



## Children and Young People's Service

### Agenda

**Notice of a public meeting of North Yorkshire Standing  
Advisory Council on Religious Education (SACRE)**

**Date: Tuesday, 20th June, 2023**

**Time: 5.00 pm**

**Venue: County Hall, Northallerton**

Members of the public are entitled to attend this meeting as observers for all those items taken in open session. Please contact the Democratic Services Officer, whose details are below, if you would like to find out more.

This meeting is being held as an in-person meeting. The meeting is also 'hybrid', which enables people to attend the meeting remotely using MS Teams. Please contact the Democratic Services Officer if you would like to find out more.

Recording is allowed at Council, committee and sub-committee meetings which are open to the public, please give due regard to the Council's protocol on audio/visual recording and photography at public meetings, a copy of which is available. Anyone wishing to record is asked to contact, prior to the start of the meeting, the Democratic Services Officer. We ask that any recording is clearly visible to anyone at the meeting and that it is non-disruptive.

### Business

1. **Welcome and Announcements**
2. **Apologies for Absence**
3. **Minutes of the Meeting held on 28 March 2023** (Pages 5 - 10)
4. **Declarations of Interest**  
All Members are invited to declare at this point any interests they have in items appearing on this agenda, including the nature of those interests.
5. **Public questions**  
Members of the public may ask questions or make statements at this meeting if they have given notice to Owen Griffiths of Democratic and Scrutiny Services and supplied the

text (contact details below) by midday on Thursday 15<sup>th</sup> June 2023, three working days before the day of the meeting. Each speaker should limit themselves to 3 minutes on any item. Members of the public who have given notice will be invited to speak:

- at this point in the meeting if their questions/statements relate to matters which are not otherwise on the Agenda (subject to an overall time limit of 30 minutes);
- when the relevant Agenda item is being considered if they wish to speak on a matter which is on the Agenda for this meeting.

If you are exercising your right to speak at this meeting, but do not wish to be recorded, please inform the Chair who will instruct anyone who may be taking a recording to cease while you speak.

- 6. National Association of Standing Advisory Councils on Religious Education, Annual Conference - Update by the Chair**
- 7. Update by the Professional Religious Education Adviser - Olivia Seymour** (Pages 11 - 16)
- 8. Update by the Local Authority - Adrian Clarke, Principal Education Adviser (Support)** (Pages 17 - 18)
- 9. Development Plan 2022/2024: Progress Update - Adrian Clarke, Principal Education Adviser (Support)** (Pages 19 - 24)
- 10. SACRE Self-Assessment Toolkit - Patrick Duffy, Clerk to SACRE** (Pages 25 - 56)
- 11. Work Programme - Patrick Duffy, Clerk to SACRE** (Pages 57 - 60)
- 12. Any Other Items**  
Any other items which the Chair agrees should be considered as a matter of urgency because of special circumstances.
- 13. Date of Next and Future Meetings**  
SACRE is asked to note that meetings for the School Year 2023/2024 have been scheduled as follows:
  - Tuesday 19th September 2023 at 4.00 p.m.
  - Tuesday 12<sup>th</sup> December 2023 at 4.00 p.m.
  - Tuesday 26th March 2024 at 4.00 p.m.
  - June meeting to be confirmed.

Members are reminded that in order to expedite business at the meeting and enable Officers to adapt their presentations to address areas causing difficulty, they are encouraged to contact Officers prior to the meeting with questions on technical issues in reports.

**Contact Details:**

For enquiries relating to this agenda please contact Owen Griffiths of Democratic Services.

Tel: 07423663704

Or email [owen.griffiths1@northyorks.gov.uk](mailto:owen.griffiths1@northyorks.gov.uk)

Website: [www.northyorks.gov.uk](http://www.northyorks.gov.uk)

Barry Khan  
Assistant Chief Executive  
(Legal and Democratic Services)

Monday, 12 June 2023

**MEMBERSHIP OF THE STANDING ADVISORY COUNCIL ON  
RELIGIOUS EDUCATION**

| <b>Group A: Faith Groups</b>                                      |   |
|---|---|
| Professor John Adams  | Humanist  |
| Sarah Beveridge   | Society of Friends                              |
| Tom Clayton   | Methodist                                       |
| Chris Devanny   | Catholic  |
| David Haddock   | The Church of Jesus Christ of Latter-Day Saints |
| Abhijeet Kulkarni   | Hindu   |
| Nasr Moussa Emam  | Muslim  |
| Mohinder Singh Chana  | Sikhism   |
| Vacancy   | Baptist   |
| Vacancy   | Jewish  |
| Vacancy   | Salvationists                                   |
| Vacancy   | Buddhist  |
|   |   |
| <b>Group B: Church of England</b>                                 |   |
| Gill Simpson  |   |
| Philippa Smith  |   |
| Lee Talbot  |   |
| Vacancy   |   |
|   |   |
| <b>Group C: Teaching Associations</b>                             |   |
| Tara Askew  |   |
| Jo Colledge   |   |
| Sarah Hodgson   |   |
| Vacancy   |   |
| Vacancy   |   |
| <b>Group D: Local Authority:</b>                                  |   |
| County Councillor Alyson Baker                                    |   |
| County Councillor Robert Heseltine                                |   |
| County Councillor George Jabbour                                  |   |
| County Councillor Janet Jefferson                                 |   |
| County Councillor Annabel Wilkinson                               |   |
| <b>Co-opted Member: Academic Expertise in Religious Education</b> |   |
| Vacancy   |   |

This page is intentionally left blank

## North Yorkshire County Council

### North Yorkshire Standing Advisory Council on Religious Education (SACRE)

Minutes of the meeting held on Tuesday 28<sup>th</sup> March 2023 at 5.00 p.m.

Group A: Christian Denominations and such other religious denominations as, in the Authority's opinion, will appropriately reflect the principal religious traditions in the area:

Professor John Adams (Humanist), Sarah Beveridge\* (Society of Friends), Tom Clayton\* (Methodist), Abhijeet Kulkarni\* (Hindu), David Haddock\* (Church of Jesus Christ of Latter-day Saints), Anna Silver\* (Judaism) and Mohinder Singh Chana\* (Sikh)

Group B: Church of England: Reverend Simone Bennett\* (Diocese of Leeds)

Group C: Teachers Associations: Jo Colledge and Sarah Hodgson\*

Group D: Local Authority: County Councillors Alyson Baker (Chair), George Jabbour and Annabel Wilkinson\*

Officers present: Adrian Clarke (Principal Education Adviser - Support), Patrick Duffy (Principal Democratic Services Scrutiny Officer), Heather Russell (Senior Education Adviser) and Olivia Seymour\* (Professional Religious Education Adviser)

In attendance: Owen Griffiths\*, Corporate Governance Officer

\*Denotes joined remotely

---

**Copies of all documents considered are in the Minute Book**

---

#### **47. Welcome and Announcements**

The Chair welcomed people to the meeting and, in particular, Dr. Abhijeet Kulkarni, who has joined the Committee as the Hindu Representative and Anna Silver, from the Jewish Faith. Anna is seeking a representative from the Jewish Community, as Brian Berry is no longer their representative but, in the meantime, she was attending in a non-voting capacity.

The Chair also welcomed Owen Griffiths, who will shortly become part of the Democratic Services Team at the new North Yorkshire Council and who was observing the meeting to raise his awareness of SACRE.

Those present - in person and remotely - introduced themselves.

#### **48. Minutes of the last meeting**

##### **Resolved –**

That the Minutes of the meeting held on 13<sup>th</sup> December 2022 be confirmed as a correct record.

There were no matters arising.

#### **49. Apologies for absence**

Apologies were received from:-

- Tara Askew
- Chris Devanny
- County Councillor Robert Heseltine
- Nasr Moussa Emam
- Gill Simpson
- Philippa Smith

#### **50. Declarations of Interest**

There were no declarations of interest.

