



STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

TUESDAY, 18 JUNE 2024

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

MEMBERSHIP

Cllr Peter Pragnell
Cllr Colin Belsey
Cllr Trevor Webb
Cllr Abul Azad
Cllr Steve Murphy
Peter White

Rosemary Roberts
Dr Norman Williamson
Pamela Hartog
Elizabeth Coleman
Jon Gilbert
Felicity Harvest

Father David Hill
Laura Cooper
Helen Key
Kirsty Eydmann
Samantha Keddie

Also attending:

Barry Blakelock (RE Consultant); Claire Ramalli (RE Adviser); Claire Rivers (Primary Lead)
Gemma Paveley - Clerk

A G E N D A

- 1a. Welcome & apologies
- 1b. Declaration of conflicts of Interests
2. Election of Chair
3. Minutes of meeting 29 February 2024 & Matters Arising (*Pages 3 - 6*)
4. Update on Network meetings
 - Secondary – Sam Keddie
 - Primary – Claire Rivers
 - Special Schools – Kirsty Eydmann
5. Updates from Claire Ramalli
 - Programme of school visits
 - Westhill Award
 - Student Conference 24 June
 - Deep & Meaningful? RE subject Ofsted report (link sent to SACRE 22/4/24)
6. Updates from Barry Blakelock (*Pages 7 - 22*)
 - Budget
 - Protocol for School websites
 - Guidance for Religious Festivals
 - Code of Conduct – final version
7. GCSE Outcomes
8. Development Plan / Self-evaluation Section 1 (*Pages 23 - 70*)
9. Equality, Diversity, and Inclusion
 - SACRE membership
10. Any other business

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

10 June 2024

Contact Rebecca Harmer, Service Support Officer,
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Email: rebecca.harmer@eastsussex.gov.uk

Agenda Item 3

East Sussex SACRE

Notes of the meeting

Date: Thursday 29 February 2024
Venue: Centre 2F / Microsoft Teams
Chairperson: Councillor Roy Galley
Clerk: Julie Stevens
SACRE members present: Cllr Roy Galley, Cllr Colin Belsey, Cllr Abul Azad, Cllr Trevor Webb, Cllr Steve Murphy, Peter White, Rosemary Roberts, Claire Rivers, Dr Norman Williamson, Pamela Hartog, Elizabeth Coleman, Father David Hill, Helen Key

Also present: Barry Blakelock, Claire Ramalli

Apologies: Jon Gilbert, Laura Cooper, Sam Keddie, Kirsty Eydmann

| Item | Annual General Meeting | Action |
|------|--|----------|
| 1 | Cllr Galley welcomed everyone present at the meeting. There were no declarations of conflicts of interest. Apologies were noted. | |
| 1.1 | The SACRE Annual Report was agreed by SACRE and will be presented to the People Scrutiny Committee on 11 March. Peter White will attend the meeting of the Scrutiny Committee on behalf of Cllr Galley. | |
| 1.2 | Barry Blakelock presented the Budget update to the meeting and confirmed that a budget of £10,000 had been agreed by the Local Authority for the next two academic years. This was a slight increase than previously expected. The Aquinas Trust had agreed to sponsor the SACRE Conference this year with £500.00. | |
| 1.3 | SACRE agreed the Budget update. | |
| | Business Meeting | |
| 2. | Minutes of meeting 17 November 2023 & Matters Arising Minutes of the last meeting were agreed as accurate. <u>Matters arising:</u> | |
| 2.1 | ACTION: Julie to contact Jon Gilbert re his outstanding action regarding contact with Headteachers to arrange visits by SACRE. | Clerk |
| 2.2 | Helen Key advised that the training dates had been confirmed with RE Today. | |
| 2.3 | Barry is putting together the protocol for school websites and will firm up the protocol with Claire Ramalli and Rosemary Roberts. Rosemary has volunteered to check out school websites and will report back to SACRE. ACTION: Barry/Rosemary | BB/RR |
| 2.4 | Father David and Helen Key to complete the SACRE Induction form - Barry will pick this up. ACTION: Father David/Helen Key/Barry | FD/HK/BB |
| 2.5 | Claire Ramalli advised that a joint application with Hackney SACRE for a Westhill Award had been suggested by her mentor. SACRE agreed for Claire to go ahead with the joint application. ACTION: Claire Ramalli to take forward | CRa |
| 2.6 | Julie to chase Nicola Blake for an update on how the Local Authority are dealing with antisemitism in schools. ACTION: Julie to contact Nicola | Clerk |

