



STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

THURSDAY, 16 NOVEMBER 2023

2.00PM – 4.00PM PRIORY, ROOM 2F CENTRE BLOCK, COUNTY HALL, LEWES / MICROSOFT
TEAMS

MEMBERSHIP

Cllr Roy Galley	Peter White	Laura Cooper
Cllr Steve Murphy	Rosemary Roberts	Kirsty Eydmann
Cllr Colin Belsey	Osman Whole	Sam Keddie
Cllr Trevor Webb	Dr Norman Williamson	Helen Key
Cllr Abul Azad	Elizabeth Coleman	
Mr Barry Blakelock	Jon Gilbert	
Claire Ramalli (Adviser)	Pamela Hartog	
Claire Rivers (Primary)	Father David Hill	
Julie Stevens (Clerk)		

A G E N D A

1. Declaration of any conflicts of interests
2. Welcome & apologies
3. Minutes of the previous meeting 15 June 2023 & matters arising (*Pages 3 - 14*)
4. Network meeting - Feedback
 - Secondary: Claire Ramalli
 - Primary: Claire Rivers
 - Special: Kirsty Eydmann
5. Programme for Good Practice visits to schools
6. Progress Review on Agreed Syllabus (*Pages 15 - 18*)
7. Self-evaluation Toolkit (*Pages 19 - 66*)
 - Focus: **Section 4: Collective Worship**
8. Review NASACRE Handbook & SACRE Induction Manual (*Pages 67 - 90*)
9. Budget update (*Pages 91 - 92*)
10. Student Conference
11. Equality, Diversity and Inclusion (Standing Item)
12. Any other business

Next meeting Thursday 29 February 2024 at 2pm (to include AGM)

PHILIP BAKER
Assistant Chief Executive
County Hall, St Anne's Crescent
LEWES BN7 1UE

8 November 2023

Contact Julie Stevens, Support Officer to Directors and Members,
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Agenda Item 3

East Sussex SACRE

Notes of the meeting

Date: Thursday 15 June 2023
Venue: Centre 2F / Microsoft Teams
Chairperson: Councillor Roy Galley
Clerk: Julie Stevens
SACRE members present: Cllr Roy Galley, Cllr Colin Belsey (CB), Cllr Abul Azad, Peter White, Rosemary Roberts (RR), Claire Rivers (CRi), Dr Norman Williamson, Pamela Hartog, Elizabeth Coleman' Helen Key

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

Apologies: Cllr Steve Murphy, Laura Cooper, Sam Keddie, Kirsty Eydmann; Jon Gilbert; Jefh Davies

Item	AGM	Action
1	Welcome/ Introductions & Apologies / Minutes of meeting 2 March 2023	
1.1	Cllr Galley welcomed everyone present at the meeting.	
1.2	Apologies were noted. Jefh Davies will no longer be a member of SACRE. ACTION: The Clerk will contact all members who have not attended for more than two meetings to establish if they still wish to remain members of the East Sussex SACRE.	Clerk
1.3	There were no declarations of conflicts of interest.	
1.4	Minutes of last meeting agreed as accurate. (i) Budget issue - Cllr Galley/Cllr Belsey have not yet had an appropriate time to raise this. (ii) ACTION: Check minutes of Scrutiny Committee for Cllr Galley re SACRE funds. (iii) ACTION: Clerk to chase Jon Gilbert re signposting to SIAMS reports.	Clerk
2	Network meetings	
2.1	<u>Secondary - Claire Ramalli</u> Last network meeting was held at the end of March; Stephen Pett led on a training session, and this was the final twilight session with Stephen. There is an RE conference on 12 July at Chailey School hosted by Helen Key and Sam Keddie. This will be advertised on the RE Hub website.	
2.1.2	ACTION: Barry to send the updated RE lead contact list to Claire Ramalli. Claire Ramalli shared feedback from the NASACRE conference.	BB
2.1.3	Claire suggested a discussion at a future meeting around community cohesion, linking to the inter-faith forum. This can be included in the Development Plan.	
2.2	<u>Primary - Claire Rivers</u> Claire and Claire had an inspiring visit to Willingdon Primary to observe the teaching of the RE syllabus. Lois Burton, the lead there, has some excellent resources and they will encourage her to share these with NATRE.	
2.2.1	ACTION: Clerk to circulate school visit report.	Clerk

	<p>The Primary RE Conference took place on-line on 7 June with good attendance and positive feedback. Lat Blaylock led the day. A planned Network day on 8 June still had good attendance covering collective worship and expectations. <u>Future dates:</u> Final twilight session with Stephen Pett on 19 June. Session on 22 June with Kate Christopher on World Values. Synagogue visit on 5 October.</p>	
2.2.2	<p>ACTION: Get network dates set into the calendar for next year and get RE Today in for an early conference.</p>	CRi
2.2.3	<p>ACTION: BB will reach out to Willingdon Secondary following the successful visit to the Primary school.</p>	BB
3	School visits	
3.1	<p>Rosemary Roberts gave feedback from the very positive visit to Ratton School. ACTION: Rosemary will send completed good practice pro-forma to Claire Ramalli and Claire Rivers for onward circulation to SACRE.</p>	RR
3.2	<p>It was agreed that SACRE representatives should be included in the school visits. Two people are sufficient on a visit. ACTION: Barry to set dates for future visits and note that Cllr Galley, Peter White, and Cllr Azad are happy to be included.</p>	BB
3.3	<p>Helen Key advised that Seahaven and Priory Schools are interested in a visit from SACRE.</p>	
4	GCSE outcomes - Claire Ramalli	
4.1	<p>Sam Keddie will focus on contacting and offer support to those schools with a low cohort of GCSE entries. Sam will ask if they are aware of the RE Syllabus in a supportive role and make them aware of the resources available to them.</p>	
4.2	<p>Barry added that there are some real successes; schools that have entered a full cohort need recognition from SACRE and suggested that Cllr Galley write to the schools to congratulate them and also add in details of the contacts for the Network meetings and also recognise the lack of RE teachers. ACTION: Cllr Galley to write to the schools.</p> <p>Barry added that we must be careful about over-analysing this data, we cannot understand the context of these schools but use this data to offer support to our schools.</p>	Cllr Galley
5	Quality Assurance Cycle / Five-year Forward Plan	
5.1	<p>Barry explained that this document sets out the regular items that SACRE need to cover at their meetings and the cycle which these items should follow.</p>	
6	Development Plan Final review at April 2023 and Plan to 2026	
6.1	<p>A good job has been done over the last few years and we must recognise this in the Annual Report to Scrutiny Committee in March 2024. ACTION: Barry will include the percentage of achievement on the Development Plan.</p>	BB

6.2	The Development Plan to 2026 is aligned to the Self-evaluation document. It is more ambitious than the previous Development Plan but ties in with the Self-evaluation document.	
7	Self-evaluation toolkit	
7.1	<p>Focus on section 3: The effectiveness of the locally agreed syllabus. To review how we are getting on with the syllabus:</p> <ul style="list-style-type: none"> - Use registers from network meeting for attendance. - Widen our membership. <p>It was agreed that we are still correct in our judgement of this area.</p> <p>ACTION: Helen Key will ask Sam Keddie to send attendance numbers to Julie following each network meeting. Julie to keep record and share in future meetings.</p>	HK/SK
8	Role descriptions	
8.1	<p>Role descriptions were agreed.</p> <p>ACTION: Barry to check that Chair and Vice-Chair role descriptions are in the NASACRE Handbook.</p>	BB
9	Budget update	
9.1	<p>Budget update paper was discussed.</p> <ul style="list-style-type: none"> (i) Barry asked the meeting what they would prefer to spend the budget on once RE Today support has ended - stay in-house or continue to commission RE Today. (ii) Claire Rivers, Claire Ramalli and Cllr Galley favoured the option of staying with the support of RE Today. (iii) Barry advised we can wait until the decision has been made by the local authority with regards the deficit for year 2024/25 to even the budget out. (iv) Pupil conferences will need to be funded through grants from other sources. We will continue to look at grant funding. 	
10	Equality, Diversity, and Inclusion (Standing item)	
10.1	No items were raised.	
11	Any other business	
11.1	Pamela advised the meeting that the Jewish Living Exhibition is being displayed at the Jewish Community Centre in Brighton from 20 September for several weeks. Please encourage schools to attend. SACRE members are also encouraged to visit.	
	<p>Date of next meeting: Thursday 16 November 2023 at 2pm</p> <p>Venue: County Hall & MS Teams</p>	

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East Sussex SACRE
Role Descriptions
June 2023



SACRE Role Description

Chairperson

As SACREs are bodies appointed by the local authority, in principle the local authority has the right to appoint the Chairperson of SACRE. In East Sussex, the Chairperson is elected on an annual basis, usually at the Annual General Meeting (AGM). The process for the appointment of the Chairperson and the eligibility of candidates is clearly set out in East Sussex SACRE's Constitution.

