



## Children and Young People's Service

### Agenda

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

**Date:** Tuesday, 19th September, 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. **Election of Chair and Vice-Chair**
2. **Welcome and Announcements**
3. **Apologies for Absence**
4. **Minutes of the Meeting held on 20 June** (Pages 5 - 10)
5. **Declarations of Interest**
6. **Public Participation**  
Members of the public may ask questions or make statements at this meeting if they have given notice to Prtick Duffy or Owen Griffiths of Democratic and Scrutiny Services

(contact details below) and supplied the text by midday on Thursday 14 September 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.

- 7. Member Presentation by Professor John Adams**
- 8. North Yorkshire Council SACRE Draft Annual Report 2022-23 (Pages 11 - 32)**
- 9. Update from Professional Religious Education Adviser (Pages 33 - 38)**
- 10. Update from the Local Authority (Pages 39 - 42)**
- 11. Work Programme (Pages 43 - 44)**
- 12. SACRE Self-Assessment Tool- Report of the Working Party (Pages 45 - 54)**
- 13. Any Other Items**  
Any other items which the Chair agrees should be considered as a matter of urgency because of special circumstances
- 14. Dates of Next Meetings**  
12 December  
9 April  
Date in June TBC

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 Patrick Duffy, Principal Democratic Services Scrutiny Officer or Owen Griffiths, Corporate Governance Officer  
Email [Patrick.Duffy@northyorks.gov.uk](mailto:Patrick.Duffy@northyorks.gov.uk) and/or [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)

County Hall  
Northallerton

Monday, 11 September 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
Hayden Cohen	Judaism
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	Salvationists
Vacancy	Buddhist
<b>Group B: Church of England</b>	
Philippa Smith	
Lee Talbot	
Vacancy	
Vacancy	
<b>Group C: Teaching Associations</b>	
Tara Askew	
Jo Colledge	
Sarah Hodgson	
Vacancy	
Vacancy	
<b>Group D: Local Authority:</b>	
Councillor Alyson Baker	
Councillor Robert Heseltine	
Councillor George Jabbour	
Councillor Janet Jefferson	
Councillor Annabel Wilkinson	
<b>Co-opted Member: Academic Expertise in Religious Education</b>	
Vacancy	

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## North Yorkshire Council

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

Minutes of the meeting held on Tuesday, 20th June, 2023 commencing at 5.00 pm.

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), and Abhijeet Kulkarni (Hindu), and Mohinder Singh Chana (Sikhism).

Group B: Church of England: Philippa Smith and Lee Talbot.

Group C: Teachers Associations: Tara Askew, Jo Colledge, and Sarah Hodgson.

Group D: North Yorkshire Council: Councillors Alyson Baker (Chair) and George Jabbour.  
Officers Present: Adrian Clarke (Principal Education Adviser - Support); Patrick Duffy, (Principal Democratic Services Scrutiny Officer); Owen Griffiths, (Corporate Governance Officer); Heather Russell, (Senior Education Advisor); and Olivia Seymour, (Professional Religious Education Advisor).

Apologies: Chris Devanny (Catholic), Nasr Moussa Emam (Muslim), David Haddock (The Church of Jesus Christ of Latter-Day Saints), Councillor Robert Heseltine, Councillor Janet Jefferson, and Councillor Annabel Wilkinson.

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

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#### **1 Welcome and Announcements**

The meeting started forty-five minutes later than planned due to following the Agreed Syllabus Conference. The Chair thanked everyone for their patience, particularly those who had not been involved in the previous meeting.

#### **2 Apologies for Absence**

Apologies were received from Chris Devanny, Nasr Moussa Emam, David Haddock, Councillor Robert Heseltine, and Councillor Annabel Wilkinson.

#### **3 Minutes of the Meeting held on 28 March 2023**

The Minutes of the meeting held on the 28 March were confirmed as a true and accurate record.

#### **4 Declarations of Interest**

There were no declarations of interest.

#### **5 Public questions**

There were no public questions.

## **6 National Association of Standing Advisory Councils on Religious Education, Annual Conference - Update by the Chair**

An update on the annual conference was provided by the Chair, alongside the Senior Education Adviser, Heather Russell.

The Chair thanked the room for being able to represent the group at the conference and found it informative for work going forward. It provided a level of awareness of what other SACREs are doing, awareness of religions that the Chair previously had less knowledge of, whilst providing new insights into the greater diversity of the world. This led to a greater understanding of the importance of recognising world views, religions, and community cohesion.

Throughout the conference there were different seminars and group sessions, providing different strategies to support teachers in doing RE.

## **7 Update by the Professional Religious Education Adviser - Olivia Seymour**

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:

- The continuation of the teacher networks.

The teacher networks for the summer term have taken place, in April and May respectively, and the feedback from those is provided in the report. The attendance for these was a reduction on previous terms but was consistent for the summer term. The primary networks were singled out as being good for providing subject knowledge and resources.