| | | |
|--|---|------------------------------------|
| 2.7 | <p>Cllr Galley has contacted the Methodist community re a new member for SACRE but has not yet received a response. Cllr Webb is in touch with his contacts within the Quaker and the Greek Orthodox communities.</p> <p>ACTION: Peter White to contact the Mayor of Seaford regarding a Quaker rep for SACRE.</p> | <p>Cllr G Cllr W</p> <p>PW</p> |
| <p>3.</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> | <p>Network Updates</p> <p><u>Secondary - Helen Key</u> The last secondary hub meeting was held on 8 November with five people attending. RE Today provided training on one of the sections from the RE Syllabus. Two further twilights have been arranged for 21 March and 18 April. In person conference will be held on 10 June.</p> <p><u>Primary - Claire Rivers</u> Good feedback had been received for the network meetings/conference and support from Lois Burton SLE. At the network meeting on 21 February Stephen Pett from RE Today guided people through elements of Understanding Christianity. The next network meeting is on 18 April, Julia Diamond will lead on this. Julia Diamond will also be running the conference on 26 June. The Understanding Christianity course via RE Today is expensive for non-church schools - at £210.00 - SACRE agreed for Claire to set something up via the Diocese rather than using RE Today. ACTION: Claire will take this forward.</p> <p><u>Special Schools</u> There was no update as Kirsty Eydmann had given late apologies to the meeting.</p> | <p>CRI</p> |
| <p>4.</p> <p>4.1</p> <p>4.2</p> <p>4.2</p> | <p>Programme of School visits</p> <p>Grovelands visit arranged for 6 March, Claire Ramalli and Cllr Belsey will attend. Claire is in contact with Priory School; Barry waiting to hear from Seahaven. Peter would like to join the visit to Seahaven. Barry is meeting with Jon Gilbert and will prompt him regarding school visits. Cllr Murphy shared his concern that there is no faith school in Hailsham.</p> <p>The visits to Blackboys and Willingdon had been very positive.</p> <p>A huge thank you was noted to those members who attended the visits.</p> | |
| <p>5.</p> <p>5.1</p> <p>5.2</p> <p>5.3</p> | <p>GCSE Full Course Entries</p> <p>Claire Ramalli shared data from NASACRE showing the percentage of students at KS4 entering for RE GCSE full course from each Local Authority. This data is not to be shared more widely than to the SACRE members.</p> <p>It was suggested that SACRE members could consider visiting schools which need some support at KS4. Also, the schools could be reminded through the network meetings of Padlett resources for KS4.</p> <p>Barry added that all students should be given the entitlement to study RE. This is something that could be raised at school visits.</p> | |
| <p>6</p> <p>6.1</p> | <p>Claire Ramalli update</p> <p><u>Ramadan Guidance for Schools</u></p> | |