#### **51. Update by the Professional Religious Education Adviser**

##### **Considered –**

A report by the Professional Religious Education Adviser, Olivia Seymour, informing Members of work undertaken since the last meeting, together with local and national updates regarding Religious Education.

The report provided details on the following issues:-

- Training
- SACRE Newsletter
- 2021 Census Data
- New Religious Education Teacher Recruitment Campaign

The Professional Religious Education Adviser said that she was delighted that the Spring Term Primary Networks had been attended by 37 Teachers, which is an encouraging number.

The Chair commented on the favourable feedback received from Teachers who had attended the afore-mentioned Networks.

Dr. Abhijeet Kulkarni referred to the feedback from Teachers at a Workshop on developing Religious Education, related to Judaism and Hinduism. Part of the feedback was that one of the Teachers found the Workshop very helpful, as “vocabulary around Hinduism was difficult”. He asked whether there is any in-depth knowledge of which vocabulary Teachers or Students find difficult in relation to Religious Education in Hinduism. If there are certain terms or words which have been found to be difficult to understand or teach, or both, could there be any efforts in either modifying the wording or focus on the subject matter, or provide further support and resources to teachers facing difficulty?

In response, the Professional Religious Education Adviser advised that the key concepts have been examined, including a golden thread of key terms. She will send a copy to Dr. Kulkarni and would welcome any feedback.

Mohinder Singh Chana referred to the Newsletter and mentioned that, on the last page, where religious symbols are shown, the one relating to Sikhism is missing. The Professional Religious Education Adviser advised that these had been taken from information produced by RE Today but she will follow this up with them.

Professor John Adams commented that in the Census Data provided, the number of people who said they were of a particular religion was very small in some cases. This

does not mean that those religions should not be studied but this should be noted for context. The number of respondents who stated that they are of No Religion was a clear second in the responses (behind Christianity). This is particularly pronounced among young people and it is they who SACRE are concerned with.

Professor Adams added that, in Wales, Religious Education is now termed Religion, Values and Ethics.

The Professional Religious Education Adviser stressed that an overview of the key concepts of humanism - and how humanism can be woven into Key Stage 1 and Key Stage 2 - is provided.

The Chair encouraged Members to volunteer to write a paragraph about themselves, with a photo, for inclusion in the Newsletter.

The Professional Religious Education Adviser asked Members to let her have any resources they may have about their Faith and she would signpost them to Schools. In that connection, she thanked Anna Silver, who had provided a copy of Judaism Resources for Teachers. Anna confirmed that she would be happy for the information to be shared with SACRE Members.

The Chair remarked that it is a shame to see that there are less applicants wanting to teach Religious Education. The Professional Religious Education Adviser urged Members to keep an eye out for the recruitment drive to share within their networks and added that SACRE may want to consider its connections with Universities. She will forward on the link to the Social Media campaign.

NOTED.

## **52. Update by the Local Authority**

### **Considered –**

A report by the Principal Education Adviser (Support) which updated Members on developments on the following:-

- Communication and resourcing
- Support for Senior Leaders and Governors
- Ofsted Inspections

He highlighted the following:-

- School have been encouraged to contribute their views to the Agreed Syllabus Conference, by responding to the questionnaires about the Agreed Syllabus.
- As part of promoting the work of SACRE, the Professional Religious Education Adviser has presented updates on current statutory responsibilities and changes in Religious Education provision to the Spring Head Teacher Leadership Briefings.
- The Professional Religious Education Adviser's contract will be retendered for September 2023.

The Chair noted that, of the fourteen published Inspection Reports by OFSTED since the last meeting, there had been no comments made in relation to Religious Education or Collective Worship. The Principal Education Adviser (Support) responded that the Inspectors are individuals and there might be other matters they want to report on. The following comments were also made on this matter:-

- Heather Russell, Senior Education Adviser, stated that Schools will choose subjects that they want to do a deep dive on and very few choose Collective Worship, due to time constraints.
- The Professional Religious Education Adviser advised that, nationally, there are deep dives and, if areas need work on inclusion and diversity, Religious Education may be mentioned.
- Sarah Beveridge informed Members that her School had been inspected in November and Religious Education was looked at carefully by the Inspector.

NOTED.

### **53. Verbal update on the deliberations of the Agreed Syllabus Conference**

#### **Considered –**

A verbal update by the Principal Education Adviser (Support) which summarised the discussion at the Agreed Syllabus Conference (ASC), which had met immediately prior to this meeting.

The Principal Education Adviser (Support) advised SACRE that the ASC had:-

- Discussed the budget available.
- Discussed pressure on Schools at the moment.
- Looked at the legal requirements for an Agreed Syllabus from September 2024.
- Received feedback from Teachers as to their views on the potential options available.
- Noted comments made that, although the current Agreed Syllabus was introduced in 2019, it is still being implemented and Schools are still getting to grips with it, as a result of the disruption caused by the COVID 19 Pandemic.
- Concluded that it still needs to get to a point at which it is happy to proceed with a particular option and had therefore decided to examine the four main options further at a second meeting in June. This would be held immediately prior to the next SACRE meeting on 20<sup>th</sup> June 2023. The ASC will commence at 4.00 p.m., with SACRE commencing at 5.00 pm.

The Professional Religious Education Adviser said she would be happy to share with Members who are not on the ASC any of the information that had been considered.

NOTED.

### **54. Rolling Work Programme**

#### **Considered –**

The latest rolling Work Programme.

The Clerk advised that the document is a guide and can be amended, as circumstances change. Members are welcome to let him know if they have any suggestions for Items to be added to it.

NOTED.



**55. Next Meeting – Tuesday 20<sup>th</sup> June 2023 at 5.00 p.m.**

As mentioned in Minute No. 53, above, the meeting will commence at 5.00 p.m. - one hour later than originally scheduled – due to the Agreed Syllabus Conference meeting being held at 4.00 p.m.

**56. Any other business, which, in the opinion of the Chair, should be considered as a matter of urgency**

There was none. However, at the conclusion of the business, the Chair advised SACRE that this would be the last meeting attended by the Reverend Simone Bennett, a representative of the Church of England, Leeds Diocese.

The Chair said that, although she is relatively new to SACRE, she is very aware of the tremendous contribution that Simone has made to SACREs work and she thanked her, on behalf of the Committee, for all that she has done and wished her all the best for the future.

Simone thanked the Chair and said that she had been a Member for thirteen years. She would ensure that the Leeds Diocese would continue to be represented.

The Chair thanked people for attending and declared the meeting closed.

The meeting concluded at 5.50 p.m.

PD

This page is intentionally left blank

## North Yorkshire Council

### North Yorkshire Standing Advisory Council on Religious Education (SACRE) –

June 2023

#### Update from Professional RE Adviser

##### 1.0 Purpose of the Report

To inform Members on work undertaken by the Professional RE Adviser since the last SACRE meeting.

To provide members with local and national updates on RE.

##### 2.0 Training

2.1 The Professional Practice Groups for Primary for 2022-23 are focussing on subject knowledge for a range Religion and Worldviews across the year. The summer term primary networks of the year took place in April and May and 22 attended. This is a drop in attendance but consistent with other networks this term and with RE Networks from last academic year which showed lower attendance in the summer term. The focus was on considering substantive knowledge and knowledge progression for Christianity exploring a range of practical resources to support teacher subject knowledge and classroom teaching.

##### 2.2 Feedback from attendees included

- About to start on 'Art and Architecture/Charity' useful thinking about linking to Salvation Army or Methodists.
- Pupils would be very interested in the spectrum within Christianity and how different they can be and looking at these comparisons
- Also great to have a reminder to use images to assess pupils knowledge in some instances
- As a very diverse school the different imagery around Christianity will spark interest.
- I would like to highlight the diversity of Christianity in our curriculum.
- I'm new to RE and have found the knowledge statements really useful to help with future planning of LTP. Found discussing religions interesting. Would love to explore how to use agreed syllabus and planning from it so that I can deliver CPD to the rest of teaching staff.
- I have found the concept maps and knowledge progression statements really helpful, thank you
- Thank you. Always really helpful!
- Thank you very much! All the resources will be incredibly helpful to signpost staff to!
- Thankyou! This has been really helpful!
- I've got a bit of work to do to ensure we are including diverse images etc
- It has been helpful to reinforce the importance of giving a more broad view/perspective of Christianity
- We need to be more diverse in terms of Christian groups/images
- Thinking more widely about RE as a local, national and global
- Refining my knowledge statements in our long term plan.
- Resources are really helpful thanks
- and links to reliable websites
- Thank you - as always lots of really useful information and resources.