There are several key roles that the Chair performs, grouped under three broad headings:

- Specific
- General
- Strategic

Specific

The specific role of the Chairperson is to ensure the SACRE fulfils its statutory duties and responsibilities. To do this the Chairperson must have a clear grasp of the nature and make up of SACRE, what it is responsible for and what it can do beyond its statutory functions. The Chairperson should also take a leading role in SACRE's on-going process of self-evaluation and development.

During SACRE meetings it is the responsibility of the Chairperson to ensure the smooth and efficient running of the meeting. This includes making sure the business of the meeting is dealt with and that all members can participate and contribute fully. The Chairperson also has the responsibility to decide on any involvement from non-members who are present, for example, experts who might be brought in to advise SACRE on a specific matter pertinent to an agenda item being discussed; likewise, if it is deemed necessary, to decide when someone should be asked to leave the meeting or be removed from it.

General

The Chairperson of SACRE is responsible, with the clerk and the professional officer, for constructing the agenda for each meeting. This includes deciding on items where the press and public might need to be excluded if they are present.

In the meeting, it is the Chairperson's role to sign the minutes of the previous meeting as a true and accurate record as well as to ensuring that any actions resulting from the minutes have taken place. If the Chairperson needs a mandate to act on SACRE's behalf before the next meeting, that should be sought at the meeting being chaired.

If there are issues relating to inefficiencies in the timeliness of notice for meetings, the publication of agendas and reports, the provision of funding or support or the venue of SACRE's meetings, it is the Chairperson's place to bring this up with the most senior paid official of the local authority.

Strategic

In many ways the Chairperson of SACRE is its public face and may be asked to represent SACRE at Council meetings or public events, including interfaith events. In this way the Chairperson of SACRE becomes a champion for religious education and collective worship in the local authority and its schools. Therefore, it is important that the Chairperson of SACRE has a clear understanding of the nature of RE and collective worship and how they affect different schools in different ways, the role that RE and collective worship play in a broad and balanced education and their contribution to pupils' spiritual, moral, social, and cultural development. Beyond understanding these, a good and effective SACRE Chairperson needs to believe in the positive contribution of these elements of education in the development of each pupil and of society. The Chairperson also needs to be committed to ensuring the inclusive involvement of all SACRE members and the constituencies that they represent.

Specific duties

Ensure that:

- A clear timetable of meetings for the year is agreed and publicised.
- Membership of the SACRE is efficiently maintained, i.e. that the four groups of SACRE have appropriate representation, with good attendance and participation.
- SACRE produces guidance to support the local authority and its schools with regard to religious education and collective worship.
- An Annual Report is produced each year and sent to the Secretary of State as required by statute.
- SACRE members have a programme of training and, when necessary, induction.
- There is a Vice or Deputy Chair if the Chair is unable to make a meeting.
- Where there is an agreed a Code of Conduct, that it is adhered to by all SACRE members.

SACRE Role Description

Children's Services Representative

It is customary for SACREs to be attended by a senior LA Officer who represents the Director of Children's Services, supports SACRE's effective communications with the LA and the smooth running of the work of the Clerk and RE Professional. Where either or both other functions are provided by an external consultant, this role is vital and pivotal as the LA Officer will need to establish the necessary links for SACRE with Council processes and departments to ensure effective communications with schools and cross-Council working.

The LA Officer will be able to provide SACRE with information regarding the local schools and the successes and difficulties they are experiencing, will understand and link SACRE to budget processes and Council initiatives which may influence or impact on their work, e.g., the Prevent Board or Community Safety Partnership.

Where the RE Professional is not a LA employee, the LA Officer will need to facilitate their link to other information about schools, examination data and other LA employees who can support links with schools, training processes and office backup.

When the LA is setting its budget for the coming year, the LA Officer should ensure the needs of SACRE are recognised and that a sufficient budget is available so it can perform its statutory duties. When there is an Agreed Syllabus Conference, those additional needs will also have to be budgeted for.

Specific duties

This person is appointed to represent the local authority and school improvement services in the county and to support SACRE in carrying out its statutory duties. They should:

- Engage with NASACRE, where appropriate, and respond to the national agenda.
- Join the Southeast Central Regional SACRE Meetings with the Specialist RE Adviser.
- Undertake agenda planning for SACRE meetings.
- Write, update, and evaluate the development plan during the year.
- Work with the Chairperson of SACRE and support them in their role.
- Liaise with the Clerk to SACRE to ensure the committee runs smoothly.
- Review minutes and papers for meetings.
- Preparing papers, as needed.
- Give presentations on key items at meetings.
- Manage the budget effectively in line with priorities.
- Liaise with external bodies including our strategic partners, RE Today, and manage the contract, conferences, and ongoing professional development.
- Liaise with Primary and Secondary Network Leads and support them in their role.
- Liaise with Specialist RE Advisor and support them in their role.
- Join working groups or focus groups, as required.
- Facilitate governor training and engagement.
- Liaise with schools and respond to enquiries, as required.

Allocation

Provided through Democratic Services

SACRE Role Description

Specialist RE Adviser

In some LAs, this role is taken over by a consultant employed for this purpose.

It is important therefore that the RE Professional Adviser can work with the support of the Clerk and the LA Officer, at least one of whom should be able to make necessary links with council processes and departments to ensure effective communications with schools and cross-Council working.

Specific duties

This person is appointed to provide specialist advice on religious education and collective worship as well as facilitating links with national, regional, and local organisations. They should:

- Attend Southeast Central Regional SACRE meetings and report back to SACRE.
- Attend Executive Committee meetings for the Association of RE Inspectors, Advisers and Consultants (AREIAC).
- Attend NASACRE Annual General Meeting.
- Support the development and implementation of the Agreed Syllabus.
- Know the statutory requirements for the teaching of RE and Collective Worship.
- Understand the work of SACRE so effective advice and support can be given.
- Support agenda planning for SACRE meetings.
- Support SACRE Members in their role.
- Write guidance for schools that relates to the teaching of RE and Collective Worship.
- Attend national events to inform the work of SACRE, as appropriate.
- Share best practice from other local authorities and schools.
- Participate in appropriate training such as RE leadership programmes.
- Support working groups or focus groups, as needed.
- Support the development of training programmes for RE and Collective Worship.
- Contribute to the writing, updating, and evaluating of the development plan.
- Liaise with the Children's Services Representative and Network Leads.

Allocation

Up to 7 days@8hrs per academic year.

SACRE Role Description

Primary, Secondary and Special Network Leads

To support curriculum design and subject delivery, primary and secondary networks have been established as part of the East Sussex Learning Collaborative Network (ESLCN).

All subject networks have been created to improve outcomes for children and young people. They draw on experienced teachers and leaders within the county to work with others to bring about positive change. Network leads co-ordinate activity and develop expertise in the teaching of religious education and the leading of collective worship.

Alongside a range of support and continuing professional development, subject networks contribute to the reviewing of the agreed syllabus, identification of strengths and areas for development as well as identifying where additional support should be targeted.

Specific duties

This person is appointed to co-ordinate activity and develop expertise in the teaching of religious education and the leading of collective worship. They should:

- Lead termly network meetings for their phases (3 times per year)
- Plan an agenda for these meetings.
- With the agreement of SACRE, commission support and plan for CPD for primary and secondary phases that is meeting the needs of the schools and supports the development of quality provision.
- Support with the delivery of training.
- Support with the promotion and delivery of an annual subject conference.
- Support the Specialist RE Advisor in organisation of school visits by SACRE members.
- Liaise with the Specialist RE Advisor and Children's Services Representative to ensure coherent support for schools.

Allocation

Up to 3 days@8hrs per academic year (Primary/Secondary Network Leads).

SACRE Role Description

Clerk to the SACRE and ASC

Legislation underpinning the statutory work of SACREs requires that they should have the support of a clerk or similar officer, that minutes are produced in an efficient and legal manner, thereby ensuring the smooth and effective running of the SACRE; the LA has a responsibility to ensure that the minutes of SACREs and ASCs are publicly available for six years after their adoption.

Follow-up from meetings and liaising with various organisations and communities is time-consuming, requiring a level of professional competency. Both the SACRE and ASC need to have a wide membership, representing the many and varied faith communities in the LA. The Clerk is often the first point of contact with these communities and SACRE members.

