applying or not applying for a Determination for a group of pupils.

#### **14. Are you already keeping such information and how do you intend to inform parents of their existence?**

### Supporting information

Please list here what supporting information is enclosed with this application.

Date:

Signature:

*Headteacher*

Signature:

*Chair of Governors*

Name of School:

#### SACRE USE ONLY

<b>Date received</b>	<b>Date of Determination</b>
<b>Agreed/Not Agreed</b>	<b>Signed:</b>  Chair of SACRE
	<b>Signed:</b>  Clerk to the SACRE
<b>Details of the SACRE's decision will be obtained from the Clerk to the SACRE</b>	

<b>Report to:</b>	East Sussex SACRE
<b>Date of meeting:</b>	2 March 2023
<b>By:</b>	Barry Blakelock ESCC Children's Service Representative <a href="mailto:bblakelock@ryecollege.co.uk">bblakelock@ryecollege.co.uk</a>
<b>Title:</b>	Implementation of the new Agreed Syllabus in Special Schools
<b>Purpose:</b>	To advise the East Sussex SACRE on Special School Inclusion

### Context

Special Schools are not required to teach Religious Education in accordance with the Local Agreed Syllabus but work with an understanding that "so far as is practicable, every pupil should receive religious education".

Kirsty Eydmann, Executive Principal at the Southfield Trust, has joined SACRE as Special Schools' Representative to give SACRE Members insight into the sector; share the views of Special School teachers and promote use of the new Agreed Syllabus, where practicable. There are 14 Special Schools across East Sussex, of which, 4 were represented at the launch of the new Agreed Syllabus.

### Special School Groupings

In relation to Religious Education, East Sussex Special schools broadly fall into three groups: schools engaged with the delivery of religious education; schools where it is not yet practicable; schools where it may be practicable.

#### Special Schools engaged with the delivery of Religious Education

- **Summerdown School** (Southfield Trust) is a new school and will educate up to 84 learners aged 5 to 16 who have a diagnosis of autism. It will also include a separate centre called 'The Southfield Centre' which will educate up to 51 learners with complex learning and medical needs.
- **The Lindfield School** (Southfield Trust) takes pupils aged 11 to 16 who are identified as having a range of special educational needs, and primarily learning difficulties, including autism.
- **Hazel Court School** (Southfield Trust) is on two sites and caters for secondary and tertiary learners aged 11 to 19 with a range of special educational needs.

#### Special Schools where it is not yet practicable to deliver Religious Education

- **The South Downs School** (Southfield Trust) is based on two sites in Eastbourne and provides education for pupils aged 3 to 11 years who have a wide range of complex learning difficulties and special educational needs.
- **Torfield School** (Torfield and Saxon Mount Trust) caters for learners who have a range of educational needs particularly autism and moderate learning difficulties.
- **Glyne Gap School** makes provision for pupils aged 2 to 19 with complex needs and autism. Most pupils have severe or profound learning difficulties: many have additional needs and disabilities (such as a sensory or physical impairment).
- **St Mary's School** (Sabden Trust) is a rural school in Heathfield for learners with social, emotional and mental health difficulties.

- **Cuckmere House School** (Sabden Trust) is an outstanding special school that makes provision for learners with social, emotional & mental health needs aged 5 to 16.
- **New Horizons School** (Sabden Trust) is a Special School that supports pupils with an Education, Health and Care Plan with social, emotional & mental health needs. The school is located in St Leonards on Sea and has two sites a mile apart.

### Special Schools where it may be practicable to deliver Religious Education

- **The Flagship School** (Ropemakers) is a special school for pupils aged 8 to 16 who have the capacity to reach age related expectation yet whose neuro-diverse profiles alongside social, emotional and mental health result in barriers to learning.
- **The Workplace** (Sabden Trust) is aimed at vocationally minded pupils aged 14 to 16 from across East Sussex who are struggling with a mainstream curriculum and are at risk of disengagement and exclusion.
- **The Ropemakers Academy** offers a nurture-based education to learners who have been identified as having social, emotional and mental health needs.
- **Grove Park School** meets the complex needs of learners including those with profound, severe and moderate learning difficulties, autistic spectrum disorders and sensory needs.
- **Saxon Mount School** (Torfield and Saxon Mount Trust) caters for learners who have a range of Special Educational Needs particularly autism and moderate learning difficulties.