### 3.0 SACRE Newsletter

The summer term newsletter went out to schools in April. A copy is attached for SACRE members.

### 4.0 News from NATRE: Two-thirds of secondary early career teachers rate subject knowledge training as 'poor' or 'very poor'

Over the last week, NATRE has been conducting a flash survey for secondary teachers in their first two years in the profession since qualification (ECTs). We wanted to hear their assessment of the delivery of the government funded programme designed to develop their subject knowledge. When NATRE began its grant funded New2RE programme 7 years ago, one of the drivers was the evidence that lack of subject knowledge was a key factor in the alarming proportions of teachers leaving the profession in the early years of their careers. We are proud to report that New2RE participants, with the benefits of extensive subject knowledge learning, stayed in teaching at significantly higher rates.

When the government announced their Early Career Framework with a clear commitment to addressing the issue of subject specific knowledge and skills in 2019, we might have dared to be optimistic. However, the news from the classroom was not good. Anecdotal evidence from those attending NATRE's free monthly subject knowledge webinars during this academic year, was that little or no attention was being paid to subject knowledge in their schools' early career offering. Worse still, many of the ECTs were the only subject specialist on their staff team, so there was no one properly qualified to support this aspect of the early career programme.

Earlier this month, the government's education select committee announced an inquiry into the recruitment, training and retention of teachers so the flash survey was launched. Open for just a week to hit last Friday's submission deadline, we still attracted 60 responses. Almost 2/3rds of our respondents reported that, in relation to teacher standard 3: Develop good curriculum and subject knowledge, their rating of the ECT programme was either poor (37%) or very poor (28%). Only one in ten thought the programme was good in this respect. Obviously, this is a small sample, but NATRE will ask this question again as part of the secondary survey which will begin in a few weeks' time.

So, we have told the government that there is a job to do here and that [NATRE's ECT membership](#), including its subject knowledge webinars, which are open to all, is playing its part. However, this is an issue that needs urgent attention, not only because it affects teacher confidence and consequentially retention, but even more importantly, standards of religious education for pupils.

Olivia Seymour  
Professional Adviser to North Yorkshire SACRE  
County Hall, Northallerton

22/05/2023

Report Author: Olivia Seymour

Background documents:

# North Yorkshire SACRE Newsletter

School Improvement and Early Years' Service

April 2023

**PLEASE PASS ON TO YOUR RE SUBJECT LEAD AND COLLECTIVE WORSHIP LEAD**

Welcome to the summer term SACRE newsletter for North Yorkshire schools. This termly newsletter will keep you up to date on what SACRE is doing and the support it offers to North Yorkshire schools alongside national and regional updates and news on RE resources, collective worship resources and training.

## What is SACRE?

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

## Why is there a SACRE?

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

## What does a SACRE do?

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

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

## Where do I go for advice relating to RE or Collective Worship in my school?

Olivia Seymour, is the Professional RE Adviser for maintained schools in North Yorkshire over the coming academic year. (Please note for church schools Olivia can provide advice relating to the Agreed Syllabus but we encourage church schools to seek wider RE advice from their home diocese)



Olivia also provides advice to community schools on matters relating to collective worship (church schools should again seek advice from their home diocese)

Enquires into the Local Authority can be directed to [schoolimprovementservice@northyorks.gov.uk](mailto:schoolimprovementservice@northyorks.gov.uk) and the service will provide a conduit to the specialist advice.

You can find out more about RE in North Yorkshire schools here:

<https://cyps.northyorks.gov.uk/religious-education-re> You can find out more about collective worship in North Yorkshire schools here: <https://cyps.northyorks.gov.uk/collective-worship>

## RE Subject Networks and training for Primary and Secondary RE Leads

This year NYCC is again offering termly online professional practice networks for all schools. These networks will include support for subject knowledge, curriculum-planning using the North Yorkshire Agreed Syllabus, national and local updates, resources to support RE and an opportunity to ask questions and share good practice. There will also be a subject leadership course for new and developing RE leads in Primary Schools. Details of all the upcoming networks and courses are below



| Title of event  | Date       | Online Code  | Start    | End      |
|---|------------|--------------|----------|----------|
| Primary Religious Education (RE) Summer Network Subject knowledge focus: Christianity and Sikhism | 26/04/2023 | SI-0423-T001 | 09:30:00 | 11:30:00 |
| Primary Religious Education (RE) Summer Network Subject knowledge focus: Christianity and Sikhism | 02/05/2023 | SI-0523-T001 | 13:30:00 | 15:30:00 |

Bookings can be made through [NYES Info](#) .

If any assistance with this is required you can contact [nyes@northyorks.gov.uk](mailto:nyes@northyorks.gov.uk) or telephone 01609 533 222. If you have any further questions or queries relating to the courses you can contact [Schoolimprovementservice@northyorks.gov.uk](mailto:Schoolimprovementservice@northyorks.gov.uk) or telephone 01609 79 88 64.

## Important News from SACRE

SACRE is beginning the process of reviewing the Locally Agreed Syllabus in time for a new or revised syllabus to be launched in Spring 2024 for implementation in all schools from Autumn 2024.

SACRE would like to say thank you to all schools who took part in our survey in the spring term. Look out for updates on the Locally Agreed Syllabus in our Autumn term newsletter.

### News from NATRE:

#### Children's Commissioner shares her views on RE



A member of the NATRE executive, Shammi Rahman, recently interviewed The Children's Commissioner, Dame Rachel de Souza. Dame Rachel is a previous RE teacher and headteacher and Shammi, is an ex secondary teacher and now a Race Equality Adviser. Dame Rachel used to be her RE teacher!

Dame Rachel says, 'a former RE teacher myself, I believe RE teachers have a crucial opportunity to teach children about the wider world and principals of fairness and equality. It was great to talk about how different faiths can teach us different things, for example treating others as we would like to be treated ourselves; having compassion for others; and celebrating the beauty of life in our environment.' Listen to their conversation here

[Conversation with Shammi Rahman: The importance of Religious Education | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](#)

## News from Culham St Gabriels



### Culham St Gabriel's Trust new short course – Introduction to Subject Knowledge

Need subject knowledge? Not sure where to start? CSTG are pleased to announce the launch of a NEW free, short online self-study course. The course is for teachers of all age ranges and in all contexts. See what enhanced subject knowledge can do for you, sign up for our courses now! Take the course: <https://courses.cstg.org.uk/enrol/index.php?id=27>

### Culham St Gabriel's Trust new Primary Course – Introduction for Primary Beginner Teachers

Calling all Primary mentors, Beginner Teachers, ITE providers or trainers! We are delighted to announce the launch of our new, free, courses.

THREE courses introduce Beginner Teachers in the Primary phase to Religion and Worldviews, teaching and learning and subject knowledge. Use as self-study, with others or as part of a wider programme. For further details go to <https://courses.cstg.org.uk/>

## Discovering Sacred Texts in the RE Classroom

Bring sacred texts to the classroom with these fascinating resources from the British Library. The resource covers Hinduism, Buddhism, Sikhi, Judaism, Christianity and Islam.

Find out more here: <https://www.bl.uk/sacred-texts/activities/key-stage-2-teaching-resources>



Discovering Sacred Texts: Key Stage 2 teaching resources

Bring sacred texts into your classroom with our set of Religious Education lessons for upper Key Stage 2 (years 5–6).