Specific duties

The SACRE and ASC Clerk should:

- Arrange, attend and clerk three meetings of the SACRE per year and the Agreed Syllabus Conference (ASC), when required.
- Produce and circulate minutes and agendas of the SACRE/ASC in a timely manner (minutes to be produced within two weeks).
- Ensure all papers are circulated to members in advance of meetings.
- Ensure finalised papers are sent to Democratic Services.
- Advise on dates of meetings, particularly in relation to religious holidays or other Council meetings which may clash and affect quoracy.
- Book venues for meetings of the SACRE/ASC or set-up online meetings.
- Liaise with a venue for use of any necessary equipment (e.g., IT, projector) required.
- Remind members or other attendees about reports and circulation deadlines.
- Circulate additional papers from e.g., NASACRE, RE Council and Ofsted, as appropriate.
- Work as a team closely with the Chair, Specialist RE Advisor and other SACRE officers to produce reports, e.g., when changes to the SACRE constitution or membership are required.
- Be the first point of contact for SACRE members, faith community members, members of the public and other bodies concerned with the work of SACREs.
- Respond to queries, alerting the Chair and Specialist RE Advisor when necessary.
- Maintain the SACRE membership list, keeping it up to date, chasing members whose attendance is poor and identifying any membership issues for the attention of the Chair, RE Professional and LA officers.
- Contribute information, e.g., membership and attendance details for the Annual Report.
- Assist in the production and circulation of the Annual Report.
- Issue materials for new members and ensure that they have sufficient information.
- Where possible liaise with the LA Officer, other Council departments, keeping the Chair, the RE Professional and other officers informed of any relevant Council initiatives.
- Ensure all SACRE publications/advice are circulated to the relevant bodies.
- Liaise with the Council's committee/legal section regarding governance issues.
- Be responsible for the passing on invoices for payment, relating to SACRE work, e.g., attendance at national conferences, catering for meetings.

Allocation

Provided through Democratic Services

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Report to:	East Sussex SACRE
Date of meeting:	16 November 2023
By:	Barry Blakelock ESCC Children's Service Representative bblakelock@ryecollege.co.uk
Title:	Progress Review on Agreed Syllabus
Purpose:	To advise the East Sussex SACRE on progress with implementation of the new Agreed Syllabus and next steps.

Overview

The new Agreed Syllabus, 'Faith and Belief in the 21st 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.

Resources

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.

Take-up

Through sampling over the course of the first year, we ascertained the following levels of engagement from community (non-Church designated) schools:

- 41 of 41 primary maintained (100%)
- 7 of 7 secondary maintained (100%)
- 24 of 36 primary academies (66%)
- 12 of 15 secondary academies (80%)

It should also be noted that several Church of England primary schools have also engaged with the syllabus through use of 'Understanding Christianity'.

Professional development

SACRE has organised for a 3-year programme of training and development through RE Today facilitated by Subject Network Meetings. During the first year, meetings have remained popular especially to those with limited subject expertise. Much of this training has been led by experts in their field. A small number of Special Schools have also engaged with training and receive additional support through a Special Network Lead. Feedback about the programme has been very positive.

Primary Network meetings

Claire Rivers leads the Primary Network with meetings offered three times a year as evening twilight alongside substantial bespoke support to schools. Meetings have covered:

- Meeting to share good practice, challenges and resources
- Hinduism (Stephen Pett) (2 sessions)
- Picture News and Collective Worship (Kate Harrison)
- Islam as a World View (Dr Kate Christopher)

Primary network meetings have had a minimum of 35 teachers in attendance which also allows colleague to provide ongoing feedback on the agreed syllabus and training offer.

Secondary Network meetings

Sam Keddie leads the Secondary Network with meetings offered three times a year as evening twilight across a more fragmented secondary sector. Sessions have included:

- Islam/Worldviews (Dr Kate Christopher)
- Hinduism (Stephen Pett)
- Collective Worship (Kate Harrison)

Secondary network meetings have up to 10 teachers in attendance but can fluctuate which provides some challenges but the work of the lead is maximising engagement.

Annual Conferences

In the summer term, two annual conferences organised by Network Leads and delivered by RE Today were held to further support colleagues across both phases.

The primary conference covered:

- Lat Blaylock
- Planning and practical activities for the new Agreed Syllabus linked to Judaism, Hinduism and Islam plus ways to assess

47 colleagues were in attendance.

The secondary conference covered:

- GCSE Better Thinking, Better Writing.
- Peaceful and purposeful discussion in RE: handling controversial issues.
- 'Ways of knowing': using disciplinary approaches in RE.
- Hindu subject knowledge for KS3.

14 colleagues were in attendance.

School visits

During this first year, members have begun 'Good Practice Visits' to:

- Support universal adoption of the Agreed Syllabus in all maintained schools (and more widely e.g., academies and special schools).

- Identify expertise and facilitate school-to-school support through the networks.
- Recognise and celebrate good practice in delivery of the new Agreed Syllabus.

So far, 'Good Practice Visits' have been hosted by:

- Willingdon Primary school visited by Claire Rivers and Claire Ramalli.
- Ratton School visited by Colin Belsey, Rosemary Roberts and Claire Ramalli.

More visits are intended over the next two years to support evaluation.

Teacher views

During implementation, teacher views have been collected. In summary:

- The vast majority of attendees felt the launch event helped them implement the Agreed Syllabus.
- The majority of attendees have found materials straightforward to use.
- Only a very small minority would feel they were struggling with implementation.

Through network meetings, leads have responded by providing online shared resources, additional bespoke training, and discussion opportunities for colleagues.

Conclusion

The first year of the Agreed Syllabus has been successful. Take-up has been high with several academies also engaged. The first year of the training and development programme has been effectively delivered with a good level of participation particularly at the primary phase. Strong Network Leads are offering schools bespoke support which provides a good grounding for sustained engagement. Good practice visits are starting to enable members to see the new syllabus in action and speak to practitioners for themselves. Members have deepened their knowledge and understanding of the needs of schools.

Next steps

Ahead of the Annual Report:

- Know the number of schools attending Subject Network Meetings.
- Review teacher views from the Annual Conference events.
- Ascertain the number of schools that have take-up the optional units.
- Undertake further teacher voice through primary and secondary networks.

Consolidate understanding of 'take-up' by undertaking a website sift of how Religious Education is represented on school websites and providing schools with a curriculum statement if beneficial.

Continue programme of good practice visits to schools.

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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.¹ 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>

¹ *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		
How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. SACRE has a strategic, costed development plan. SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> 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 new in post to support SACRE in carrying out its statutory duties. 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. Strong clerk in place who supports all meetings and preparation and actions in between meetings. 	

Key Area: 1b – SACRE meetings <i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
Requires improvement/struggling 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"/>
Developing A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> • routine administrative arrangements • appropriate distribution of agendas and papers 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"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda and strategic development plan. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith and worldview communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues , including council venues, local places of worship and schools . <i>Procedures have been put in place so that meaningful contact can be made with and between members outside of SACRE meetings.</i>	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • 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. • Agendas and papers published in advance through member services to meet requirements of public meetings and circulated to all SACRE members. • Members arrive at the meetings having read papers, informed and prepared to actively contribute to the meetings. • Representation improving and agreement to have a slot on 'my faith my belief' to draw in wider representation. 	

Key Area: 1c – Membership and training		
To what extent is the membership of SACRE able to fulfil SACRE's purpose?		
Requires improvement/struggling 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"/>
Developing 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"/>
Established A SACRE with established practice would:	have an active membership that strongly reflects the diversity of the wider religious/worldview and professional community . There is regular induction training and processes for new members . There are good opportunities for SACRE members to participate in training activities.	<input type="checkbox"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • All 4 groups are actively represented and school representation has strengthened. • 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. • We take advantage of the induction sessions provided by NASACRE but need to develop local induction to support new members. • Training for SACRE members is available through NASACRE but again could develop a more local flavour. • Handbook needs updating to reflect the new Agreed Syllabus. 	

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>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	have a well-defined development plan with clear objectives and success criteria. Resource implications are clearly defined and funding negotiated with the LA or outside funding streams. There is a clear link between the plan and the wider objectives of the LA and also to national innovations.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • Development plan in place but needs to be costed. • Does link to national and local priorities. • Do request additional funding for special projects on occasion – such as the student conference on Holocaust Memorial Day. • Chair is part of NASACRE Executive. • Children's Services Representative and Specialist Adviser join SE SACRE meetings to join up work across the region and learn from practice in other LAs. 	

Key Area: 1e - Information and advice		
How well informed is SACRE in order to be able to advise the LA appropriately?		
Requires improvement/struggling 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"/>
Developing A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA when the LA wishes to give it rather than ask questions of the LA or receive answers to its request. There is little opportunity to be a critical friend.	<input type="checkbox"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and CW. As a result, SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or partnership work to improve standards. This can include advice related to the review of the AS. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> 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. Member visits have been suspended but are due to restart in Autumn 2022. Reports back from primary and secondary network meetings, focus groups information and schools working group feed into SACRE discussions. Information is clearly presented and robust discussions interrogate the papers with actions and agreements on key issues. Further work on establishing quality of Agreed syllabus and collective worship required. Implementation of determination policy. 	

Key Area: 1f - Partnerships with key stakeholders		
What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local interfaith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils about RE. Representatives of key support networks and higher education providers are regularly involved with the SACRE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> Some SACRE members attend NASACRE events and the annual conference, online events have worked well and enabled wider representation. 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. Partnership with Barnet SACRE to share best practice within the KS4 core programme. Need to develop pupil voice and wider connections to organisations promoting RE and CW. 	