### Current arrangements and barriers

Special Schools deliver Religious Education in many different ways in order to meet the individual needs of the children and young people in attendance. Teaching is often tailored to individuals or very small groups. Some schools may deliver discrete subject-specific lessons whilst others may combine Religious Education with Personal, Social and Health Education (PSHE) and/or Relationships and Sex Education (RSE) delivered through daily tutor sessions each morning.

Alongside tradition teaching approaches, more experiential activities can be incorporated including the use of artefacts, objects, smells and imagery. Some school include worship which can reference people with whom the learners are familiar as well as re-enforcing the importance of relationships and school values.

Whilst the new Agreed Syllabus is well structured, it can be overwhelming for Special School teachers who need to take it back to the essence of each lesson and find ways into teaching that make it accessible to their learners. Examples of this might include using sign language during the celebration of Diwali or visits to places of worship emphasising the sensory experience.

### Recommendations for next steps

- Further facilitate the work of Kirsty Eydmann through recognition of an informal Special School network to promote engagement with Religious Education and the Agreed Syllabus.
- Use the network to develop a simplified version of the programme of study alongside a bank of resources that Special Schools may draw on.
- Consider the specific training needs of teachers in Special Schools and the extent to which SACRE might be able to support their development.



# SACRE self-assessment tool



## East Sussex SACRE

## Introduction

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

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

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

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

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

## Rationale

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Key Area: 1a – Funding: Professional and financial support <i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no financial or management support to help SACRE to meet and operate. Members are unable to communicate with each other. There is no professional support.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA receive papers and/or attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions (such as a place to meet and a minute taker) but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	access to some subject specialist advice and is informed of local and national initiatives. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be well supported by a subject specialist who provides effective advice and is <b>well informed about the provision and quality of RE in the LA</b> and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. <b>SACRE's plans are linked to other local work and projects.</b> SACRE has a strategic, costed development plan. SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>Specialist RE adviser in post and attends area meetings and is a member of NATRE. Well-grounded in the school context and strong links with schools and the LA. Primary, secondary and specialist school network leads in place to support training and professional development across the county. Children's Services Representative <b>new in post</b> to support SACRE in carrying out its statutory duties.</li> <li>Modest budget allocation of £15k a year which funds some training for schools as well as local networks for RE leaders alongside the licenses for the new syllabus. Some support in kind in addition to the budget from children's services education department.</li> <li>Strong clerk in place who supports all meetings and preparation and actions in between meetings.</li> </ul>	

Key Area: <b>1b – SACRE meetings</b> <i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not hold regular meetings, if they meet at all. Any meeting held is purely to demonstrate that the LA has allowed SACRE to meet.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> <li>• routine administrative arrangements</li> <li>• appropriate distribution of agendas and papers</li> </ul> Business is dealt with in a prompt and orderly way. There is limited opportunity for SACRE members to contribute to the work apart from attending meetings. Business tends to be focused solely on routine statutory requirements.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have good attendance where all four committees are well represented and meetings are quorate. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully, consulting when relevant their representing/sponsoring bodies. There are some opportunities for teachers and representatives of faith and worldview communities to be invited to share their work. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and CW.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda and strategic development plan. Meetings will be lively and purposeful with a <b>wide variety of contributions</b> focused on the major priorities for improvement in schools. Teachers and <b>representatives of faith and worldview communities</b> regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are <b>held in a variety of venues</b> , including council venues, <b>local places of worship and schools</b> . <b><i>Procedures have been put in place so that meaningful contact can be made with and between members outside of SACRE meetings.</i></b>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• Purposeful meetings with a focus on improving the quality of curriculum, teaching and assessment in RE and supporting schools in all contexts to meet their statutory duties in relation to RE and collective worship.</li> <li>• Agendas and papers published in advance through member services to meet requirements of public meetings and circulated to all SACRE members.</li> <li>• Members arrive at the meetings having read papers, informed and prepared to actively contribute to the meetings.</li> <li>• Representation improving and agreement to have a slot on 'my faith my belief' to draw in wider representation.</li> </ul>	