## Festival Calendar

Search for religious festivals by religion and/or month here: <https://www.reonline.org.uk/festival-calendar/>

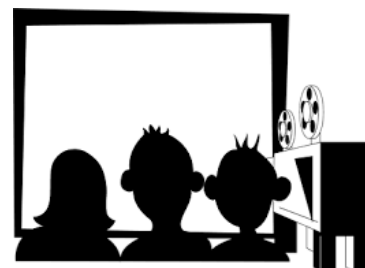


## If you watch one thing this week....

Dr Richard Kueh, the His Majesty's Inspector of Schools and National Subject lead for Religious Education, has produced two videos: Factors the influence the quality of Religious Education in schools. What pupils learn in the Religious Education curriculum. You can find them here:

<https://www.youtube.com/watch?v=GiaKdZkTaMU>

[https://www.youtube.com/watch?v=qJmJC\\_RhRNk](https://www.youtube.com/watch?v=qJmJC_RhRNk)





## Collective Worship Resources

### Life Savers Collective Worship Resources

The [Just Finance Foundation](#) works directly with schools to improve financial education through the LifeSavers programme. Engaging your students with values-based money lessons is important and develops key life skills. Through their LifeSavers Programme you can access flexible lesson plans, beautiful storybooks, assembly resources and much more! JFF's financial education experts will also provide convenient CPD training and help connect you with other teachers.

**All of their programmes, training and resources are delivered at no cost to your school.** Find out more and get involved: <https://bit.ly/3S3pECH>



An **innovative**, values-based, **FREE** financial literacy programme that gives children the knowledge, skills, and attitudes to manage their money wisely.

Research from the Money Advice Service finds that many **habits around money are formed at primary school**. Early intervention in financial education is, therefore, critical to instil positive behaviours and attitudes in relation to money.

#### What's available?

Lifesavers is a unique programme for primary schools – offering a whole school approach that provides:

- **Classroom Resources** Milo's Money for 5-7 years olds and the 5 Big Questions about Money resource following our core values
- **Whole school resources** in the form of themes, assemblies and savings clubs
- **Training for teachers** to embed financial education into the school curriculum
- **Savings clubs** to give children practical experience of handling money
- **A whole community approach** involving parents, credit unions, and others



Find out more and get signed up: [www.justfinancefoundation.org.uk](http://www.justfinancefoundation.org.uk) e: [lifesavers@jff.org.uk](mailto:lifesavers@jff.org.uk)

### Picture News Collective Worship Resources

## Prices

#### 1 Year – Weekly (online)

- Sent via email weekly
- Full access to Picture News Online

£200

#### 1 Year – Alternate Weeks

- Sent via post and email fortnightly
- Full access to Picture News Online (includes all online packs)
- Display wallet

£320

#### 1 Year – Weekly

- Sent via post and email weekly
- Full access to Picture News Online (includes all online packs)
- Display wallet

£450



To order, please email: [help@picture-news.co.uk](mailto:help@picture-news.co.uk)



## What is Picture News?



Picture News is a weekly news pack, emailed to you, focusing on one big and current story.

Every Friday, at 7am we email across a poster with an open-ended question, session planning, Bible link, Biblical core concept, home learning ideas and our UNICEF Rights of the Child link.



For further information, or if you have any questions, email us at [help@picture-news.co.uk](mailto:help@picture-news.co.uk), any time!

### How you can use Picture News

#### 1 Weekly Collective Worship

Share the weekly poster and 'big question' to stimulate a weekly discussion about an issue that's happening right now.

#### 2 As part of an interactive and engaging display

Either in your classroom, or in a whole school area, the poster with our 'big question' is great to encourage conversations between children and staff alike! - It's easy to change each week too!

#### 3 To support home learning

Why not send our 'Take Home' resource home for children to discuss the week's current issue? Or add to your website or social media channels to let parents, know what their children have been discussing at school!





## North Yorkshire Council

### North Yorkshire Standing Advisory Council on Religious Education (SACRE) –

June 2023

### Update from the Local Authority

#### 1.0 Purpose of the Report

To inform Members on work undertaken by the Local Authority since the last SACRE meeting.

#### 2.0 Communication and resourcing

- 2.1 Local Authority Officers have met with the Professional RE Adviser to co-ordinate the collation of data for the Annual Report.
- 2.2 The termly newsletter is continuing to be distributed to schools via the Red Bag system, and occasional and ad hoc information is also posted via Red Bag.
- 2.3 School leaders have been communicated to both via Red Bag and SEAs to encourage participation in responding to the annual SACRE questionnaire which provides baseline data for the Annual Report.

#### 3.0 Support for Senior Leaders and Governors

- 3.1 The contract for the Professional Religious Education Adviser is being finalised. Olivia Seymour will continue in this role from September as an independent consultant. The contract has been arranged to cover two academic years which encompasses the launch of the new Agreed Syllabus.
- 3.2 The Local Authority facilitated the administrative and bookings of subject leader networks and are continuing to update the resources pages on <http://nyes.info> Networks and training courses are available to be booked for the current school year. Data concerning uptake and feedback is reported in the professional adviser report.

#### 4.0 Ofsted inspections

- 4.1 Since the last SACRE meeting Ofsted have published 16 Section 5, 8 and monitoring reports;

|            | Primary | Secondary | Special | PRS |
|------------|---------|-----------|---------|-----|
| Maintained | 13      | 1         | 0       | 0   |
| Academy    | 1       | 0         | 1       | 0   |

There was no narrative referring to religious education and collective worship in any of the published reports.

Adrian Clarke  
Principal Education Adviser (Support)  
County Hall, Northallerton

06/06/2023

Report Author: Adrian Clarke

Background documents: None



## **NORTH YORKSHIRE SACRE – DEVELOPMENT PLAN 2022-2024**

The North Yorkshire SACRE Development Plan is shaped around the five key functions of SACRES contained in the NASACRE Self-Evaluation Toolkit, namely:-

1. To improve the management of SACRE and build the partnership between SACRE and other Key Stakeholders
2. Promoting improvement in the standards, 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

The 2022-24 Plan includes some of the actions in the 2020-22 Development Plan which have not been possible to complete due to Covid.

North Yorkshire SACRE has begun a programme of self-evaluation activity, using the NASACRE self-evaluation toolkit, which underpins identified priorities.

| <b>Objective One: To increase Member engagement</b>   |   |                                |                           |                              |  |
|---|---|--------------------------------|---------------------------|------------------------------|--|
| <b>Intended Impact: SACRE has active Members engaged with and contributing to the work of SACRE</b>   |   |                                |                           |                              |  |
| <b>Links to NASACRE Self-evaluation toolkit:</b>  |   |                                |                           |                              |  |
| <b>Priority One</b>   |   |                                |                           |                              |  |
| To improve the management of SACRE and build the partnership between SACRE and other Key Stakeholders |   |                                |                           |                              |  |
| <b>Priority Five</b>  |   |                                |                           |                              |  |
| Contributing to cohesion across the community and the promotion of social and racial harmony          |   |                                |                           |                              |  |
| Ref   | Action  | Cost                           | Lead                      | Timescale                    | Progress   |
| 1.1   | <ul style="list-style-type: none"> <li>SACRE to enhance Faith Group representation by working with Faith Groups to enhance Group A Membership</li> </ul>  | -                              |                           | On-going                     | Sarah Beveridge – Society of Friends –appointed June 2022. Abhijeet Kulkarni – Hindu – appointed February 2023   |
| 1.2   | <ul style="list-style-type: none"> <li>SACRE to enhance Teacher Representation</li> </ul>   | -                              |                           | On-going                     | Sarah Hodgson appointed – September 2022<br>Jo Colledge appointed November 2022  |
| 1.3   | <ul style="list-style-type: none"> <li>Implement a programme of Member presentations at each SACRE meeting with a focus on Member work / community involvement and how it links into SACRE</li> </ul> | -                              | Clerk (i.e.set up a rota) | On-going from September 2022 | Commenced – presentation by Sarah Beveridge at September 2022 meeting, followed by presentation by Mohinder Singh Chana in December 2022   |
| 1.4   | <ul style="list-style-type: none"> <li>Implement a programme of schools hosting occasional SACRE meetings</li> </ul>  | Travel expenses<br>School Time | Clerk                     | By March 2023                | Discussion between Chair and Senior Education Adviser (Heather Russell) May 2023, to suggest SACRE Members being invited into Schools to further understand the teaching of RE - propose Summer 2024 |