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>		
Requires improvement/struggling A SACRE in this position would:	have no opportunity to network with local academies.	<input type="checkbox"/>
Developing 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"/>
Established 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"/>
Advanced SACRE with advanced practice would:	have established the place of academies on SACRE. SACRE has considered systematically the legal and structural options, and established a permanent and sustainable academy presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partner with SACRE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • Academies are well represented and are fully included in the work of SACRE. • Engagement with academies has improved considerably over the last two years. • SACRE has paid for new Agreed Syllabus licenses for all academies and community schools in the LA. 	

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.

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: November 2022

Date of next review: June 2024

Section 2. Standards and quality of provision of Religious Education

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

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

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

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

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

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

Key Area: 2a - RE provision across the LA. <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>		
Requires improvement/struggling A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	<input type="checkbox"/>
Developing 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"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> 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. 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. Need more systematic approaches to monitoring over the coming year. 	

Key Area: 2b – Standards of achievement and public examination entries <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> 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. Networks establishing good working relationships with schools in the context of data transparency set by the LA. 	

Key Area: 2c - Quality of learning and teaching. <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. Advise the LA on the support that is needed and have access to professional support, linked to schools in need.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • 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. • Previously SACRE meetings have been held in schools on occasion to allow that school to showcase their work. • Training is targeted to improve the quality of learning and teaching across the board linked to the new syllabus. <p>The next step for training is to be more targeted to those schools that might need support.</p>	

Key Area: 2d Quality of interaction and communication with leadership and management of RE in schools <i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
Requires improvement/struggling A SACRE in this position would:	not engage in communication with schools.	<input type="checkbox"/>
Developing 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"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	have a constructive relationship with senior leaders and subject managers in schools to develop the subject.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> Regular information has been shared with schools through the VSB (Virtual School Bag) through emails to Headteachers and through the RE networks. 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. Headteachers/senior leaders have engaged with the process of a new Agreed Syllabus. 	

Key Area: 2e – Relations with academies and other non-LA maintained schools. <i>To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?</i>		
Requires improvement/struggling A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	<input type="checkbox"/>
Developing 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"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	have a proactive policy of liaison with all academies, etc. and of sustaining a wider professional RE network within the area. While the independence of academies, etc. is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> 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. 	

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.

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.
 - Record which schools attend network meetings.
 - Develop better relationship with governor services.
- **For the LA**

Date of review: March 2023

Date of next review: November 2024

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>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	have a clear and systematic process for monitoring the effectiveness of the AS built into its development plan. Reviewing the AS includes full consultation with schools and other key stakeholders, including faith communities and academics. Issues that have arisen have been discussed and addressed in planning for a review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and design/distribution costs. There is a strong sense of shared ownership of the prospective AS review, with clear targets for what needs to be achieved.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • 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. • 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. • Launch event for the new syllabus was attended by the vast majority of schools and academies. • Need now to review plans for monitoring the implementation of the new syllabus. • Attendance registers required at network meetings and a systematic logging of which school have adopted the new agreed syllabus. 	

Key Area: 3b – The quality of the local Agreed Syllabus <i>How well does the locally Agreed Syllabus promote effective learning & teaching in RE? Is it “fit for purpose”?</i>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	ensure that the AS provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA. Have set out clear expectations of the role of the LA and school leadership in ensuring adequate resources and provision in schools. References latest RE research that is relevant to help pupils make good progress in RE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • 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. • Fit for purpose and well supported by approaches to teaching and learning and a framework for implementation. 	

Key Area: 3c – Launching and implementing the Agreed Syllabus <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the AS a high profile as an important development in the work of the LA and local community. The launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors. Provides effective training on implementing the AS, which is supported by all schools, leads to teachers being clear about standards and expectations in the AS and the implications for teaching and learning. Provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • Launch event attended by 91% of all schools and academies in East Sussex. • Programme of training and support through RE Today funded through the LA. 	

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>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious/worldview and professional community. Some opportunities for members' training and the purpose and action plan for the work of the ASC are clear. Have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.	<input type="checkbox"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • Agendas and papers distributed in advance of meetings and members arrive informed and actively contribute to discussions. • 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'. 	

Key Area: 3e - Developing the revised agreed syllabus <i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced A SACRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The AS has a clear framework for progression and challenging learning.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • New Agreed Syllabus involved wide consultation with all stakeholders and an open process for developing the new syllabus working in partnership with RE Today. • Working mainly online has been really positive for boosting engagement with the process. • Clear direction of travel and regular networks help to maintain momentum around the revision of the Agreed Syllabus. 	

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>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • Use of national reports and links to national organisations are in place. • Chair is a member of NASACRE. • Specialist adviser is a member of AREIAC. • Use and review reports and research to inform our thinking – e.g. Ofsted subject reports. 	
*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.

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: June 2023

Date of next review: March 2025

Section 4. Collective Worship

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

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

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

Key Area:4a – Supporting pupil entitlement <i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?</i>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges schools face in providing CW. Provide some advice in support of delivering pupil entitlement. Seek to ensure that schools had access to, and advice on, appropriate resources for the delivery of CW.	<input type="checkbox"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> 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. 	

Key Area: 4b – Enhancing the quality of provision of collective worship <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established A SACRE with established practice would:	have occasional agenda items on CW, with some insight into how it is being delivered in the LA's schools. Understand what effective provision is, but SACRE members have little 'hands-on' experience of CW. Promote in-service support for teachers with responsibility for CW. Advise on enhancing quality of provision.	<input checked="" type="checkbox"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> 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. Need to develop support, training and resources in this area. 	

Key Area: 4c – Responding to requests for determinations		
<i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • Provision in place though rarely tested. • Determination policy in place. 	

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.

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: November 2023

Date of next review: June 2025

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”².

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.

² 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: 5a – SACRE’s membership <i>How representative is SACRE’s membership of the local community?</i>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> SACRE is broadly representative however would benefit from representation from smaller or emerging communities in the county. 	

Key Area: 5b SACRE's understanding of the local area <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
Requires improvement/struggling 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"/>
Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
Established A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. Know about and have a relationship with local interfaith groups and the work that they do in the locality.	<input checked="" type="checkbox"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • 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. • Specialist Advisor to analyse 2021 census data (once published) on religious groups in local area 	

Key Area: 5c – SACRE’s engagement with the community cohesion agenda. <i>How much does SACRE understand the contribution which RE/CW can make to a schools’ provision for community cohesion?</i>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • Membership means that importance of community cohesion is understood. Members committed to seeing this reflected in their work. • Equalities/diversity a standing item on the agenda. 	

Key Area: 5d – SACRE’s role within wider LA initiatives on community cohesion		
<i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
Requires improvement/struggling 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"/>
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

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.

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: November 2022

Date of next review: March 2024

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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East Sussex SACRE

Development Plan to Summer 2026

June 2023



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?				
	Actions	Lead	Timescale/cost	Success criteria	RAG
1A	Improve the use of local, national and subject specific grants to maximise opportunities for children and young people.	RE Advisor	Ongoing (£500 per annum)	Pupil voice activities take place on an annual basis including consideration of a conference.	
1B	Hold meetings at a variety of local places including local places of worship and schools. At least one meeting per year is held face-to-face.	Chairperson	Each Meeting	SACRE Members broaden their experience of faith and education.	
1C	Develop a clear programme of induction and ongoing training for SACRE members drawing on national (NASACRE) and local resources.	Chairperson RE Advisor	Reviewed annually	All SACRE Members are fully trained and fulfil their roles and responsibilities.	
1D	Ensure the development plan is costed, as appropriate. Systematically, review sections of the self-evaluation tool and in turn the development plan at each meeting.	Chairperson CS Rep.	Ongoing	A balanced budget is well-managed. Accurate self-evaluation is ongoing and feeds into the Development Plan.	
1E	Share detailed and well-analysed information about the quality of provision for Religious Education and Collective Worship.	Network Leads	Each meeting	SACRE Members understand the impact and consistency of provision across the county.	
1F	Strengthen partnerships with key stakeholders including NASACRE, RE Hubs, Higher Education...	RE Advisor ALL		Engagement with key stakeholders supports continuous improvement and raising of standards.	
1G	Foster strong relationships with academies through training, support and networking.	RE Advisor Network Leads	Ongoing	Universal engagement with the Agreed Syllabus.	