| | | |
|------------|---|--|
| | <p>The Guidance had been circulated to all schools in good time for the start of Ramadan. Barry suggested that we gather information for other religious festivals e.g. Passover. ACTION: Barry will start to put something together to be added to our web page.</p> | BB |
| 6.2 | <p><u>National Content Standard</u> This was shared with SACRE, so they are aware this has been published. No action is required by SACRE.</p> | |
| 6.3 | <p><u>NASACRE Committee nominations</u> Cllr Galley agreed to nominate Claire Ramalli for a place on the NASACRE Executive Committee. ACTION: Cllr Galley</p> | Cllr G |
| 6.4 | <p><u>NASACRE Ofsted Report</u> This report was a national publication - for SACRE to be aware of.</p> | |
| 7 | <p>Barry Blakelock Update</p> | |
| 7.1 | <p><u>Progress on Collective Worship</u> A well-attended on-line session had been held this morning for Governors. The training deck will be made available. There is a second session taking place on 19 March to attract a different audience. Collective Worship guidance will be completed after both training sessions. Barry and Claire are working on the draft version.</p> | |
| 7.2 | <p><u>Code of Conduct</u> Barry is currently reviewing this against the NASACRE template. This will be circulated to SACRE for final agreement.</p> | |
| 7.3 | <p><u>Czone</u> ACTION: Julie will advise Barry of a contact for Czone.</p> | Clerk |
| 8 | <p>Self-evaluation Toolkit / Development Plan</p> <p>The focus of this session was on Community Cohesion - looking at the demographic data for East Sussex and how SACRE represent the local community.</p> | |
| 8.1 | <p>The following actions were agreed: Pen portraits of each SACRE member to be included on the Czone site. Raise the demographic point at Scrutiny committee if appropriate - ACTION: Peter Consider including a 'stand' at the inter-faith event held in Hastings in November to raise the profile of SACRE. Fr David and Liz Coleman can supply the details. Barry will look at the census data for 2021 and share findings with SACRE at the next meeting. 'My World, My Faith' agenda item to be continued at some point. Cllr Galley will discuss with the clerk.</p> | PW BB BB Cllr G |
| 9 | <p>Equality, Diversity, and Inclusion (Standing item)</p> | |
| 9.1 | <p>It was agreed that Felicity Harvest would join the East Sussex SACRE as a Humanist representative. ACTION: The clerk will send the meeting invites to Felicity.</p> | Clerk |
| | <p>Date of next meeting: Tuesday 18 June 2024 - 2 - 4pm</p> <p>Venue: County Hall & MS Teams</p> | |

Agenda Item 6

| | |
|-------------------------|---|
| Report to: | East Sussex SACRE |
| Date of meeting: | 18 June 2024 |
| 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.

Budget 2024/25

The allocation from Children's Services for the work of SACRE has been established at **£10,000** for 2024/25 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 | £0 |
| NASACRE Conference fees | £120 | £60 |
| TOTAL | £10,017 | £5,702 |
| BALANCE | £17 | £4,315 |

For 2024/25, 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 an additional place on the NASACRE Conference this year, we have a small overspend of **£17**.

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School website audit

Religious Education and Collective Worship

| Measure | <input checked="" type="checkbox"/> | Comments |
|--|-------------------------------------|----------|
| Name of school | | |
| Type of school e.g. primary/secondary, academy/maintained | | |
| Published ethos and values statement? | | |
| Reference to spiritual, moral, social, and cultural development? | | |
| Reference to 'British Values' and tolerance of those with different faith and beliefs? | | |
| Curriculum Statement for RE? | | |
| Some curriculum planning accessible to parents? Year-by-year? | | |
| Reference to the new Agreed Syllabus? | | |
| KS4: mention of non-examination course? | | |
| KS4: mention of exam board for Religious Studies? | | |
| KS4: mention of examination outcomes? | | |
| KS5: mention of non-examination course? | | |
| KS4: mention of exam board for Religious Studies? | | |
| KS5: mention of examination outcomes? | | |
| Named RE Lead? | | |
| Mention of RE in the latest Ofsted report? | | |
| Reference to collective worship? | | |
| Policy: RE? | | |
| Policy: Collective Worship? | | |
| Completed by: | | |
| Date: | | |

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East Sussex SACRE

Including pupils of faith in school life

June 2024



East Sussex
County Council



Advice for Schools

Introduction

This guidance has been produced to help schools include pupils in everyday school life who may require reasonable adjustments due to their faith.

This guidance aims to provide practical advice and answers to questions for schools, sports providers and parents to ensure all children and young people irrespective of race, faith and gender can take part in, and enjoy, the full range of school activities.

Cultural and religious diversity is regarded as positive. For everyone to feel they are able to express their viewpoints and beliefs in safety, it is necessary to foster an environment where:

- Everyone is of equal importance.
- Diversity is celebrated.
- Where the needs of everyone are treated fairly and equally.
- Shared or common values are recognised.