| Ref | Action  | Cost | Lead                        | Timescale                  | Progress  |
|-----|---|------|-----------------------------|----------------------------|---|
| 1.5 | <ul style="list-style-type: none"> <li>Identify and agree a separate budget for SACRE to enable its work</li> </ul> | -    | Principal Adviser (Support) | By December 2022           | -   |
| 1.6 | <ul style="list-style-type: none"> <li>To engage Schools in designing a logo for SACRE</li> </ul>                   | -    | Principal Adviser (Support) | September to November 2022 | <p>Delayed due to capacity</p> <p>Do SACRE Members want to do this and when would be a helpful time?</p> <p>Might this be something to do and promote to time in with Interfaith Week? It could be launched in September 2023 and judged, with the winner announced in Interfaith Week (which is from 12<sup>th</sup> to 19<sup>th</sup> November 2023)</p> |

**Objective Two:** To monitor the effective teaching of RE throughout the Local Authority and explore ways to model best practice in RE

**Intended Impact:** SACRE Members have an informed understanding of the quality of RE provision and standards in RE across NYCC schools

**Links to NASACRE Self-evaluation toolkit:**

**Priority Two**

Promoting improvement in the standards, quality of teaching and provision in RE

| Ref | Action  | Cost                           | Lead   | Timescale                | Progress  |
|-----|---|--------------------------------|--|--------------------------|---|
| 1.1 | <ul style="list-style-type: none"> <li>Arrange a programme of visits to a range of Schools in North Yorkshire to see RE in action</li> <li>Develop a SACRE Visits Policy and Visits Form</li> </ul> | Travel expenses<br>School time | LA Officer<br>Principal Adviser<br>(Support) | On-going from April 2023 | <p>The Professional RE Adviser has written some materials for another SACRE which could be used to train Members in September 2023 and then Teacher Members could be asked to volunteer to trial before this is rolled out</p> <p>As referenced under 1.4 of Objective 1, above. Outcome to discuss and share, using Guidance (need to produce Guidance Summer 2023 to ensure non educational background Members have an overview. Senior Education Adviser to liaise with LA Principal Adviser (Support) and Professional RE Adviser</p> |
| 1.2 | <ul style="list-style-type: none"> <li>Implement a system for receiving pupil feedback on RE</li> </ul>   | -                              | LA Officer<br>Principal Adviser<br>(Support) | On-going from April 2023 | <p>This could initially be built into visits</p> <p>Visit from SACRE Members to School could include pupil voice – DBS check?</p>   |

| <b>Objective Three:</b> To review the locally Agreed Syllabus<br><b>Intended Impact:</b> SACRE Members implement a locally agreed syllabus for 2024-29 taking account of national developments and consultation with schools        |   |      |                                       |                      |  |
|---|---|------|---------------------------------------|----------------------|--|
| <b>Links to NASACRE Self-evaluation toolkit:</b><br><b>Priority Three</b><br>To evaluate the effectiveness of the Locally Agreed Syllabus<br><b>NOTE:</b> This is primarily a priority for the second year of this Development Plan |   |      |                                       |                      |  |
| Ref   | Action  | Cost | Lead                                  | Timescale            | Progress   |
| 1.1   | <ul style="list-style-type: none"> <li>SACRE to consult with the Local Authority; SACRE Members; and Schools on the effectiveness of the current Agreed Syllabus</li> </ul>   | -    | LA Officer<br>Professional RE Adviser | From Autumn 2022     | Teacher consultation through networks November 2022, further consultation to be implemented  |
| 1.2   | <ul style="list-style-type: none"> <li>SACRE to set up Agreed Syllabus Conference in line with legal requirements</li> </ul>  | -    | LA Officer<br>Professional RE Adviser | Spring 2023          | Timetable and options presented to SACRE – December 2022   |
| 1.3   | <ul style="list-style-type: none"> <li>SACRE to review options in light of consultation</li> </ul>  | -    | LA Officer<br>Professional RE Adviser | Spring / Summer 2023 |  |
| 1.4   | <ul style="list-style-type: none"> <li>SACRE to produce and recommend to the Local Authority an Agreed Syllabus for RE which is educationally sound and meets legal requirements</li> </ul>                               | -    | LA Officer<br>Professional RE Adviser | By Spring 2024       | Process commenced<br><br>Agreed Syllabus Conference met on 28 <sup>th</sup> March 2023 - further meeting on 20 <sup>th</sup> June 2023 |
| 1.5   | <ul style="list-style-type: none"> <li>Local Authority to adopt and launch Agreed Syllabus</li> </ul>   | -    | LA Officer<br>Professional RE Adviser | Spring /Summer 2024  |  |
| 1.6   | <ul style="list-style-type: none"> <li>SACRE to work in partnership with the Local Authority to put in place ongoing training and support to ensure full implementation of the Agreed Syllabus in NYCC schools</li> </ul> | -    | LA Officer<br>Professional RE Adviser | On-going from launch |  |

**Objective Four:** To review and update SACRE guidance to schools on collective worship

**Intended Impact:** schools have updated and clear collective worship guidance that take account of national developments

**Links to NASACRE Self-evaluation toolkit:**

**Priority Four**

To promote improvement in the provision and quality of Collective Worship

**NOTE:** This is primarily a priority for the second year of this Development Plan

| Ref | Action  | Cost | Lead   | Timescale | Progress   |
|-----|---|------|--|-----------|--|
| 1.1 | SACRE engage with and respond to the NASACRE national report on Collective Worship  | -    | LA Officer<br>Professional RE Adviser                        | 2023/2024 | This report has not yet been published by NASACRE  |
| 1.2 | A SACRE working party review and update guidance for Schools                        | -    | LA Officer<br>Professional RE Adviser<br>SACRE Working Party | 2023/2024 | This could be started next year, using Newham Guidance as a starting point?<br><br>Professional RE Adviser to update School Leaders and LA Advisers re Collective Worship expectations, Autumn 2023  |
| 1.3 | SACRE develop a programme of training and support for schools on collective worship | -    | LA Officer<br>Professional RE Adviser                        | 2024      | A Training Session for Schools could be built in next year?<br><br>SACRE Member School visit to include Collective Worship, Summer Term 2024<br><br><ul style="list-style-type: none"> <li>- What should Collective Worship look like in Schools?</li> <li>- What do all members expect from this from their perspective?</li> <li>- Could this be a question to raise at future SACRE meeting?</li> </ul> |





## **CHILDREN AND YOUNG PEOPLE'S SERVICE DIRECTORATE**

### **NORTH YORKSHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

**20<sup>TH</sup> JUNE 2023**

#### **SACRE SELF-ASSESSMENT TOOLKIT**

##### **PURPOSE OF REPORT**

1. To remind Members of the SACRE Self-Assessment Toolkit and to seek volunteers to comprise a Working Party to consider one of the aspects within it.

