

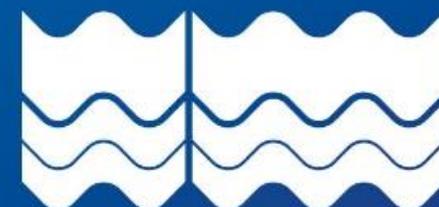
East Sussex SACRE

Development Plan to Summer 2026

June 2023 (Updated February 2026)



East Sussex
County Council



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, Further Education...	RE Advisor ALL		Engagement with key stakeholders supports continuous improvement and raising of standards.	Green
1G	Foster strong relationships with academies through training, support and networking.	RE Advisor Network Leads	Ongoing	Universal engagement with the Agreed Syllabus.	Green 

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

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

Section 4 Collective Worship					
How effectively does the SACRE fulfil its responsibilities for the provision and practice of Collective Worship?					
	Actions	Lead	Timescale/cost	Success criteria	RAG
4A	Understand the challenges faced by schools in the delivery of Collective Worship through school visits, surveying and networks.	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>	Green
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.	Green
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>	Yellow
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.	Green

Outcomes and take-up 2022 – 2024

School	Cohort			GCSE Full Course Entries RE			GCSE Full Course % Attainment					
	2022	2023	2024	2022	2023	2024	(9-4)	(9-5)	(9-4)	(9-5)	(9-4)	(9-5)
							2022		2023		2024	
England (All Schools)	645,475	671,390	697,794	221,410	224,436	224,896	70.1	60.4	72.2	61.4	72.0	61.5
England (State Funded Schools)¹	587,660	606,915	629,207	207,491	210,323	210,775	68.8	58.7	70.8	59.7	70.7	59.9
East Sussex	5,026	5,062	5,163	937	1,134	1,151	78.2	65.7	63.6	51.9	63.0	51.8

School	Cohort			GCSE Full Course Entries RE			GCSE Full Course % Take up		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
England (All Schools)	645,475	671,390	697,794	221,410	224,436	224,896	34.3	33.4	32.2
England (State Funded Schools)	587,660	606,915	629,207	207,491	210,323	210,775	35.3	34.7	33.5
East Sussex	5,026	5,062	5,163	937	1,134	1,151	18.6	22.4	22.3