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?						
Actions	Lead	Timescale/cost	Success criteria	RAG		
2A	Widen the number of SACRE members who undertake school visits. Members report to committee on their learning using the agreed format. Provide support that empowers schools to deliver religious education in their context.	ALL RE Advisor Network Leads RE Advisor Network Leads	Ongoing Annually	Programme of visits planned and agreed. Reports evaluated to identify support needs and actions for schools and SACRE. Schools increasingly engage with a variety of models to successfully deliver provision.		
2B	Secure an effective reporting cycle for academic outcomes and entries. Review a cross section of school websites to ensure the RE curriculum is available.	CS Rep. ALL Clerk	Annually	SACRE Members have a full understanding of academic performance. LA shares data with SACRE in a timely way to celebrate success. All schools meeting statutory requirements.		
2C	Understanding of strengths and areas for development in quality of provision across the county leads to targeted support through networks and beacon schools.	RE Advisor Network Leads	Ongoing	Support for schools becomes increasingly bespoke and delivered school-to-school.		
2D	Further strengthen networks and ways of communication to support school engagement e.g., development of website, use of VSB, maintenance of a contacts list.	Network Leads	Ongoing	Networks provide SACRE with insight into the delivery of provision across the school-system. Examples of effective practice are shared during network meetings. Attendance record to network meetings and other training is kept and shared with SACRE.		
2E	As 1G					

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 ASC, in partnership with SACRE, make decisions about the use of national guidance and exemplar material in a review of the AS?				
	Actions	Lead	Timescale/cost	Success criteria	RAG
3A	Use the networks to further understand the quality of implementation, the strengths and areas for development of the syllabus. Undertake a broader mid-point review of the syllabus across all schools.	RE Advisor Network Leads	Ongoing	SACRE understands the effectiveness of the syllabus and how schools are supporting each other to improve provision. Broader review of syllabus involves wide range of stakeholders and feeds back to RE Today.	
3B	Provide schools with tools to enable them to evaluate the quality of their own curriculum and encourage sharing of strengths and areas for development. Support schools in developing a body of high-quality resources to deliver the syllabus.	RE Advisor Network Leads	Ongoing	Schools openly self-evaluate their own provision and support one another in addressing areas for development. A well-managed resource of high-quality materials is accessible to schools. Consideration is given to how best sharing of some specific resources between schools can take place.	
3C	NA				
3D	NA				
3E	NA				
3F	NA				

Section 4					
Collective Worship					
How effectively does the SACRE fulfil its responsibilities for the provision and practice of Collective Worship?					
	Actions	Lead	Timescale/cost	Success criteria	RAG
4A	Understand the challenges faced by schools in the delivery of Collective Worship through school visits, surveying and networks. Monitor provision of collective worship through questionnaires and school visits.	ALL RE Advisor Network Leads	Year 1 and 2 Year 2 and 3	SACRE Members have engaged with a range of schools and can articulate good practice and challenges faced by schools. All East Sussex schools meeting statutory requirements for Collective Worship.	
4B	Provide support and guidance for schools experiencing difficulty in delivering pupil entitlement. Broaden the training offer to include access to best quality advice on delivery of Collective Worship.	ALL RE Advisor Network Leads	Year 1 and 2 Year 2 and 3	Schools can readily access the necessary resources to meet expectations.	
4C	Provide SACRE Members with further training on making Determinations as part of their ongoing training. Regularly revisit the Determinations Procedure to ensure SACRE Members are familiar with the framework.	Chairperson RE Advisor ALL	Year 1 Ongoing	SACRE Members meet requests with a judicious and well-informed appraisal leading to a sound decision communicated clearly to the school.	

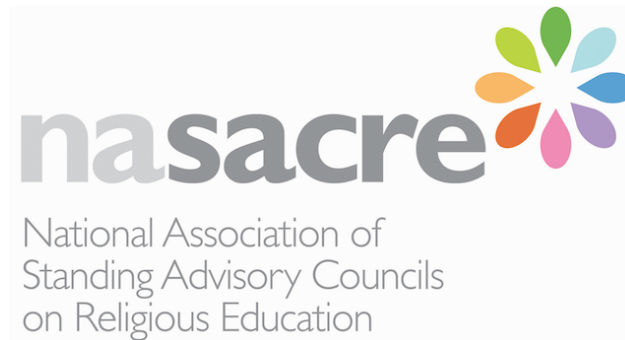
Section 5 Contribution of SACRE to promoting cohesion across the community					
How effectively does SACRE, in partnership with the Local Authority and the faith communities, contribute to the promoting of cohesion across the community?					
	Actions	Lead	Timescale/cost	Success criteria	RAG
5A	<p>Develop initiatives to ensure diverse representation on the committee:</p> <ul style="list-style-type: none"> • Outreach to different faith groups • My World, My Faith <p>Co-opt or encourage ad hoc visits from members of a diverse range of faith groups to understand the work of SACRE and their potential role.</p>	Chairperson	Ongoing	<p>Representation of diverse groups increases over time increasingly reflecting the local community.</p> <p>A wide range of different faith groups are given opportunities to attend meetings, share their work and understand the work of SACRE.</p>	
5B	<p>Draw on analysis of demographic data to understand religious character of the county e.g. Census 2021.</p> <p>Take steps to reflect those communities in the make-up of the committee.</p>	<p>RE Advisor ALL</p> <p>Chairperson ALL</p>	Regular revisiting	SACRE Members have a demonstrable understanding of the diversity of faith groups across the county and reach out to them to encourage participation.	
5C	<p>Promote community cohesion through seeking to strengthen engagement with SACRE by faith groups and those with worldviews.</p> <p>Increase SACRE's profile in the community by:</p> <ul style="list-style-type: none"> • Providing profiles and photos for the SACRE website • Attending governor forums • Regularly communicating with schools through the VSB and CZone 	<p>Chairperson RE Advisor ALL</p>	Annual updates	<p>SACRE Members can clearly articulate how fulfilment of their duties promotes community cohesion in the county.</p> <p>SACRE has a known profile in the education system.</p>	
5D	Take steps to understand how the local authority promotes community cohesion.	<p>Chairperson ALL</p>	Ongoing	SACRE Members are well-informed about how the local authority promotes community cohesion are their role in it.	

Outcomes and take-up 2018 – 2022

School	Cohort			GCSE Full Course Entries RE			GCSE Full Course % Attainment					
	2018	2019	2022	2018	2019	2022	(9-4) / A*- C	(9-5)	(9-4)	(9-5)	(9-4)	(9-5)
							2018		2019		2022	
England (All Schools)	583,617	604,907	645,475	213,850	224,970	221,410	71.8	60.3	72.4	61.0	70.1	60.4
England (State Funded Schools)¹	523,626	542,568	587,660	201,505	210,796	207,491	70.5	See note ¹	71.1	59.3	68.8	58.7
East Sussex	4,665	4,784	5,026	1,499	1,219	937	68.2	59.4	68.5	55.8	78.2	65.7

School	Cohort			GCSE Full Course Entries RE			GCSE Full Course % Take up		
	2018	2019	2022	2018	2019	2022	2018	2019	2022
England (All Schools)	583,617	604,907	645,475	213,850	224,970	221,410	36.6	37.2	34.3
England (State Funded Schools)	523,626	542,568	587,660	201,505	210,796	207,491	38.5	38.9	35.3
East Sussex	4,665	4,784	5,026	1,499	1,219	937	32.1	25.5	18.6

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A reference handbook for SACRE members

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Introduction

Joining your local SACRE

This is a handbook for all SACRE members, new or experienced. It is designed to:

- help SACREs become more effective through the informed participation of their members
- introduce you to the context and work of a SACRE
- be a point of reference

As a member of a SACRE you are serving your local community in an important way. Whichever group you represent, your active participation makes a valuable contribution to the quality of religious education and collective worship that pupils experience in schools in your local area and also contributes to the coherence of your local community.

What is this handbook for?

The handbook is designed to be a point of reference for all SACRE members, and in particular to be of interest and support to those who are new to the role.

It:

- explains the work of a SACRE and the roles of its individual members;
- will help you to understand the nature and purpose of religious education (RE) and collective worship;
- explains clearly what the law says about RE and collective worship;
- will help you to work within your SACRE to support and encourage local schools to ensure high standards in RE and collective worship;

It is also designed to help SACREs become more effective through the informed participation of their members.

SECTION 1

SACREs: duties, roles and responsibilities

What is a SACRE?

The acronym SACRE stands for: **Standing Advisory Council on Religious Education**

Why is there a SACRE?

Every local authority (LA) has to have a SACRE by law. It is often the Children's Services division of the LA that takes responsibility for making sure SACRE works well and SACRE's work is related to schools and their curriculum.

What does a SACRE do?

There is no other group anywhere else like the SACRE; it is unique. The law says that RE must be taught in all schools and a SACRE's role is to advise its local authority on what needs to be done to improve religious education (RE) and collective worship for schools in its area. This is because RE is not part of the National Curriculum; it is a local responsibility. Through the SACRE, local communities and teachers have the opportunity to influence and support what pupils learn in RE.

The SACRE's main function is to advise the local authority on matters related to the religious education, which follows the locally agreed syllabus, and on collective worship in schools.

It:

- can require the LA to review its agreed syllabus;
- must consider applications from a head teacher that the school be allowed to modify the 'wholly or mainly of a broadly Christian character' requirement for collective worship. (This is known as a determination.);
- must publish an annual report of its work.

What else can a SACRE do?

A SACRE's broad role is to support good RE and collective worship within its schools by:

- giving advice on ways of teaching agreed syllabus RE, including the choice of teaching materials;
- monitoring schools' provision for RE and collective worship as well as the spiritual, moral, social and cultural development (SMSC) of pupils;
- advising the LA on the provision of training for teachers in RE;
- considering complaints about the provision and delivery of religious education or collective worship referred to it by the LA.