##### **KEY BACKGROUND INFORMATION**

2. The enclosed SACRE Self Evaluation Toolkit, produced by NASACRE (The National Association of Standing Advisory Councils on Religious Education), has been created to help SACREs in their essential role to advise the Local Authority in meeting the entitlement of pupils across the Local Authority to engage in high quality Religious Education and Collective Worship and to support the Local Authority to reflect on its practice.
3. The Toolkit focuses on five aspects of the work of SACREs:-
  - Management of the SACRE and building the partnership between the SACRE, the Local Authority and other key stakeholders
  - Promoting improvement in the standards, the quality of teaching, and provision in Religious Education
  - Evaluating the effectiveness of the locally agreed syllabus
  - Promoting improvement in the provision and quality of collective worship
  - Contributing to cohesion across the community and the promotion of social and racial harmony
4. North Yorkshire SACRE was first advised of the Toolkit as part of training undertaken in February 2022 and considered, in particular, the first aspect referred to above - Management of the SACRE and building the partnership between the SACRE, the Local Authority and other key stakeholders.
5. There is synergy between the Toolkit and SACREs Development Plan for 2022/2024 (which is a separate Item on the Agenda for today's meeting), in that the Objectives contained in the Development Plan are shaped around the aspects contained in the Toolkit.

6. It is suggested that, rather than all of SACRE working through the aspects in the Toolkit, a small Working Party be set up to consider, initially, one of the five aspects and report back its findings to the SACRE meeting on 19<sup>th</sup> September 2023. As mentioned, SACRE considered the first aspect of the Toolkit (Management of the SACRE and building the partnership between the SACRE, the Local Authority and other key stakeholders) in February 2022. However, it is suggested this aspect should not be ruled out for further consideration, as there have been several changes to SACREs Membership since then and people may now have a different view.
7. In terms of time commitment, the Working Party would meet remotely, via Microsoft Teams. It is envisaged that just one meeting would be required, lasting a maximum of one hour.
8. It is suggested that the commitment be shared so that, rather than the same people going on to consider the remaining aspects, the membership of the Working Party vary on each occasion – unless anyone who volunteers to be on the initial Working Party wishes to continue.

#### **FINANCIAL IMPLICATIONS**

9. There are no direct financial implications.

#### **LEGAL IMPLICATIONS**

10. There are no direct legal implications.

#### **EQUALITIES IMPLICATIONS**

11. There are no direct equalities implications.

#### **CLIMATE CHANGE IMPLICATIONS**

12. There are no direct climate change implications except to note that there will be a small positive impact on pollution, because of the Working Party meeting remotely, rather than in person.

#### **RECOMMENDATIONS**

13. That a small Working Party be established to consider *one of the aspects* in the NASACRE Self-Evaluation Toolkit and report back its findings to SACRE on 19<sup>th</sup> September 2023.
14. SACRE Members are invited to volunteer to be on the initial Working Party.
15. Depending on how people find the process, it is suggested that, at its meeting on 19<sup>th</sup> September, SACRE vary the membership of the Working Party, so that different groups of Members are involved – unless it transpires that anyone who volunteers to be on the initial Working Party wishes to continue.

Patrick Duffy  
Clerk to North Yorkshire SACRE

June 2023

Background papers relied upon in the preparation of this report – None



# SACRE self-assessment tool

## SACRE

# The SACRE Self Evaluation Toolkit

## Introduction

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

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

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

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

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

## Rationale

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

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

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

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

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

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

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

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

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

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

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

We reiterate that as a minimum expectation, LAs must provide the following:

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

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

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

---

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

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

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

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

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

| Key Area: 1a – Funding: Professional and financial support   |  |                          |
|--|--|--------------------------|
| <i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i> |  |                          |
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:                              | have no financial or management support to help SACRE to meet and operate. Members are unable to communicate with each other. There is no professional support.  | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:   | have financial and management support to allow it to exist. Representatives of the LA receive papers and/or attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions (such as a place to meet and a minute taker) but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.   | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>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.<br>The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced. | <input type="checkbox"/> |
| <b>Where are we and where do we find evidence to support this?</b>                                     |  |                          |

| Key Area: 1b – SACRE meetings  |  |                          |
|--|--|--------------------------|
| <i>How purposeful, inclusive, representative and effective are SACRE meetings?</i> |  |                          |
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:          | not hold regular meetings, if they meet at all. Any meeting held is purely to demonstrate that the LA has allowed SACRE to meet.   | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:                       | hold meetings regularly with: <ul style="list-style-type: none"> <li>• routine administrative arrangements</li> <li>• appropriate distribution of agendas and papers</li> </ul> Business is dealt with in a prompt and orderly way. There is limited opportunity for SACRE members to contribute to the work apart from attending meetings. Business tends to be focused solely on routine | <input type="checkbox"/> |



|  |   |                          |
|--|---|--------------------------|
|  | statutory requirements.   |                          |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>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"/> |
| <b>Where are we and where do we find evidence to support this?</b> |   |                          |

Page 33

|  |   |                          |
|--|---|--------------------------|
| <b>Key Area: 1c – Membership and training</b>                                    |   |                          |
| <i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i> |   |                          |
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:        | have no membership list. SACREs constitution is not fit for purpose and needs revision. The Local Authority struggles to fill all places on SACRE, SACRE members have no regular training provided.   | <input type="checkbox"/> |
| <b>Developing</b><br>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 type="checkbox"/> |
| <b>Established</b><br>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"/> |
| <b>Advanced</b><br>A SACRE with advanced practice would:                         | make good use of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members. There are robust systems in place for succession planning for members and SACRE roles. | <input type="checkbox"/> |
| <b>Where are we and where do we find evidence to support this?</b>               |   |                          |

| Key Area: <b>1d – Improvement/development planning</b>  |   |                          |
|---|---|--------------------------|
| <i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i> |   |                          |
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:   | have no development plan to focus future work. There is no knowledge of areas where the priorities of the LA's development / improvement plan potentially could link to the work of the SACRE.  | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:  | have little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. SACRE has limited awareness of national projects or initiatives related to the work of SACRE and so is unable to plan any work or request funding to initiate new work.  | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>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"/> |
| <b>Where are we and where do we find evidence to support this?</b>  |   |                          |

| Key Area: <b>1e - Information and advice</b>  |  |                          |
|---|--|--------------------------|
| <i>How well informed is SACRE in order to be able to advise the LA appropriately?</i> |  |                          |
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:             | not be supported to gather information (exam results, data, links to schools) or to link with national initiatives including membership of NASACRE.  | <input type="checkbox"/> |
| <b>Developing</b><br>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"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>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   | <input type="checkbox"/> |

|  |   |  |
|--|---|--|
| practice would:  | 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. |  |
| <b>Where are we and where do we find evidence to support this?</b> |   |  |

**Key Area: 1f - Partnerships with key stakeholders**

*What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?*

|   |  |                          |
|---|--|--------------------------|
| <b>Requires improvement/struggling</b><br>A SACRE in this position would: | be unaware of local or national agencies. SACRE has no links with sponsoring bodies in their location.   | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:              | have little contact with or awareness of other local agencies (e.g. interfaith groups, dioceses), and rarely hears from pupils/students.   | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>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"/> |
| <b>Where are we and where do we find evidence to support this?</b>        |  |                          |

**Key Area: 1g – Relations with the Academies sector**

*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?*

|   |  |                          |
|---|--|--------------------------|
| <b>Requires improvement/struggling</b><br>A SACRE in this position would: | have no opportunity to network with local academies.   | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:              | have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute. | <input type="checkbox"/> |

|  |   |                          |
|--|---|--------------------------|
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>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"/> |
| <b>Where are we and where do we find evidence to support this?</b> |   |                          |