Key Area: 1c – Membership and training		
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no membership list. SACREs constitution is not fit for purpose and needs revision. The Local Authority struggles to fill all places on SACRE, SACRE members have no regular training provided.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always pursued effectively. There are limited induction and training opportunities for SACRE members.	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have an active membership that <b>strongly reflects the diversity of the wider religious/worldview and professional community</b> . There is <b>regular induction training and processes for new members</b> . There are good opportunities for SACRE members to participate in training activities.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	make good use of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members. There are robust systems in place for succession planning for members and SACRE roles.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• All 4 groups are actively represented and school representation has strengthened.</li> <li>• Recruitment of new members has been more active recently and membership is developing but there is more to do ensure wider representation that actively represents local demographics.</li> <li>• We take advantage of the induction sessions provided by NASACRE but need to develop local induction to support new members.</li> <li>• Training for SACRE members is available through NASACRE but again could develop a more local flavour.</li> <li>• <b>Handbook needs updating to reflect the new Agreed Syllabus.</b></li> </ul>	

Key Area: 1d – Improvement/development planning		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no development plan to focus future work. There is no knowledge of areas where the priorities of the LA's development / improvement plan potentially could link to the work of the SACRE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. SACRE has limited awareness of national projects or initiatives related to the work of SACRE and so is unable to plan any work or request funding to initiate new work.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a costed development plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. SACRE has awareness of national projects or initiatives related to the work of SACRE and so is able to plan work or request funding to update and review their development plan. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a well-defined development plan with clear objectives and success criteria. <b>Resource implications are clearly defined and funding negotiated with the LA or outside funding streams.</b> There is a clear link between the plan and the <b>wider objectives of the LA</b> and also to national innovations.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• Development plan in place but needs to be costed.</li> <li>• Does link to national and local priorities.</li> <li>• Do request additional funding for special projects on occasion – such as the student conference on Holocaust Memorial Day.</li> <li>• Chair is part of NASACRE Executive.</li> <li>• <b>Children's Services Representative</b> and Specialist Adviser join SE SACRE meetings to join up work across the region and learn from practice in other LAs.</li> </ul>	

Key Area: 1e - Information and advice		
How well informed is SACRE in order to be able to advise the LA appropriately?		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be supported to gather information (exam results, data, links to schools) or to link with national initiatives including membership of NASACRE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	<b>receive limited information about public examination data from the LA.</b> Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA when the LA wishes to give it rather than ask questions of the LA or receive answers to its request. There is little opportunity to be a critical friend.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and CW in local schools and given a context within which any school is working. The SACRE receives the information in a way that enables it to act as a critical friend and question the LA's work.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	receive <b>detailed and well-analysed information about the quality and provision for RE and CW.</b> As a result, SACRE uses this information effectively to give advice to the LA which leads to <b>strategic action and/or partnership work to improve standards.</b> This can include advice related to the review of the AS. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>Regular reports and updates on quality of curriculum, teaching and assessment, provision and pupil outcomes are presented to SACRE – this has been more limited during Covid. GCSE/GCE Outcomes data is lagging.</li> <li>Member visits have been suspended but are due to restart in Autumn 2022.</li> <li>Reports back from primary and secondary network meetings, focus groups information and schools working group feed into SACRE discussions.</li> <li>Information is clearly presented and robust discussions interrogate the papers with actions and agreements on key issues.</li> <li><b>Further work on establishing quality of Agreed syllabus and collective worship required.</b></li> <li>Implementation of determination policy - <b>legal advice required to do so.</b></li> </ul>	