Assessment and testing

SACREs should monitor school approaches to assessing pupils' progress in RE. They should also be aware of the uptake of external examinations in RE and religious studies and monitor or review the standards achieved.

RE and SMSC

SACREs should be aware of the contribution RE and collective worship can make to pupils' spiritual, moral, social and cultural development. Members of Groups A and B have the opportunity to indicate awareness that pupils should have about religious beliefs and the influence these have on the formation of attitudes and values.

SACREs may

- monitor good practice in the delivery of the agreed syllabus in a range of ways and take note of any difficulties;
- disseminate good practice in the teaching of RE;
- review provision for in-service training and development;
- receive school inspection reports or sections of these reports.

SECTION 2

SACRE membership, composition, group representation, roles and responsibilities

Who attends the SACRE meetings?

A SACRE is set up to represent a balance of all the interests of the local community. You are likely to find elected councillors, representatives of faith communities and members of the education community (including teachers and head teachers) at a SACRE meeting. There may also be people representing teacher training in RE and local Academies.

SACRE members join one of four groups as a full member or if you have been co-opted to serve on SACRE, you will not be formally linked to any of the groups.

How is the membership of a SACRE decided?

The structure of the SACRE is defined by law. It is made up of four groups, sometimes referred to by some SACREs as committees.

Details such as the specific numbers of members in each of the groups will usually be set out in the individual SACRE's constitution. These are frequently decided by the LA, depending on local circumstances and in collaboration with the organisations and communities represented.

The composition of a SACRE

Group A	The Christian denominations and other religions and their denomination, reflecting the principal religions of the area.
Group B	The Church of England
Group C	Teacher and head teacher associations and often others representing education interests
Group D	The Local Authority

On the rare occasions when a formal vote is required, each of these groups has equal voting rights; there is one vote per group.

Co-options

SACREs may co-opt other members who have a particular expertise or represent a small local faith or belief community. Many bring in a Humanist representative, currently technically prevented by law from becoming full members of Group A. Co-opted members do not have voting rights.

Who are the representatives?

Group A

This group is made up of representatives of Christian denominations, (other than the Church of England). It may include, for example, representatives of the Roman Catholic Church, the Orthodox Churches, the Free Churches (e.g. Baptist, Methodist, United Reformed Church, Pentecostal, The Salvation Army) and The Society of Friends. It also has representatives from other faiths in the area, e.g. Buddhists, Baha'is, Hindus, Jains, Jews, Muslims, Parsees, Sikhs.

The make-up of Group A will vary from SACRE to SACRE as by law, it should reflect the diversity of the various faith communities in the locality.

Group B

This is made up of representatives nominated by the local Church of England diocese or dioceses.

Group C

The members of this group are usually representatives of professional teacher associations. It is usual for there to be representation also from the head teacher associations. It is the local authority that decides which associations will be invited to be represented. They will usually approach the teacher unions, but local associations of RE teachers may also be asked to provide a representative. Sometimes someone from a local teacher training establishment is also invited to be a member of this group, or someone representing the interests of local Academies or Free schools.

Group D

It is the local authority's responsibility to provide their own representatives for this committee. Usually these are elected members or other political nominees and also a representative of the Director of Children's Services. The LA may wish to have all parties and viewpoints from across the political spectrum represented on the SACRE. In some LAs, a representative of school governors may also be in this group.

What will be my responsibilities as a SACRE member?

As a SACRE member, you should be committed to education and to respecting the views of others. You have a responsibility to support children's learning in RE and collective worship, and to work for the highest standards in both. You should represent the perspective of your community or sponsoring group in the work of SACRE and communicate the interests and the work of the SACRE back to them. You should be able to network effectively in order to contribute to the relationship and dialogue between the SACRE, your sponsorship group, your local community and schools. The specific opportunities you have will also depend on the interest group you represent. Remember that how you present yourself and work with others will be seen as reflecting on the values and ethos of the group you represent.

This is a unique opportunity to serve your local community and influence the attitudes of others more widely. Social cohesion is recognised as being important to our society, now and in the future. The effective SACRE is in itself a model of social cohesion in which every member is heard and respected, even when there are many different positions or opinions on particular issues under discussion. In an effective SACRE potential conflict is managed harmoniously. By the same token, SACREs have the potential to promote social cohesion more widely, in schools and in the local community.

Do we all have the same responsibilities?

Everyone shares the responsibility to put children's' learning before personal interest.

Members of **Groups A and B**, each of whom represents a faith community within the locality:

- should present and foster a positive image of their religion, so that negative stereotyping is avoided. They must also make clear any grounds on which they may differ from each other, whilst showing respect for each other's viewpoints, since such convictions and mutual understanding both lie at the heart of effective classroom RE;
- can create opportunities within SACRE meetings to raise awareness of issues of sensitivity in the teaching of RE to the children of their faith community, and also in the presentation of their particular faith and religious tradition within school RE, always taking an educational approach;
- should appreciate the difficulties schools are facing in the area, support their best endeavours, and act, where necessary, as a link between schools and the faith communities;
- should be aware of other local minority faith communities not represented amongst their number. Some SACREs address this by co-opting representatives from these communities.

Members of **Group C**, representing teacher associations and education, should:

- have a real and positive interest in RE in primary, secondary or special schools;
- ensure that the needs of schools and teachers are considered by the SACRE in their discussions;
- provide the SACRE with information about the context in which RE is taught in the schools in the local authority;
- ensure that the bodies they represent are informed about the work of the SACRE and about RE in local schools;
- create opportunities for other teachers to learn more about the work of the SACRE and give them the opportunity to have their views expressed at SACRE meetings;
- consult their colleagues on matters of particular importance to the work of the SACRE;
- can bring 'public' dimensions to the debate about RE provision and support.

Members of **Group D**, representing the local authority:

- can bring to the meeting the breadth of educational issues and concerns which elected members are wrestling with, and place RE's role within it;
- can be the supporters of RE within the various committees and structures of the local authority;
- can give political support to enable locally determined RE to flourish within each LA, including advisory support etc.;
- can appreciate the issues raised by a multi-faith, multi-cultural society for the education of children in RE, and reflect these issues in support of RE in the relevant council structures, including Scrutiny Committee, Cabinet, etc.;
- can particularly support the efforts of the SACRE to be effective through publicising its work with fellow elected members and officers of the local authority, ensuring it is taken seriously and is appropriately funded and supported.

SECTION 3

Religious education and collective worship

What is a locally agreed syllabus?

The locally agreed syllabus is the statutory document for RE in the local authority. It sets out what should be taught to pupils in all key stages and the standards expected of them at the end of each key stage. It is produced by an agreed syllabus conference (ASC).

The agreed syllabus has to be reviewed every five years. If, at some other time, a majority of the groups of the SACRE asks the LA in writing to reconsider its agreed syllabus, it must convene a conference for that purpose. *Education Act 1996, Chapter III*

What is the Agreed Syllabus Conference?

An agreed syllabus conference (ASC) is a statutory body brought together in order to produce an agreed syllabus for RE. It is a separate legal entity from a SACRE. An ASC:

- has the same committee structure as the SACRE;
- can be made up of SACRE members but need not be so. There is no provision for co-opted members.

In some LAs, the Chair of the ASC is appointed by the local authority whilst in others, the ASC chooses its own Chair. The LA's responsibility to convene the ASC includes the duty to provide funds and support for its work.

RE and collective worship in school

Type of school	Religious education	Collective worship
Community schools	is taught according to the local authority's agreed syllabus and comes within SACRE's remit.	follows the 1996 Education Act and is 'wholly or mainly of a broadly Christian character'.
Voluntary controlled (VC) schools	is taught according to the local authority's agreed syllabus and comes within SACRE's remit. ²	reflects the Christian character of the school.
Voluntary aided (VA) schools	is determined by the governors in accordance with the trust deed and reflects the religious character of the school. ¹	reflects the Christian character of the school.
Foundation schools without a religious character	is taught according to the local authority's agreed syllabus.	follows the 1996 Education Act and is 'wholly or mainly of a broadly Christian character'.
Foundation schools with a religious character	is taught according to the local authority's agreed syllabus. ²	reflects the Christian character of the school.
Trust schools	is taught according to the local authority's agreed syllabus.	follows the 1996 Education Act and is 'wholly or mainly of a broadly Christian character'.
Academies	must be part of the curriculum, but is taught according to the school's finding agreement.	must be offered to every pupil every day, but provision is determined by the schools funding agreement.

What should I know about religious education?

Religious education is a statutory element of the school curriculum although it is not part of the national curriculum; it is therefore part of every pupil's entitlement.

Agreed syllabus RE does not seek to nurture religious faith, but 'provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human'.

What should I know about collective worship?

The schools where collective worship comes within the remit of the SACRE are required to provide a daily act of collective worship the majority of which would be 'wholly or mainly of a broadly Christian character'. This means that it 'reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination'. It does not mean it has to be exclusively Christian. It must, however, be educational and appropriate to the age, aptitude and family background of pupils. When done well, collective worship provides an excellent opportunity for schools to contribute to the spiritual, moral, social and cultural development of pupils and to the ethos of the school community.