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
  
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

Page 36

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

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

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

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

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

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

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

| Key Area: <b>2a - RE provision across the LA.</b> <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i> |   |                          |
|--|---|--------------------------|
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:  | have no routes by which SACRE can gain information about RE provision in schools.   | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:   | have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information (e.g. a website trawl)  | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>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"/> |
| <b>Where are we and where do we find evidence to support this?</b>   |   |                          |

| Key Area: <b>2b - Standards of achievement and public examination entries</b> <i>How does SACRE use information about standards and examinations to target support and training for schools?</i> |  |                          |
|--|--|--------------------------|
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:  | not be given any data to work from, and has no professional support to investigate this at a local and national level.   | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:   | have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this and the local authority does not adequately invest in professional support for this. Analysis would be limited as would strategies to address issues.    | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>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"/> |

|  |  |
|--|--|
| <b>Where are we and where do we find evidence to support this?</b> |  |
|--|--|

|   |  |                          |
|---|--|--------------------------|
| <b>Key Area: 2c - Quality of learning and teaching.</b>   |  |                          |
| <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i> |  |                          |
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:                                     | not have any knowledge of quality of learning and teaching to target support from the LA and professional support/adviser.   | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:  | have little knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little or no professional support in the LA working with the SACRE.   | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>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"/> |
| <b>Where are we and where do we find evidence to support this?</b>  |  |                          |

|  |  |                          |
|--|--|--------------------------|
| <b>Key Area: 2d Quality of interaction and communication with leadership and management of RE in schools</b> |  |                          |
| <i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>       |  |                          |
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:                                    | not engage in communication with schools.  | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:   | have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.  | <input type="checkbox"/> |
| <b>Established</b><br>A SACRE with established   | 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 | <input type="checkbox"/> |



|  |  |                          |
|--|--|--------------------------|
| practice would:  | management of RE in schools.   |                          |
| <b>Advanced</b><br>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"/> |
| <b>Where are we and where do we find evidence to support this?</b> |  |                          |

Key Area: **2e - Relations with academies and other non-LA maintained schools.**  
*To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?*

|   |  |                          |
|---|--|--------------------------|
| <b>Requires improvement/struggling</b><br>A SACRE in this position would: | not have the mechanisms and not have the knowledge of making contact.  | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:              | have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.   | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>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"/> |
| <b>Where are we and where do we find evidence to support this?</b>        |  |                          |



**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
  
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

Page 41

## 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: <b>3a – The review process</b><br><i>How does the SACRE review the success of the existing agreed syllabus?</i> |   |                          |
|---|---|--------------------------|
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:   | not have any way of contacting schools to carry out a review of the existing syllabus. It will not be supported by the LA or professional support.  | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:  | have limited arrangements in place to monitor the impact of the AS, particularly in raising standards, providing little or no opportunity to review the effectiveness of the AS. Not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. Unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation from the LA. Have little knowledge of wider recent RE national guidance, research and developments.  | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>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"/> |
| <b>Where are we and where do we find evidence to support this?</b>  |   |                          |

| Key Area: <b>3b – The quality of the local Agreed Syllabus</b><br><i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in RE? Is it “fit for purpose”?</i> |  |                          |
|--|--|--------------------------|
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:  | not have knowledge of other agreed syllabi nationally. Not have access to professional support with a national knowledge of high quality teaching and learning in RE.  | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:   | ensure that the AS sets out what is to be learnt at each Key Stage. Progression in RE is stated, but this does not link directly to the learning and there is no clear expectation of quality learning in the AS.                                      | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |

|  |  |                          |
|--|--|--------------------------|
| <b>Advanced</b><br>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"/> |
| <b>Where are we and where do we find evidence to support this?</b> |  |                          |

|   |   |                          |
|---|---|--------------------------|
| <b>Key Area: 3c – Launching and implementing the Agreed Syllabus</b>                                      |   |                          |
| <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i> |   |                          |
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:                                 | not have a launch for the new syllabus. Not have any in-service training for teachers/schools for implementing the new AS. Not have the mechanisms to advertise, promote and share the syllabus with local schools.   | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:  | provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE. Have little training provision for implementing the revised syllabus. Be prevented from providing any significant additional guidance or extended training on using the AS by a shortage of financial and human resources.   | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>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"/> |
| <b>Where are we and where do we find evidence to support this?</b>  |   |                          |

|   |   |                          |
|---|---|--------------------------|
| <b>Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC)</b> |   |                          |
| <i>To what extent is the membership of ASC able to fulfil its purpose?</i>            |   |                          |
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:             | not have the structures in place to convene an ASC. Not have any admin and advisory support for its work. | <input type="checkbox"/> |

|  |  |                          |
|--|--|--------------------------|
| <b>Developing</b><br>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 type="checkbox"/> |
| <b>Established</b><br>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"/> |
| <b>Advanced</b><br>A SACRE with advanced practice would:           | have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants to ensure this voice is added into the process. There is a strong, co-ordinated programme of induction and training opportunities for members. Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights. Provide effective admin to support the process | <input type="checkbox"/> |
| <b>Where are we and where do we find evidence to support this?</b> |  |                          |

|   |   |                          |
|---|---|--------------------------|
| <b>Key Area: 3e - Developing the revised agreed syllabus</b>                            |   |                          |
| <i>How robust are the processes for producing a strong educational Agreed Syllabus?</i> |   |                          |
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:               | not have an agreed plan linked to finance for developing their AS. Have met the five-year review deadline of revising and publishing a new AS.  | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:                            | have no clear structure for developing a new AS. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new AS with teachers, SACRE members and the local religious/worldview communities. | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>A SCRE 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"/> |

|  |  |
|--|--|
| <b>Where are we and where do we find evidence to support this?</b> |  |
|--|--|

**Key Area: 3f - Making best use of National Guidance**  
*How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote\*)*

|   |   |                          |
|---|---|--------------------------|
| <b>Requires improvement/struggling</b><br>A SACRE in this position would: | not be aware of national documentation in relation to the AS review process and are therefore unable to use this guidance appropriately.  | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:              | have a limited awareness and understanding of national documentation in relation to the AS review process and are unable to use national guidance in a coherent way. Have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the holistic education of the child. | <input type="checkbox"/> |
| <b>Established</b><br>A SACRE with established practice would:            | be aware of national documentation and some of its implications for the AS review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the AS to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.                                     | <input type="checkbox"/> |
| <b>Advanced</b><br>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 type="checkbox"/> |

|  |  |
|--|--|
| <b>Where are we and where do we find evidence to support this?</b> |  |
|--|--|

\*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

Page 46

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**

- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

Page 47

## 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.

Page 48

|   |   |                          |
|---|---|--------------------------|
| <b>Key Area:4a – Supporting pupil entitlement</b>   |   |                          |
| <i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA’s schools?</i> |   |                          |
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:   | not have any knowledge regarding the provision of CW nor have any mechanism in place to gain such knowledge.  | <input type="checkbox"/> |
| <b>Developing</b><br>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 type="checkbox"/> |
| <b>Established</b><br>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"/> |
| <b>Advanced</b><br>A SACRE with advanced practice would:  | have a balanced and realistic overview of provision and its challenges across the LA. Provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement. Obtain feedback from schools to evaluate the impact of advice and support. Periodically review its strategies for supporting pupil entitlement. | <input type="checkbox"/> |
| <b>Where are we and where do we find evidence to support this?</b>  |   |                          |



| Key Area: <b>4b – Enhancing the quality of provision of collective worship</b><br><i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i> |  |                          |
|--|--|--------------------------|
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:  | not be able to influence the quality of CW due to lack of support either from the LA or CW/RE professional. Have no knowledge of what good quality CW in schools looks like.   | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:   | not be adequately supported by the LA / RE professional to promote quality provision of CW. Have agenda items about CW dominated by the issue of how SACRE obtains data. Have little understanding of the nature and potential of CW and of what effective provision in each school might be.  | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b> A SACRE with advanced practice would:  | have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools. Have first-hand experience of CW in schools. Disseminate good practice in consultation with schools and teachers. Sponsor an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.   | <input type="checkbox"/> |
| <b>Where are we and where do we find evidence to support this?</b>   |  |                          |
| Key Area: <b>4c – Responding to requests for determinations</b><br><i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>         |  |                          |
| <b>Requires improvement/struggling</b><br>A SACRE in this position would:  | not have any understanding of what a determination is. Have no documentation for schools to use to make application for a determination.   | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:   | have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request, due to a lack of support provided to SACRE by the LA via a professional officer. Found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.   | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>A SACRE with advanced   | 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   | <input type="checkbox"/> |

|  |  |
|--|--|
| practice would:  | 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. |
| <b>Where are we and where do we find evidence to support this?</b> |  |