Attendance and religious observance

DFE's 'Working together to improve school attendance' states that a pupil may be absent from school on a day that is exclusively set apart for religious observance by the religious body the parent(s) belong to and not the parents themselves.

As a general rule, "a day exclusively set apart for religious observance" is a day when the pupil's parents would be expected by the religious body to which they belong to stay away from their employment in order to mark the occasion. If in doubt, schools should seek advice from the parent's religious body about whether it has set the day apart for religious observance.

Schools and local authorities may seek to minimise the adverse effects of religious observance on a pupil's attendance and attainment by considering approaches such as:

- Setting term dates around days for religious observance.
- Working with local faith groups to develop guidance on absence for religious observance.
- Taking INSET days that coincide with religious observance days.
- Providing individual support for pupils who miss sessions on days exclusively set apart for religious observance.

Religious observance is classified for statistical purposes as authorised absence.

Parents may request that their children have specific festival days off according to their faith. The following is a brief list of the most common festivals:

Buddhist Community

Pupils may be involved in **Buddha day** (full moon in May) and **Sangha day** (full moon in November).

Christian Community

Some Christian pupils may want to fast on days of obligation particularly Ash Wednesday. Easter is the most important festival in the Christian year and includes **Maundy Thursday**, **Good Friday**, Saturday and **Easter Sunday**. Some Roman Catholic pupils may request time to attend morning **Mass** on Holy days of obligation.

Coptic and Greek Orthodox Community

Christmas is celebrated on 6th & 7th January. Sometimes Easter is celebrated by some of the Orthodox community at a different time to the rest of the Christian community.

Hindu Community

Children may be involved in celebrations at Diwali. There are also a number of other Hindu festivals, depending on the deity of the household, which may require a day off.

Jehovah Witness Community

Parents of these pupils may not wish them to take part in activities which have pagan associations, even though the festival is apparently Christian. Pupils are often removed from RE lessons and collective worship. Parents should be encouraged to discuss issues so as to find ways to resolve any problems.

Jehovah's Witnesses will not swear allegiance to anyone but God and therefore cannot take part in elections.

Jewish Community

Pupils may be involved in celebrations at **Rosh Ha Shanah**, which is the Jewish New Year, **Pesach**, **Shavuot** and **Succoth** and may be fasting for one day at **Yom Kippur**, the Day of Atonement.

Rosh Hashanah

The Jewish festival of **Rosh Ha Shanah** occurs in September or October, depending on the lunar calendar that is followed by Jews. It is a time for Jews to reflect on their year, including their good deeds and their bad deeds.

Yom Kippur

Yom Kippur is the holiest day of the Jewish calendar. It is also called the Day of Atonement. Jews focus on asking God for forgiveness as it is believed that he will make his final judgement on the day of Yom Kippur sometime in the future.

Jews spend a lot of time at the synagogue and undertake a 25-hour fast. They wear white as a symbol of purity and do not bathe, wear leather shoes or have sex.

Muslim Community

There are two festivals in the year **Eid ul Fitr** and **Eid ul Adhur**.

Ramadan

Ramadan is the month of fasting from dawn to sunset. To a Muslim, fasting means abstaining from all food and drink during daylight hours. All Islamic dates and festivals are subject to the sighting of the new moon, **Sunni** and **Shia** Muslims may celebrate on slightly different days. The start date for Ramadan changes every year, moving back by 10 or 11 days every year. **Lailat-UI- Qadr** takes place a few days before the end. Many Muslims spend the night praying and studying the **Qur'an**. **Eid-UI-Fitr** is the major festival of the breaking of the fast when there are many family celebrations.

Pupils could take some part in the observance of the Ramadan from the age of 5 years onwards. The mosque does not require primary-aged children to fast completely although some may want to if older siblings are fasting. It is important that parents and teachers communicate with each other over possible implications of pupils' actions. There are two broad areas to be aware of – fasting and prayer.

Fasting

This means complete abstinence from food, including liquids, from sunrise until the specified time of the break of fast evening meal.