Education Act 1996, Chapter III

In relation to collective worship, SACREs should :

- receive inspection reports, noting any references to the quality of collective worship in the context of pupils' spiritual, moral, social and cultural development;
- monitor the quality of provision where possible and share good practice;
- offer advice to head teachers and governing bodies, including where there may be difficulties.

Many SACREs produce their own statements and advice on collective worship. The SACRE may also be involved in providing training to teachers, head teachers and governors or other people who are involved in leading collective worship in school as visitors.

What should I know about determinations?

Schools apply for a determination if they feel that the proportion of collective worship which reflects the broad traditions of Christian belief as required by law is not appropriate for their pupils. That does not mean they do not have to offer collective worship at all.

The determination procedure allows this requirement to be lifted in respect of some or all of the pupils in a school.

They are called determinations because SACRE 'determines' whether the case being made in an application to modify the law for all or a group of pupils in a school is appropriate.

Applications for determinations are made to the SACRE by the head teacher of any community school after consultation with the school's governing body.

Determinations are only possible for schools that do not have a religious character. Many SACREs have an agreed process to enable such an application to take place.

The SACRE should review each determination every five years.

Parents' rights

Parents have the right, on conscience grounds, to withdraw their children, in any school, from RE and collective worship. Sixth form students may withdraw themselves from collective worship.

Parents also have certain rights with regard to the provision of RE in different categories of school. (However, these rights are rarely exercised.)

- In these schools^{1*}, parents can opt for their children to receive Agreed Syllabus RE.
- In these schools^{2*}, parents can opt for their children to receive RE in accordance with the religious character of the school.

In community schools and foundation schools without a religious character, where parents ask to withdraw their child from religious education alternative RE provision for that child can be made elsewhere by the parents.

The school continues to have responsibility for ensuring any pupil withdrawn from RE is supervised and safe.

(*See RE and collective worship in school table, page 9)

Religious teaching from within the faith community

SACRE members should be aware that some pupils will be formally receiving teaching about their own religion from their parents or through attendance at classes at or sponsored by their place of worship. The purpose of this teaching will differ from that of the religious education delivered in their schools, and the approach to learning may differ quite significantly from that in school.

There is a clear distinction between this religious nurture, which is the responsibility of the family and community, and religious education, by nature an open and explorative activity, appropriate in schools. It is important that the home and community background of the pupils is recognised and respected in school, but also that the educational approach is understood to promote reflection on faith and belief stances. SACREs might consider how they will support schools and communities in understanding each other's different roles and ensuring that any potential tension is creative rather than threatening.

SECTION 4

Local Authorities and SACREs

What are the local authority's responsibilities regarding its SACRE?

Every local authority has a duty to ensure that:

- there is a SACRE;
- all four groups are represented on it;
- there is an agreed syllabus, reviewed every five years;
- support is in place to enable SACRE to fulfil its duties, which includes providing appropriate clerking and specialist advice;
- it takes note of and responds to advice from the SACRE.

Does SACRE's remit cover all schools in the local authority?

The answer to that question is no. SACRE's responsibility covers the majority of schools, but there are some exemptions, depending entirely on the category of school. Some schools have a specific religious character and these are either voluntary aided (VA) ie: voluntary schools, aided by the LA but controlled by a religious body, or voluntary controlled (VC) ie: voluntary schools, controlled by the local authority and aided by a religious body; the difference, from SACRE's perspective, is crucial. There are also some non-religious schools for which SACRE has no responsibility, including new academies (*See RE and collective worship in school table, page 9*).

How does a SACRE make its work known?

1. Local Authorities

The relationship between SACREs, local authority officers and elected members is important. SACRE's proceedings need to be reported to the appropriate council committee in the LA where decisions are made about the education service and schools. The agreed minutes of meetings should be brought to their attention and the SACRE's Annual Report should be formally presented. Where such a person is in post, the local RE adviser is a vital source of professional guidance, support, advice, information, and practical expertise for the SACRE. His or her attendance at SACRE meetings is essential.

Local authority representatives on SACRE also have a role in ensuring SACRE's work, and any issues of concern it raises, are brought to the attention of the relevant sections of the council and the local authority.

2. Schools

Many schools seem unaware of the responsibilities and activities of their local SACRE. The specialist expertise on different faiths represented on a SACRE may be a source of advice to schools, which is reliably representative of the religion or denomination concerned. Some SACREs also hold their meetings in schools where they can meet and hear from teachers working in that school who have responsibility for RE or collective worship.

3. Faith communities

Sometimes SACREs hold meetings in local places of worship to build relationships. Individual faith community members have a responsibility to inform those they represent about the activities of the SACRE. They should also be available to receive the views of their community to feed into SACRE discussions.

It is good practice to send the SACRE annual report to the faith communities represented on the SACRE. It should also routinely be sent to local libraries and be on the agenda of the local Inter Faith Group or Faith Forum.

4. General public

SACRE meetings are by law open to the general public and notice of all meetings should be given, usually on the council's website. In the event of anyone requesting them, relevant documents should be made available.

SECTION 5

Frequently asked questions for new SACRE members

How often does a SACRE meet?

There is no hard and fast rule about the number of meetings a SACRE should hold each year. It must, however, meet sufficient times to fulfil its statutory duties. Almost all SACREs meet at least three times a year, i.e. once a term, and some are more active and meet more frequently. Sometimes working groups made up of SACRE members meet between full meetings to move forward specific areas of the SACRE's work.

Will I be asked to chair the meeting?

The law does not state how the Chair of a SACRE should be appointed. The local authority can appoint the Chair or it can allow the SACRE to elect the Chair from amongst its members. As a member of the SACRE you could, therefore, be appointed Chair of the SACRE, but not against your will!

Will I be asked to take the minutes?

The local authority's responsibility to set up a SACRE carries with it a duty to fund it and make sure it can function efficiently. This means the LA should provide a clerk for the SACRE who would attend and minute each meeting. The clerk is usually the point of contact for SACRE matters within the local authority.

If I'm not there, will it matter?

Your SACRE has a right to expect a level of commitment from its members that is reflected in regular attendance at meetings. When this is not possible, it is common practice and polite convention to send apologies for absence.

Some SACREs invite members from whom they have not received apologies for non-attendance on three consecutive occasions to confirm their interest in continuing to serve. Some SACREs allow members who cannot attend to send someone else on their behalf.

Remember that when you are not able to be present no-one else will be able to provide your special knowledge in any discussions or make connections to your specialist networks to support the SACRE's work.

Rules about quoracy are usually laid down in the individual SACRE's constitution, but generally, at each meeting:

- each committee should have a least one member present;
- decisions cannot be made unless there is a least one person present to cast the committee's single vote;
- co-opted members do not have a vote.

This applies particularly to meetings at which decisions are to be made.

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East Sussex SACRE

Induction for New Members

November 2023



East Sussex
County Council



SACRE Induction

Welcome to East Sussex SACRE¹

Thank you for joining East Sussex SACRE.

Serving on East Sussex SACRE is a rewarding experience which supports your local community in an important way. Whichever group you represent, your active participation can make a valuable contribution to the quality of religious education and collective worship that pupils experience in our schools and to the coherence of our community.

What is SACRE?

SACRE stands for: Standing Advisory Council on Religious Education. SACREs were established as permanent bodies legally constituted by local authorities by the Education Reform Act 1988.

The role of SACRE is to advise the local authority on religious education and collective worship in community, foundation and voluntary controlled schools without a religious designation.

What is the purpose of a SACRE?

A SACRE is unique. The law says that RE must be taught in all schools and a SACRE's role is to advise its local authority on what needs to be done to improve religious education (RE) and collective worship (CW) for schools in its area. This is because RE is not part of the National Curriculum; it is a local responsibility. Through the SACRE, local communities and teachers can influence directly what pupils learn in RE.

Who attends meetings?

A SACRE is set up to represent a balance of all the interests of the local community. Each SACRE is made up of four groups:

- Group A
Christian denominations other than the Church of England and representatives from faiths in the local area
- Group B
Church of England
- Group C
Associations representing teachers
- Group D
Local authority representatives

In addition, SACRE can co-opt people to support its work.

¹ Adapted from NASACRE's "Your Local SACRE"

What are SACRE's duties?

The SACRE's main function is to advise the local authority on matters related to the religious education, which follows the locally agreed syllabus, and on collective worship in schools.

- It can require the LA to review its agreed syllabus.
- It must consider applications from a headteacher that the school be allowed to modify the 'wholly or mainly of a broadly Christian character' requirement for collective worship. (This is known as a determination.).
- It must publish an annual report of its work.

In a broader sense, SACRE's role is to support good RE and collective worship within its schools by:

- Giving advice on ways of teaching RE according to the locally Agreed Syllabus, including the choice of teaching materials.
- Monitoring schools' provision for RE and collective worship as well as the spiritual, moral, social, and cultural development (SMSC) of pupils.
- Advising the LA on the provision of training for teachers in RE.
- Considering complaints about the provision and delivery of religious education and collective worship referred to it by the LA.