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- For the SACRE
- For the LA

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

Page 50

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

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

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

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

Page 51

| Key Area: 5a – SACRE’s membership   |   |                          |
|---|---|--------------------------|
| <i>How representative is SACRE’s membership of the local community?</i>   |   |                          |
| <b>Requires improvement/struggling</b><br>A SACRE in this position would: | rarely meet and its membership will include many vacancies. The LA needs to review its membership and constitution in partnership with the SACRE and fulfil its obligations to convene an appropriately diverse SACRE | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:              | have a membership that is not necessarily strongly representative of the religious diversity of the local community. Membership needs to be reviewed.   | <input type="checkbox"/> |
| <b>Established</b><br>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"/> |

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

|  |  |                          |
|--|--|--------------------------|
| <b>Advanced</b><br>A SACRE with advanced practice would:           | have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim or Christian communities). Endeavours to include representation from small local faith communities and/or have links with national bodies that can broker advice from those communities elsewhere in the UK. | <input type="checkbox"/> |
| <b>Where are we and where do we find evidence to support this?</b> |  |                          |

**Key Area: 5b SACRE's understanding of the local area**

*How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?*

|   |   |                          |
|---|---|--------------------------|
| <b>Requires improvement/struggling</b><br>A SACRE in this position would: | meet rarely and this aspect of membership would not be an agenda item when they meet.   | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:              | have limited knowledge about the religious, cultural and ethnic diversity in the local area.  | <input type="checkbox"/> |
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>A SACRE with advanced practice would:                  | have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area. Take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local interfaith groups. Be aware of the impact of this local context on schools and on the provision for RE and CW in those schools. | <input type="checkbox"/> |
| <b>Where are we and where do we find evidence to support this?</b>        |   |                          |

**Key Area: 5c – SACRE's engagement with the community cohesion agenda.**

*How much does SACRE understand the contribution which RE/CW can make to a schools' provision for community cohesion?*

|   |   |                          |
|---|---|--------------------------|
| <b>Requires improvement/struggling</b><br>A SACRE in this position would: | have little or no grasp of what community cohesion means and little understanding of the contribution which RE can make to the community cohesion agenda. Have no opportunity to promote RE's contribution to cohesion.             | <input type="checkbox"/> |
| <b>Developing</b><br>A SACRE with developing practice would:              | have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. Have little opportunity to promote RE's contribution to cohesion. | <input type="checkbox"/> |

|  |  |                          |
|--|--|--------------------------|
| <b>Established</b><br>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 type="checkbox"/> |
| <b>Advanced</b><br>A SACRE with advanced practice would:           | understand what community cohesion means and be clear about the duty on schools and the LA to promote this. SACRE members appreciate their key role in promoting RE's contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local AS and related guidance. | <input type="checkbox"/> |
| <b>Where are we and where do we find evidence to support this?</b> |  |                          |

**Key Area: 5d – SACRE's role within wider LA initiatives on community cohesion**

*How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?*

|   |   |                          |
|---|---|--------------------------|
| <b>Requires improvement/struggling</b><br>A SACRE in this position would: | be given no information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.   | <input type="checkbox"/> |
| <b>Developing</b><br>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 type="checkbox"/> |
| <b>Established</b><br>A SACRE with established practice would:            | be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.   | <input type="checkbox"/> |
| <b>Advanced</b><br>A SACRE with advanced practice would:                  | be a key partner and stakeholder in the work of the local authority in this area. Aware of local interfaith groups and in regular communication with them to ensure opportunities to support high quality RE/CW in schools. | <input type="checkbox"/> |
| <b>Where are we and where do we find evidence to support this?</b>        |   |                          |

Page 53

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## ANNEX

### The responsibilities of a Local Authority

The detailed rights and responsibilities of local authorities can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, local authorities are legally required to:

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

### The responsibilities of a SACRE

The detailed rights and responsibilities of SACREs can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, SACREs are legally required to:

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

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

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

In addition, SACREs may:

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

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



**NORTH YORKSHIRE SACRE – ROLLING WORK PROGRAMME: PLEASE NOTE: Items are subject to change.**

| <b>SACRE 20<sup>TH</sup> JUNE 2023</b>       |  |                                  |   |
|--|--|----------------------------------|---|
| <b>ITEM</b>                                  | <b>LEAD</b>                              | <b>REPORT DEADLINE</b>           | <b>COMMENTS</b>   |
| NASACRE Annual Conference 2023               | Chair (Councillor Alyson Baker)          | -                                | Verbal update   |
| Professional RE Adviser's update             | Professional Religious Education Adviser | Friday 9 <sup>th</sup> June 2023 | Standing Item   |
| Local Authority Update                       | Principal Education Officer (Support)    |                                  | Standing Item - to include any update on OFSTED Inspections |
| Development Plan 2022-2024 – Progress Update | Principal Education Officer (Support)    |                                  | -   |
| SACRE Self-Assessment Tool                   | Clerk                                    |                                  | -   |
| Work Programme                               | Clerk                                    |                                  | Standing Item   |

**NORTH YORKSHIRE SACRE – ROLLING WORK PROGRAMME: PLEASE NOTE: Items are subject to change.**

| <b>SACRE 19<sup>TH</sup> SEPTEMBER 2023</b> |  |                                       |   |
|---|--|---------------------------------------|---|
| <b>ITEM</b>                                 | <b>LEAD</b>                              | <b>REPORT DEADLINE</b>                | <b>COMMENTS</b>   |
| Election of Chair and Vice-Chair            | Clerk                                    | -                                     | -   |
| Member presentation                         | -  | -                                     | Regular Item – one of the actions in the Development Plan   |
| Draft Annual Report 2022/2023               | Principal Education Officer (Support)    | Friday 8 <sup>th</sup> September 2023 | -   |
| Professional RE Adviser's update            | Professional Religious Education Adviser |                                       | Standing Item   |
| Local Authority Update                      | Principal Education Officer (Support)    |                                       | Standing Item - to include any update on OFSTED Inspections |
| Work Programme                              | Clerk                                    |                                       | Standing Item   |

**NORTH YORKSHIRE SACRE – ROLLING WORK PROGRAMME: PLEASE NOTE: Items are subject to change.**

| <b>SACRE 12<sup>TH</sup> DECEMBER 2023</b> |  |                                      |   |
|--|--|--------------------------------------|---|
| <b>ITEM</b>                                | <b>LEAD</b>                              | <b>REPORT DEADLINE</b>               | <b>COMMENTS</b>   |
| Member presentation                        | -  | -                                    | Regular Item – one of the actions in the Development Plan   |
| Annual Report 2022/2023                    | Principal Education Officer (Support)    | Friday 1 <sup>st</sup> December 2023 | To sign off the Annual Report                               |
| Professional RE Adviser's update           | Professional Religious Education Adviser |                                      | Standing Item   |
| Local Authority Update                     | Principal Education Officer (Support)    |                                      | Standing Item - to include any update on OFSTED Inspections |
| Work Programme                             | Clerk                                    |                                      | Standing Item   |

**NORTH YORKSHIRE SACRE – ROLLING WORK PROGRAMME: PLEASE NOTE: Items are subject to change.**

| <b>SACRE 26<sup>TH</sup> MARCH 2024</b> |  |                                    |   |
|---|--|------------------------------------|---|
| <b>ITEM</b>                             | <b>LEAD</b>                              | <b>REPORT DEADLINE</b>             | <b>COMMENTS</b>   |
| Member presentation                     | -  | -                                  | Regular Item – one of the actions in the Development Plan   |
| Professional RE Adviser's update        | Professional Religious Education Adviser | Friday 15 <sup>th</sup> March 2024 | Standing Item   |
| Local Authority Update                  | Principal Education Officer (Support)    |                                    | Standing Item - to include any update on OFSTED Inspections |
| Work Programme                          | Clerk                                    |                                    | Standing Item   |

Patrick Duffy  
Clerk to SACRE

June 2023