Key Area: 1f - Partnerships with key stakeholders		
What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?		
<b>Requires improvement/struggling</b> A SACRE in this position would:	be unaware of local or national agencies. SACRE has no links with sponsoring bodies in their location.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little contact with or awareness of other local agencies (e.g. interfaith groups, dioceses), and rarely hears from pupils/students.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and have some meaningful contact with the groups involved. SACRE members are supported at a national level by their sponsoring body. SACRE members attend the annual NASACRE conference and other training opportunities. Hear from pupils/students as part of their work around high-quality RE and CW.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	build its activities effectively on local networks. <b>Links with other bodies, such as local interfaith groups, are positive and able to support raising standards and developing community cohesion.</b> The SACRE has opportunities to <b>hear the views and experience of pupils about RE. Representatives of key support networks and higher education providers are regularly involved with the SACRE.</b>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>Some SACRE members attend NASACRE events and the annual conference, online events have worked well and enabled wider representation.</li> <li>Some links exist with other agencies. RE Today has supported the review of the new Agreed Syllabus. The Specialist Adviser is a member of NATRE (National Association of Teachers of RE) and AREIAC (Association for RE Inspectors, Advisers and Consultants). Specialist Advisor has completed stage 1 of Culham St.Gabriel's leadership programme and presented at RExChange 2022, making links to national organisations, research and practice.</li> <li>Partnership with Barnet SACRE to share best practice within the KS4 core programme.</li> <li><b>Need to develop pupil voice and wider connections to organisations promoting RE and CW.</b></li> </ul>	

Key Area: 1g – Relations with the Academies sector		
<i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no opportunity to network with local academies.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made attempts to include academies on SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible, or what is possible between academies in an area.	<input checked="" type="checkbox"/>
<b>Advanced</b> SACRE with advanced practice would:	have established the place of academies on SACRE. SACRE has considered systematically the legal and structural options, and established a <b>permanent and sustainable academy presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partner with SACRE.</b>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• Academies are well represented and are fully included in the work of SACRE.</li> <li>• Engagement with academies has improved considerably over the last two years.</li> <li>• SACRE has paid for new Agreed Syllabus licenses for all academies and community schools in the LA.</li> </ul>	



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

### Successes/ What are we good at?

SACRE is well attended by a committed group of individuals that are broadly reflective of the local area. Through connections to local and national organisations they are well-informed and read papers in advance of meetings. More recently, meetings focus on the quality of the new Agreed Syllabus and have raised questions about understanding the quality of collective worship.

### Barriers to success:

### Areas for development/ Action points:

- **For the SACRE:**
  - SACRE needs to be more representative of minority groups and worldviews across the local authority.
  - The handbook and induction processes need to be updated to reflect the new Agreed Syllabus.
  - Systems need to be embedded that allow members to deepen their understanding of the quality of practice.
  - More established pupil voice activities should provide greater insight for SACRE.
- **For the LA**
  - Greater security in long term financial planning to support SACRE's activities going forward.

Date of review (1)

Date of review (2)

Date of review (3)



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

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

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

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

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

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

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

Key Area: <b>2a - RE provision across the LA.</b> <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information (e.g. a website trawl)	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. <b>Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.</b>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>Knowing and understanding the provision in schools for high quality RE has been more problematic over the last two years in some respects but online engagement has been strong and more information has been forthcoming through this route.</li> <li>Ofsted research review for RE has been discussed in detail and shared with schools, Ofsted reports are read but so far few, if any comments on RE in recent reports to share with SACRE.</li> <li><b>Need more systematic approaches to monitoring over the coming year.</b></li> </ul>	