Prayer

Where possible, the five prayer times during the day should be observed. These vary with the hours of daylight. Pupils may want to pray for some time between midday and 1.30pm and again about 3.00pm. Specific prayer times for each year are published online.

During Ramadan schools are requested to set aside a prayer room, if possible, during lunch time break for midday prayers, which can be observed anytime between 11.45am and 1.30pm. Preparation for prayer would include washing of hands and feet. Older pupils are required to pray every Friday or may want to pray regularly each day. Friday prayers could be organised by the pupils themselves in a classroom or library. A Muslim member of staff could help with this.

- Ramadan is a time for reinforcing religious commitment and for family reunion. Pupils are likely to be experiencing a heightened emotional environment throughout the period.
- Pupils who are fasting are more likely to feel the effects in the afternoon and, possibly, after the weekend, on a Monday. Indications of this are likely to be seen in levels of irritability at the end of the day. There are possible limitations on pupils' ability to participate fully in more strenuous physical activity, especially towards the end of the school day.
- Swimming is not possible for pupils observing a strict fast as it contravenes the "nothing by mouth" requirement.

- The observance of Ramadan takes second place to medical requirements: children can still use inhalers and take medicine where prescribed by a doctor.
- When Ramadan is observed during British Summer time, pupils may be going to bed late and rising early to fit their meals in during the hours of darkness.
- If Ramadan is observed during the winter months, the timing of break of fast may curtail after school activities for some pupils and parents may wish to collect their children early to be able to better prepare the family meal. Other parents may require their children to leave school earlier to reach home in time for the family meal.
- Pupils may request leave of absence on the specific holy days of **Lailat ul Qadr** and **Eid Ul Fitr**. Parents will need to request absence for their children in writing to the school. Schools should remember to try and avoid running extra-curricular or other special activities on these days.

Sikh Community

Children may be involved in celebration during **Diwali** and the birthday of **Guru Nanak**.

Clothing

Schools should be sensitive to the needs of pupils from different faiths particularly in relation to clothing and jewellery. Schools should develop effective approaches for dealing with questions from parents particularly in relation to health and safety in Physical Education lessons.

Some Sikh pupils may have gone through the ceremony to become part of the **Khalsa** and may be wearing the 5 K's which are required of committed Sikhs. The 5 K's include the **Kara** (see 'Jewellery'); the **Kesh**, which means not cutting the hair; **Kangha**, a comb to keep the hair tidy; **Kachs**, a special undergarment; and the **Kirpan** which is a dagger only used in defence. While in school, it is reasonable to ask for a symbolic Kirpan be worn by the pupil, sometimes found on the Kangha or on a necklace, rather than an actual dagger.

General principles

The school should have a clear policy on uniform requirements including specific colours for the **hijab**, Jewish **skullcap** or **Rasta** head covering. In Physical Education lessons, clothing should be appropriate for the activity in which pupils are being asked to take part. It should allow for ease of movement and not pose a risk of causing injury to the wearer or other participants. To encourage pupils to be comfortable in their Physical Education lesson (e.g., body image), schools may consider allowing pupils to wear tracksuits for activities.

Changing

Schools may need to consider separate changing areas for pupils because of early puberty or faith issues. The Muslim hijab – a head covering for girls – is mainly worn from puberty onwards however some primary-aged pupils also wear the hijab.

Ideally this should be removed during Physical Education lessons but where this is not possible it should be securely fastened around the head not under the chin.

Jewellery

Some schools find a no jewellery policy beneficial. Parents should be made aware of the potential risks of pupils wearing items of jewellery. Removal of jewellery is not the responsibility of the teacher: pupils should be expected to do it. If pupils are not capable of removing their jewellery, it should be discouraged. There is also a question of the security of removed items. It is strongly advised that any type of necklace, ring or earrings should be removed during Physical Education lessons for health and safety reasons.

There are two exceptional circumstances where schools should be sensitive to the needs of children from different faiths:

- Hindu **Rakhi** (a cotton bracelet) cannot be removed but being made of cotton would snap if caught in apparatus. If in doubt this should be taped to the arm during Physical Education lessons.
- Sikh **Kara** (a metal bracelet) is put on at a young age and it is impossible to remove. This item should be pushed up the arm and taped.