What is a locally agreed syllabus?

The locally agreed syllabus is the statutory document for RE in the local authority. It sets out what should be taught to pupils in all key stages and the standards expected of them at the end of each key stage. It is produced by an agreed syllabus conference.

The agreed syllabus must be reviewed every five years. If, at some other time, a majority of the members of SACRE asks the LA in writing to reconsider its agreed syllabus, it must convene a conference for that purpose.

And collective worship?

By law every pupil must take part in a daily act of collective worship unless they have been withdrawn by their parents, or if in the sixth form they have decided to withdraw themselves. Most acts of collective worship should be wholly or mainly of a broadly Christian character.

As with RE, SACRE has a monitoring role, but it also makes decision on *determinations*.

Determinations?

A school can apply to SACRE for a determination to provide alternative collective worship if it feels that collective worship which reflects the broad traditions of Christian belief is not appropriate for their pupils. Applications for determinations are made to the SACRE by the headteacher of any community school after consultation with the school's governing body.

Determinations are only possible for schools that do not have a religious character. Many SACREs have an agreed process to enable such an application to take place. (They are called determinations because SACRE ‘determines’ whether the case being made in an application to modify the law for all or a group of pupils in a school is appropriate.)

What are my responsibilities as a SACRE member?

As a SACRE member, you should be committed to education and to respecting the views of others. You will have responsibility to support children’s learning in RE and collective worship, and to work for the highest standards in both.

You should represent your community or sponsoring group in the work of SACRE and communicate the interests of the SACRE back to them. You should be able to network effectively to contribute to the relationship between SACRE, your local community, and schools. The specific opportunities you have will also depend on the interest group you represent.

How does SACRE fulfil its role?²

Being part of the team

In East Sussex SACRE meets three times a year. All SACRE meetings and documents are open to the public. SACRE agendas, minutes and papers are published seven days before the meeting on the council website. SACRE discusses the issues set before it, considers evidence in the papers and then discusses whether to make any recommendations. All members are expected to attend and contribute to meetings and to take part in other working groups that may be set up.

Before your first meeting

- Find out who’s who - especially the Chair, the Clerk and Officer.
- Ask the Clerk for the username and password for the National Association of SACRE’s website (NASACRE).
- Ask the Clerk for the SACRE development plan, the minutes of the last meeting and the agenda for the next meeting.
- Be clear about where and when your first meeting is (virtual or venue).
- Ask the Clerk for the username and password to access the Locally Agreed Syllabus.

Preparing for a SACRE meeting

- Members will find it helpful to check the NASACRE website for current RE news. Members who are also teachers can visit the NATRE website for updates.
- Look at your local SACRE website to familiarise yourself with the members and its current actions:
 - [Committee details - Standing Advisory Council for Religious Education \(SACRE\) | East Sussex County Council](#)

² Adapted from NATRE’s “Being on Your Local SACRE”

- [Standing Advisory Council for Religious Education \(SACRE\) | Czone \(eastsussex.gov.uk\)](https://eastsussex.gov.uk)

At the meetings

- Get to know your fellow SACRE members, there may be useful links for you in your local area and vice-versa.
- Take note of any area you can make contributions, remember, each member offers their own insight into their community.

Between meetings

- Keep checking the NASACRE and SACRE websites and email relevant information to the Chair of SACRE.
- Request for important issues to be added to the agenda of the next meeting.
- Familiarise yourself with existing documentation,
- Read papers for your next meeting.

Other activities of SACRE³

SACRE Activities may include:

- Reviewing the Agreed Syllabus.
- Undertaking school visits to see the provision for religious education and collective worship.
- Ensuring there is sufficient training for teachers of religious education.
- Responding to complaints about religious education or collective worship.
- Reviewing data on Religious Studies examinations.
- Reading Ofsted reports for comments on religious education, collective worship, and Spiritual, Moral, Social and Cultural education (SMSC).
- Visiting schools or organising events to promote good practice in religious education, collective worship or SMSC.
- Publishing guidance to schools on religious education, collective worship or SMSC.

³ Adapted from "Introduction to Ealing SACRE"

List of Members as of November 2023

Chairperson:	Councillor Roy Galley
Vice Chairperson:	Councillor Colin Belsey
Members:	Councillor Abul Azad
	Councillor Steve Murphy
	Councillor Trevor Webb
	Elizabeth Coleman
	Laura Cooper
	Jefh Davies
	Jon Gilbert
	Pamela Hartog
	Helen Key
	Rosemary Roberts
	Peter White
	Dr Norman Williamson
Specialist RE Advisor:	Claire Ramalli
Clerk:	Julie Stevens
Children's Services Representative:	Barry Blakelock
Primary School Network Lead:	Claire Rivers
Secondary School Network Lead:	Sam Keddie
Special School Network Lead:	Kirsty Eydmann

Induction Checklist

Activity		✓
People		
	Meet the Chairperson	
	Meet the Clerk	
	Meet the RE Specialist Advisor	
	Meet the Primary Network Lead	
	Meet the Secondary Network Lead	
	Meet the Children's Services Representative	
	Meet 'Link Member' to support induction	
	<ul style="list-style-type: none"> • On attending first meeting • After attending second meeting • During completion of induction checklist 	
Activities		
	Attend a SACRE Meeting	
	Attend a Primary/Secondary Network Meeting	
	Attend a Governor Briefing	
	Watch NASACRE So, you've joined your local SACRE... @VTW5e^X	
Documentation		
	NASACRE Member Handbook	
	Induction Checklist	
	Code of Conduct	
	Constitution	
	Annual Report	
	Role Descriptions	
	Development Plan	
	Self-evaluation	
	Local Agreed Syllabus (password required) - Schemes of Work	
	Understanding Christianity (understandingchristianity.org.uk)	
Websites		
	RE and collective worship in schools (www.gov.uk)	
	Username and password for NASACRE (NASACRE.org.uk)	
	SACRE East Sussex County Council	
	SACRE Czone (eastsussex.gov.uk)	
	Explore RE in your Region (re-hubs.uk)	
	RE Today supporting Religious Education in schools	
NASACRE Training		
	About SACREs	
	SACREs and Collective Worship	
	SACREs and Religious Education	
	SACREs and Spiritual, Moral, Social and Cultural	
	Other presentations and recordings	

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Agenda Item 9

Report to:	East Sussex SACRE
Date of meeting:	November 2023
By:	Barry Blakelock ESCC Children's Service Representative bblakelock@ryecollege.co.uk
Title:	SACRE Budget Update
Purpose:	To update East Sussex SACRE on the current budget position

Recommendations:

- NOTE the budget spend for the current financial year.
- NOTE the budget projection for the next financial year.

1. Budget 2023/24 – Updated October 2023

Considering our last discussion, the allocation from Children's Services for the work of SACRE has been established at **£10,000** for 23/24 and 24/25 to reflect the implementation of the new Agreed Syllabus.

Area of work	Allocation	Spent
Specialist RE Advisor – 7 days (Claire Ramalli)	£2,800	£800
SLE Primary Network – 3 days (Claire Rivers)	£1050	£0
SLE Secondary Network – 3 days (Sam Keddie)	£1050	£0
RE Today CPD Package – Year 2 Reduced rate for 3 years <ul style="list-style-type: none"> • Termly webinars (3 x Secondary, 3 x Primary) • Annual conference (1 x Secondary, 1 x Primary) 	£4,842	£4,842
NASACRE Subscription fee	£155	£155
NASACRE conference fees	£60	£0
Sundries	£25	£0
TOTAL	£9,982	£5,797
BALANCE	£18	£4,204

For 2023/24, we have agreed the number of days allocated to both the Specialist RE Advisor and the Primary and Secondary Network Leads. The Specialist RE Advisor is allocated 7 days per year and the Primary and Secondary Network Leads allocated 3 days per year – one day for each termly network meeting they host.

With modest assumptions in other areas, we have a contingency of **£18**.

2. Budget 2024/25 – Projection

The allocation from Children’s Services for the work of SACRE is **£10,000**.

Area of work	Allocation	Spent
Specialist RE Advisor – 7 days (Claire Ramalli)	£2,800	£0
SLE Primary Network – 3 days (Claire Rivers)	£1050	£0
SLE Secondary Network – 3 days (Sam Keddie)	£1050	£0
RE Today CPD Package – Year 3 Reduced rate for 3 years <ul style="list-style-type: none"> • Termly webinars (3 x Secondary, 3 x Primary) • Annual conference (1 x Secondary, 1 x Primary) 	£4,842	£0
NASACRE Subscription fee	£170	£0
NASACRE conference fess	£70	£0
Sundries	£25	£0
TOTAL	£10,007	£0
BALANCE	-£7	£10,000

For 2024/25, we have maintained the number of days both the Specialist RE Advisor and the Primary and Secondary Network Leads are allocated each year.

With a commitment to the third (and final) year of CPD support from RE Today and modest assumptions in other areas, we have a deficit of **£7**.