Key Area: <b>2b – Standards of achievement and public examination entries</b> <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be given any data to work from, and has no professional support to investigate this at a local and national level.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this and the local authority does not adequately invest in professional support for this. Analysis would be limited as would strategies to address issues.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	<b>have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.</b>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>When public exams were available these were analysed for discussion at SACRE. Comparisons with national data are included in the analysis. Discussions of strategies to engage wider groups of pupils and schools are a part of the evaluation. There is a lag in national data hampered this year by limitations to data usage.</li> <li>Networks establishing good working relationships with schools in the context of data transparency set by the LA.</li> </ul>	

Key Area: <b>2c - Quality of learning and teaching.</b> <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any knowledge of quality of learning and teaching to target support from the LA and professional support/adviser.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little or no professional support in the LA working with the SACRE.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some information regarding the quality of learning and teaching from a range of sources including contact with teachers and pupils. Limited analysis of this information is undertaken; however, this means that SACRE's attempts to improve learning and teaching have limited effect. Be able to circulate information about national courses and support mechanisms to schools	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. <b>Advise the LA on the support that is needed and have access to professional support, linked to schools in need.</b>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• Discussions with schools and teachers through network meetings and the schools working group have been very valuable in gathering qualitative information about the teaching of RE.</li> <li>• Previously SACRE meetings have been held in schools on occasion to allow that school to showcase their work.</li> <li>• Training is targeted to improve the quality of learning and teaching across the board linked to the new syllabus.</li> </ul> <p><b>The next step for training is to be more targeted to those schools that might need support.</b></p>	

Key Area: <b>2d Quality of interaction and communication with leadership and management of RE in schools</b> <i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not engage in communication with schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have RE key messages communicated regularly into schools. Sends regular updates and information to schools, headteachers and governors. SACRE discussions are used to enhance leadership and management of RE in schools.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a <b>constructive relationship with senior leaders and subject managers</b> in schools to develop the subject.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• Regular information has been shared with schools through the VSB (Virtual School Bag) through emails to Headteachers and through the RE networks.</li> <li>• Communication is an ongoing challenge and developing multiple ways of communicating with teachers and school leaders always need to be considered. There is an East Sussex RE Facebook page which teachers and others can contribute to and share good practice.</li> <li>• Headteachers/senior leaders have engaged with the process of a new Agreed Syllabus.</li> </ul>	

Key Area: 2e – Relations with academies and other non-LA maintained schools.		
To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation and share their advice to these schools. By and large, academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a proactive policy of liaison with all academies, etc. and of sustaining a wider professional RE network within the area. While the independence of academies, etc. is genuinely respected by SACRE, <b>many academies value this network and look to SACRE for ongoing advice and leadership in RE.</b>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>Academies are included with all communication to all schools and are not treated separately. There has been renewed interest in engagement from academies with the launch of the new Agreed Syllabus.</li> </ul>	

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

### Successes/ What are we good at?

SACRE was bold in the development and launch of a new Agreed Syllabus. It is well supported and funded through RE Today which offers a range of resources and thoughtful schemes or work. A range of communication methods have been utilised to support the launch of the Agreed Syllabus which has renewed engagement with headteachers, senior leaders and subject leaders. Furthermore, the syllabus has served to engage academies in the delivery of high-quality religious education.

### Barriers to success:

### Areas for development/ Action points:

- **For the SACRE**
  - Systems for monitoring and evaluation need to be more embedded so SACRE has detailed information across a broad range of issues.
  - Systematic analysis of information needs to be undertaken leading to more targeted training and support for schools.
  - Further ways of communicating need to be embedded across the county to maintain the momentum of the new Agreed syllabus.
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