Extra-curricular Activities

Schools should consider the needs of all pupils when planning their extra-curricular activities. At certain times of the year pupils may be observing a religious festival and may therefore be unable to take part in training sessions or fixtures. Schools should consider:

- Single sex activities to encourage participation particularly for Muslim girls.
- Clubs during the school day for those pupils who attend faith schools at the end of the day.
- Some Jewish and Seventh Day Adventist pupils must return home before sunset on a Friday.
- Some Jehovah Witness pupils may not take part in after school clubs or activities.

Food

Pupils from a faith community may have different food laws which should be observed during school parties, celebrations or on school journeys. Some faith followers are vegetarian, some will only eat Halal or Kosher food. There are different times of the year when a faith community might be fasting or have given up a certain food. It is recommended that teachers check this on an individual basis.

Music

Schools with Muslim pupils may find that their parents give conflicting advice on the use of music in schools. Some parents will be happy for their children to study

music. Some parents will be happy with certain aspects of music and unhappy about others. Some may be totally unhappy and ask for their children to be withdrawn from music as they regard it as 'haram', a forbidden activity. However, the only subject that parents can withdraw from is Religious Education. Therefore, pupils cannot be withdrawn from music or dancing, and it is suggested that the school act sensitively in such cases and do not make the pupil take part while attending the lesson and explain to parents that it is part of the National Curriculum.

School and community events

Schools should be aware of the dates of major religious festivals when planning parent evenings, open evenings and school plays. Schools should also check dates for the suitability of school outings and visiting speakers.

Similarly, it is good practice for schools and Parent Teacher Associations (PTAs) to consider the appropriateness of certain school social events that might inadvertently exclude families from some faith or cultural groups. Alcohol is prohibited within Islam, and its presence at a function may make it impossible for some families to attend.

School Journeys

When planning your school journey, try to avoid major festivals and particular days of worship. Make provision for those pupils who may want to pray i.e. Muslim pupils on a Friday.

Swimming

Swimming is a compulsory activity in KS2, an important life skill and, without it, pupils cannot access other water-based activities.

There must be separate changing areas for boy and girls.

For Muslims, up to puberty, pupils should wear swimming costumes or trunks. After puberty, girls can wear swimwear that respects their wishes for modesty. This may be a cotton garment that is loose fitting. Boys may wish to wear long Lycra swimming shorts (navel to knee). Heavy cotton track suits and sweat shirts are not appropriate as they become water logged and pose a safety hazard.

Visiting Places of Worship

When visiting a place of worship, it is important that teachers make themselves aware of respectful dress codes and behaviour required by different faiths both for pupils and adults.

Acknowledgements:

This document is based on 'Guidance for schools to make provision for pupils of faith to be included in the life of the school' written by Penny Smith-Orr, SACRE Officer, and Members of Croydon SACRE.

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East Sussex SACRE
Code of Conduct
March 2024



Code of Conduct

Introduction

The central aim of the **Standing Advisory Committee for Religious Education** is to improve the quality of provision in Religious Education and Collective Worship for all pupils in East Sussex.

We aim to embody 'The Seven Principles of Public Life' (also known as the Nolan Principles):

Selflessness

Members should act solely in terms of the public interest.

Integrity

Members must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity

Members must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

Members are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness

Members should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

Members should be truthful.

Leadership

Members should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Guidelines for attendance at meetings

East Sussex SACRE encourages all its Members to:

- Attend all SACRE meetings and take a full and active part in its work.
- Read papers before the meetings.
- Participate in and review the work of SACRE for the benefit of the whole community.
- Respect the faith, belief, and practice of those present.
- Listen to what other people have to say; everyone's contribution is relevant.
- Comments should be addressed through the chair.
- Wait for someone to finish speaking before you begin and give people a chance to respond.
- Be assertive but respectful of others.
- Accept differences of opinion and respect each other's views.
- Do not use abusive or discriminatory language or say things that could hurt others.
- Actively challenge and resist stereotyping.
- Try to encourage everyone in the group to participate fully by giving them a chance to speak and by making them to feel comfortable and supported.
- Maintain confidentiality when requested so that people may speak openly.
- Be clear when you speak, avoid using jargon if you can and be sure to explain any initials and terminology so that others feel included.
- Aim to have a discussion, share ideas, ask question and follow on from what others are saying rather than making a speech.
- Be aware of and be courteous to people around you.
- Keep mobile phones on silent unless in an emergency.
- Recognise that all present have a right to respect for their individual beliefs.
- If anyone deliberately misrepresents or disparages other people's beliefs and practices they will be asked to leave the meeting.
- Individual members not adhering to these guidelines may, at the discretion of the chair, be asked to leave the meeting.
- A member of SACRE may be removed from office if it is the opinion of SACRE that the member has persistently breached the guidance.
- If it is in the collective opinion of SACRE that a committee member does not adhere to the guidance for meetings SACRE will inform the nominating body and SACRE has the right to request a replacement representative member.
- Always assume that other members of SACRE are honourable and concerned with the best interests of SACRE.
- Seek reasoned consensus where views diverge and never disrespect the views of other SACRE members or seek to convert them to a different belief stance
- Actively consult with, and report back to, the membership body which they represent so that debate is fully informed.

Remember that the central aim for the SACRE is to improve the quality of provision in RE and collective worship for all pupils in East Sussex.

Visiting schools

From time to time, SACRE members may have the opportunity to visit schools.

SACRE Members should remember that it is a privilege to visit a school. They are there as invited guests, not to make judgements about the school or to “inspect” RE and collective worship.

Members should:

- Only visit a school when invited.
- Inform the Clerk of SACRE and the Children’s Service Representative of any invitation received and visits made.
- Ensure that you do not say or do anything, which could be viewed as denigrating any religion or ethical belief system.
- Avoid being critical of others or imposing their own views.
- Any confidential information disclosed should not be passed on but along with any possible concerns or confusions about what may have been seen should be discussed with the Specialist RE Advisor and Children’s Services Representative before being reported back to SACRE.

Visiting schools as a representative of a faith community

Some faith community representatives may be more regular visitors to schools and invited to support RE or collective worship.

Visitors should be well-supported by the class teacher who should always be present, taking an active role in question-and-answer sessions, and ensuring visitors are well-briefed before a visit.

Members visiting a school to share their beliefs, values and experiences should:

- Have a clear, mutually agreed understanding of the purpose of the visit before it takes place.
- Appreciate that they are not there to convert or proselytise, avoiding being critical of others or imposing their own views.
- Be familiar with the school’s aims, ethos, and policies in RE and Collective Worship.
- Understand where the lesson will fit into the unit of work from the Agreed Syllabus and the learning objectives.
- Use a variety of teaching and learning methods and approaches, but at no time touch pupils or behave favourably towards pupils of particular faiths, ethnic groups, or genders.
- Ensure pupils understand the visitor is representing a particular faith view and their own personal interpretation of it and therefore that others from the same faith may not always interpret ideas in the same ways.
- Ensure that they do not say or do anything, which could be viewed as denigrating.
- Communicate at an appropriate level for the age group concerned.

East Sussex SACRE

Development Plan to Summer 2026

June 2023 (Updated June 2024)



| 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. | Green |
| 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. | Red |
| 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. | Green |
| 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. | Green |
| 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. | Green |
| 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. | Red |
| 1G | Foster strong relationships with academies through training, support and networking. | RE Advisor Network Leads | Ongoing | Universal engagement with the Agreed Syllabus. | Yellow |

| 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. | Yellow | |
| 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. | Red | |
| 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. | Yellow | |
| 2E | As 1G | | | | Grey | |