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

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

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

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

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

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

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



Key Area: 3a – The review process		
<i>How does the SACRE review the success of the existing agreed syllabus?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any way of contacting schools to carry out a review of the existing syllabus. It will not be supported by the LA or professional support.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited arrangements in place to monitor the impact of the AS, particularly in raising standards, providing little or no opportunity to review the effectiveness of the AS. Not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. Unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation from the LA. Have little knowledge of wider recent RE national guidance, research and developments.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current AS. Have devised a costed action plan in partnership with the LA, and been allocated a sufficient budget for the AS review and relaunch.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a clear and systematic process for monitoring the effectiveness of the AS built into its development plan. <b>Reviewing the AS includes full consultation with schools and other key stakeholders, including faith communities and academics. Issues that have arisen have been discussed and addressed in planning for a review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and design/distribution costs.</b> There is a strong sense of shared ownership of the prospective AS review, with clear targets for what needs to be achieved.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>The review of the agreed syllabus over the last 2 years has been a success story with good engagement from a high proportion of schools and academies.</li> <li>Feedback from schools was considered and presentations made to consult with faith groups, schools and governors all of which was considered when planning and preparing the new syllabus.</li> <li>Launch event for the new syllabus was attended by the vast majority of schools and academies.</li> <li><b>Need now to review plans for monitoring the implementation of the new syllabus.</b></li> <li><b>Attendance registers required at network meetings and a systematic logging of which school have adopted the new agreed syllabus.</b></li> </ul>	

Key Area: <b>3b – The quality of the local Agreed Syllabus</b> <i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in RE? Is it “fit for purpose”?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have knowledge of other agreed syllabi nationally. Not have access to professional support with a national knowledge of high-quality teaching and learning in RE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	ensure that the AS sets out what is to be learnt at each Key Stage. Progression in RE is stated, but this does not link directly to the learning and there is no clear expectation of quality learning in the AS.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	ensure that the AS provides a clear framework for and expectations of learning in RE. Make clear the value of RE in school, both in terms of learning and of wider issues. Ensure that the AS development has involved teachers and meets their needs.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	ensure that the AS provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA. <b>Have set out clear expectations of the role of the LA and school leadership in ensuring adequate resources and provision in schools.</b> References latest RE research that is relevant to help pupils make good progress in RE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• New Agreed Syllabus is in place and has been very well received by schools. It is well resourced through provision of planning and resources through schemes of work.</li> <li>• Fit for purpose and well supported by approaches to teaching and learning and a framework for implementation.</li> </ul>	

Key Area: <b>3c – Launching and implementing the Agreed Syllabus</b> <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have a launch for the new syllabus. Not have any in-service training for teachers/schools for implementing the new AS. Not have the mechanisms to advertise, promote and share the syllabus with local schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE. Have little training provision for implementing the revised syllabus. Be prevented from providing any significant additional guidance or extended training on using the AS by a shortage of financial and human resources.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	use other forms of communication (for example the LA website) to promote the launch. Have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed. Provides additional guidance or extended training on using the AS over its life.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the AS a high profile as an important development in the work of the LA and local community. The launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors. Provides effective training on implementing the AS, which is supported by all schools, leads to teachers being clear about standards and expectations in the AS and the implications for teaching and learning. <b>Provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.</b>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• Launch event attended by 91% of all schools and academies in East Sussex.</li> <li>• Programme of training and support through RE Today funded through the LA.</li> </ul>	

Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC) <i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have the structures in place to convene an ASC. Not have any admin and advisory support for its work.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that fulfils basic statutory requirements. Limited induction and training opportunities; members are unclear of their roles, or how an AS can be structured. Particular faith or belief groups or teachers from different phases do not attend. Provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a membership that <b>strongly reflects the diversity of the wider religious/worldview and professional community. Some opportunities for members' training and the purpose and action plan for the work of the ASC are clear.</b> Have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants to ensure this voice is added into the process. There is a strong, co-ordinated programme of induction and training opportunities for members. Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights. Provide effective admin to support the process	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• Agendas and papers distributed in advance of meetings and members arrive informed and actively contribute to discussions.</li> <li>• Trying to widen membership and have a strategy in place for allowing some people to join for a meeting to contribute to a slot identified as 'my faith, my world view'.</li> </ul>	

Key Area: <b>3e - Developing the revised agreed syllabus</b> <i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have an agreed plan linked to finance for developing their AS. Have met the five-year review deadline of revising and publishing a new AS.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have no clear structure for developing a new AS. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new AS with teachers, SACRE members and the local religious/worldview communities.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an AS which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. <b>The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process.</b> The AS has a clear framework for progression and challenging learning.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• New Agreed Syllabus involved wide consultation with all stakeholders and an open process for developing the new syllabus working in partnership with RE Today.</li> <li>• Working mainly online has been really positive for boosting engagement with the process.</li> <li>• Clear direction of travel and regular networks help to maintain momentum around the revision of the Agreed Syllabus.</li> </ul>	

Key Area: 3f – Making best use of National Guidance		
<i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be aware of national documentation in relation to the AS review process and are therefore unable to use this guidance appropriately.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the AS review process and are unable to use national guidance in a coherent way. Have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the holistic education of the child.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of national documentation and some of its implications for the AS review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the AS to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised AS, while ensuring their work reflects local circumstances. The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.	<input checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• Use of national reports and links to national organisations are in place.</li> <li>• Chair is a member of NASACRE.</li> <li>• Specialist adviser is a member of AREIAC.</li> <li>• Use and review reports and research to inform our thinking – e.g. Ofsted subject reports.</li> </ul>	
*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and “Religious Education in English schools: “Non-statutory guidance 2010”; CoRE; Big Ideas in RE publication 1 & 2; Ofsted RE literature review		

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

### Successes/ What are we good at?

SACRE consulted widely on the introduction of a new Agreed Syllabus. New Agreed Syllabus is well resourced through provision of planning and resources through RE Today. The launch of the new Agreed Syllabus was well-attended and a funded high-quality training programme is planned to support with embedding. Networks maintain high levels of engagement and begin the process of teacher input into the ongoing development process. Key members of SACRE are engaged in national organisations and regularly review key documentation to ensure they are informed about best practice around the Agreed Syllabus.

### Barriers to success:

### Areas for development/ Action points:

- **For the SACRE**
  - Monitoring of the effectiveness of the new Agreed Syllabus needs to be embedded.
  - Provision to enable schools to monitor the quality of their own provision for RE to be developed.
  - Ensure new Agreed Syllabus has broad ownership so revisions reflect the views of schools and RE specialists.
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## Section 4. Collective Worship

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

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

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



Key Area:4a – Supporting pupil entitlement		
What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any knowledge regarding the provision of CW nor have any mechanism in place to gain such knowledge.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	be unaware of the issues facing schools in providing CW as part of the pupil entitlement. Provide little advice or support towards fulfilling pupil entitlement to CW.	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges schools face in providing CW. Provide some advice in support of delivering pupil entitlement. <b>Seek to ensure that schools had access to, and advice on, appropriate resources for the delivery of CW.</b>	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a balanced and realistic overview of provision and its challenges across the LA. Provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement. Obtain feedback from schools to evaluate the impact of advice and support. Periodically review its strategies for supporting pupil entitlement.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li><b>In light of the impact of the pandemic, renewed work in understanding the issues facing schools in the delivery of effective collective worship needs to be undertaken.</b></li> </ul>	

Key Area: <b>4b – Enhancing the quality of provision of collective worship</b> <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be able to influence the quality of CW due to lack of support either from the LA or CW/RE professional. Have no knowledge of what good quality CW in schools looks like.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	not be adequately supported by the LA / RE professional to promote quality provision of CW. Have agenda items about CW dominated by the issue of how SACRE obtains data. Have little understanding of the nature and potential of CW and of what effective provision in each school might be.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have occasional agenda items on CW, with some insight into how it is being delivered in the LA's schools. Understand what effective provision is, but SACRE members have little 'hands-on' experience of CW. <b>Promote in-service support for teachers with responsibility for CW. Advise on enhancing quality of provision.</b>	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools. Have first-hand experience of CW in schools. Disseminate good practice in consultation with schools and teachers. Sponsor an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>SACRE understands some of the challenges facing schools in delivery of collective worship but recognises more work in this area needs to be done post-pandemic.</li> <li><b>Need to develop support, training and resources in this area.</b></li> </ul>	