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

| 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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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? | <p>Updated June 2024</p> <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 and associated manager in post to support SACRE in carrying out its statutory duties. SACRE work also links into structures of the school-led system e.g. primary and secondary boards. Strong clerk in place who supports with the preparation of all meetings and actions in between. Modest budget allocation of £10k a year funds licenses for the Agreed Syllabus alongside training from 'RE Today' which includes termly CPD and an Annual Conference in each phase. Costed 3-year Development Plan in place following structure of the Self-assessment tool. | |

| 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. Procedures have been put in place so that meaningful contact can be made with and between members outside of SACRE meetings. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | <p>Updated June 2024</p> <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. • Meetings need to be held in a variety of venues including face-to-face. | |

| 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? | <p>Updated June 2024</p> <ul style="list-style-type: none"> All 4 groups are actively represented, and school representation has strengthened. Membership is developing but there is more to do to ensure wider representation that actively represents local demographics. Local programme of induction has been developed included induction checklist, new materials and access to NASACRE training. Training for SACRE members is available through NASACRE but again could develop a more local flavour. | |

| 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? | <p>Updated June 2024</p> <ul style="list-style-type: none"> • Costed Development plan in place linked to Self-assessment tool. • Local Authority has adjusted and sustained budget so that needs of schools can be met. • Sponsorship for special projects such as Student Conference has been successfully achieved. • 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? | <p>Updated June 2024</p> <ul style="list-style-type: none"> • Regular reports and updates on quality of curriculum, teaching, learning and assessment come from Primary, Secondary and Special Network Leads and feed into SACRE discussions. • Annual report pupil outcomes is presented to SACRE. • Programme of visits to schools resumed in Summer 2023. • Information is clearly presented, and robust discussions interrogate the papers with actions and agreements on key issues. • New Agreed Syllabus established. • Implementation of Determination Policy. • Systems need to be embedded that allow members to deepen their understanding of the quality of practice. • Further work on information, advice and guidance for Collective Worship required. • Further alignment to the Local Authority and their initiatives across the system needs to be undertaken. | |

| 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? | <p>Update June 2024</p> <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 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 supports other SACREs and makes links to national organisations, research and practice. • Need to develop pupil voice and wider connections to organisations promoting RE and CW. • Need to develop links with higher education providers. • Need to develop more substantial links with interfaith groups. | |

| 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? | <p>Updated June 2024</p> <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. Members routinely self-assess their work and improve through the use of a linked and costed Development Plan. The Local Authority provide stable funding which supports a substantial programme of professional development and training for schools in the Agreed Syllabus. Network Leads organise regular supportive meetings for teachers and are a source of high-quality advice and guidance. Academy involvement has increased with the new Agreed Syllabus. The Specialist Advisor is well-connected and provides several links to other SACREs. SACRE has updated all its guidance and introduced an induction programme for new members. SACRE is stable and well-organised.

Areas for development/ Action points:

- **For the SACRE:**
 - Meetings need to be held in a variety of venues including face-to-face.
 - Membership is developing but there is more to do to ensure wider representation.
 - Systems need to be embedded that allow members to deepen their understanding of the quality of practice.
 - Further work on information, advice and guidance for Collective Worship required.
 - Further alignment to the Local Authority and their initiatives across the system needs to be undertaken.
 - Need to develop pupil voice and wider connections to organisations promoting RE and CW.
 - Need to develop links with higher education providers and more substantial connections with interfaith groups.
- **For the LA**
 - Continued stability in terms of funding to support high-quality training and development activities for teachers.

Date of review: June 2024

Date of next review: March 2026

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.
 - Develop better relationship with governor services.
 - Obtain exam results information from the Local Authority.
 - Introduce 'View from the Classroom' slot at SACRE meetings by inviting teachers.
- **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 most 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 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.
 - **Take a register of schools attending the Subject Network Meetings.**
- **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"> Considering 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.
 - **Audit provision of schools through the Subject Network Meetings.**
 - **Provide training for governors on how to fulfil their responsibilities (March 2024).**
 - **Collect information on how schools are delivering Collective Worship through Good Practice Visits.**
- **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 checked="" 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 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 but faces challenges in terms of recruitment. Current membership is loyal, but SACRE is attracting fewer representatives from diverse 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 to take steps to reflect those communities in the make-up of the committee. • SACRE to analyse 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: March 2024

Date of next review: November 2025

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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