Key Area: 4c – Responding to requests for determinations		
How robust are SACRE's procedures for responding to requests from schools for a determination?		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any understanding of what a determination is. Have no documentation for schools to use to make application for a determination.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request, due to a lack of support provided to SACRE by the LA via a professional officer. Found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process. Have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions. Responds in an adequate but piecemeal fashion, when requested for a determination, without a systematic overview of this area of work.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities. Have a well-established and effective framework for responding to requests, with which members are familiar and comfortable. Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. Periodically review all existing determinations together with keeping the guidance from the RE professional.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• Provision in place though rarely tested.</li> <li>• <b>Determination policy requires legal consultation.</b></li> </ul>	

## Section 4. Collective Worship

### Successes/ What are we good at?

SACRE is aware that on the back of the launch of the new Agreed Syllabus, further support, training and resources needs to be given over to Collective worship.

### Barriers to success:

### Areas for development/ Action points:

- **For the SACRE**
  - Better understanding of where schools are in relation to deliver of Collective worship
  - Support, training and resources needs to be given over to Collective worship.
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

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

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

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

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

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

Key Area: <b>5a – SACRE’s membership</b> <i>How representative is SACRE’s membership of the local community?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	rarely meet and its membership will include many vacancies. The LA needs to review its membership and constitution in partnership with the SACRE and fulfil its obligations to convene an appropriately diverse SACRE	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community. Membership needs to be reviewed.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim or Christian communities). Endeavours to include representation from small local faith communities and/or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li><b>SACRE is broadly representative however would benefit from representation from smaller or emerging communities in the county.</b></li> </ul>	

Key Area: <b>5b SACRE's understanding of the local area</b> <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	meet rarely and this aspect of membership would not be an agenda item when they meet.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	<b>be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area.</b> Know about and have a relationship with local interfaith groups and the work that they do in the locality.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area. Take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local interfaith groups. Be aware of the impact of this local context on schools and on the provision for RE and CW in those schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• <b>Greater insight into the diversity of the local authority in order to take steps to reflect those communities in the make-up of the committee.</b></li> <li>• <b>Specialist Advisor to analyse 2021 census data (once published) on religious groups in local area</b></li> </ul>	

Key Area: <b>5c – SACRE’s engagement with the community cohesion agenda.</b> <i>How much does SACRE understand the contribution which RE/CW can make to a schools’ provision for community cohesion?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have little or no grasp of what community cohesion means and little understanding of the contribution which RE can make to the community cohesion agenda. Have no opportunity to promote RE’s contribution to cohesion.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. Have little opportunity to promote RE’s contribution to cohesion.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. Understand and have a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. SACRE members appreciate their key role in promoting RE’s contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local AS and related guidance.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<ul style="list-style-type: none"> <li>• Membership means that importance of community cohesion is understood. Members committed to seeing this reflected in their work.</li> <li>• Equalities/diversity a standing item on the agenda.</li> </ul>	



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

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

### Successes/ What are we good at?

Membership understands the importance of community cohesion and are committed to seeing this reflected in the work of SACRE.

### Barriers to success:

### Areas for development/ Action points:

- **For the SACRE**
  - be provided with a detailed analysis of the religious and cultural diversity within the LA and takes steps to ensure good representation on the committee.

- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## ANNEX

### The responsibilities of a Local Authority

The detailed rights and responsibilities of local authorities can be seen in full in *RE in English Schools: Non-statutory guidance 2010*.

This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, local authorities are legally required to:

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

### The responsibilities of a SACRE

The detailed rights and responsibilities of SACREs can be seen in full in *RE in English Schools: Non-statutory guidance 2010*.

This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, SACREs are legally required to:

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

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

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

In addition, SACREs may:

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

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

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