The Professional Religious Advisor told the group that they are aiming to produce the feedback in a more formalised manner in the future, so that the data can be provided to the group in a more thematic manner.

- The SACRE Newsletter
- That the national RE online hub has now gone live.

Yorkshire and Humber, as a region, has a page on the hub that will need populating. There will be opportunities for speakers to be received, alongside places of interest to be communicated through the report. A press release will be forthcoming.

- A governor network that will be held in July.

The Chair thanked the Professional Religious Education Adviser for the comprehensiveness of their report. The Chair asked whether less people are attending the networks. In response, the Professional Religious Education Adviser said that, although the summer term was less well attended, the overall attendance from primary school teachers this year has been higher. The attendance from secondary school teachers has been more constrained but workshops will be held, and it is currently being considered as to when this should be. The Principal Education Adviser told the group that much of this increased attendance is due to the work that the Professional Religious Education Adviser has put into attending headteacher summits, providing support around the subject, and giving information to the headteachers.

A question was asked to the status of academy schools in attending network meetings. The answer given was that there is less emphasis on academy attendance because they do not have to follow the local authority agreed syllabus. Although they must meet an agreed syllabus standard it does not necessarily have to be the North Yorkshire Council one. The outcome of this is that, though they would be welcome to attend the networks, and are encouraged to do so, there is less of obligation to do so.

NOTED.

## **8 Update by the Local Authority - Adrian Clarke, Principal Education Adviser (Support)**

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

- The annual SACRE questionnaire has been sent out.

The deadline for the questionnaire is the 30 June and to support the analysis of the data, the questions have been replicated from the previous year. It is expected that the first draft of this data will be available for the September SACRE meeting.

- Olivia Seymour, the Professional Religious Education Adviser, will move into a new position as an independent consultant, for the next two years.

It was during this point that Adrian Clarke, Principal Education Adviser, told the group that this would be his last SACRE as he is moving onto a new job within the North Yorkshire Council. It is unlikely that a replacement will be found for the role until early 2024 at the earliest.

- There have been several Ofsted reports in the area, but they have not mentioned religious education in their reports.

After the report was delivered a question was asked about why RE was not being considered on the Ofsted reports. The Senior Education Advisor informed the committee that the subject of RE is not being chosen for "deep dives". There was one school which did have a "deep dive" in this subject, but it was not written about in the subsequent report. The Professional Religious Education Advisor posited that this was simply a reflection of how succinct Ofsted reports are now, rather than a statement about the subject. Following the response, Councillor Jabbour asked if SACRE could have examples of when RE is used in the reports. The Professional Religious Education Advisor said that they would try to find these ahead of the next meeting for the members of the committee.

Mohinder Singh Chana asked if this was representative of other authorities. The Professional Religious Education Advisor said that the succinctness of the reports meant that it was hard to draw many conclusions. Rather it would be better to do a comparative study between the North Yorkshire school reports over time and see whether any conclusions of changes could be reached.

NOTED.

## **9 Development Plan 2022/2024: Progress Update - Adrian Clarke, Principal Education Adviser (Support)**

Considered a report by the Principal Education Adviser (Support) which updated Members on the development plan 2022-2024. He highlighted:

- How the new members on the committee were reflected under the member

development requested in objective 1.

- That there were questions over whether some schools could host SACRE, starting with those that the teaching members were part of.
- SACRE visits to schools

Objective 2, the visits to schools, was further explained by the Professional Religious Education Adviser. A training session could be held on how to do visits well, especially around what questions to ask and the importance of safety. The Senior Education Advisor will lead on safeguarding.

- Further items will be evaluated over the summer and the update in September will provide more information for that.

Following the report, Sarah Rowe echoed the importance of understanding what it is that the SACRE members would be looking for in school visits, asking the question of what remit they were establishing. Councillor Jabbour said there was a need to not impose but to build a level of buy-in to the process.

The Chair asked a question around a SACRE logo that would be created through a school's competition and getting this on the Agreed Syllabus Conference materials. The Professional Religious Education Advisor said that the plan was to run a competition at the start of the academic year or later. The design team would then finalise the design after the winner is chosen. There are considerations over whether this should link into the interfaith week held in November, whether that is when the competition is launched or whether this is when the winner is chosen is still to be decided. A small representative body of SACRE would be needed to decide the winner.

It was during this item that Sarah Beveridge left the meeting.

NOTED.

## **10 SACRE Self-Assessment Toolkit - Patrick Duffy, Clerk to SACRE**

The Principal Democratic Services Scrutiny Officer, Patrick Duffy, provided information on the SACRE self-assessment toolkit. The toolkit is based on 5 aims and the synergy between the toolkit and development plan was highlighted.

To evaluate the aims provided in the toolkit, representatives from each group would systematically evaluate one objective at a time. Volunteers would be needed for this to take place. There would be an additional time commitment of an hour, but they would be on teams and, it is hoped, that the membership of the working group would alter for each objective. The first objective is aimed to be completed before the next SACRE.

Members could either volunteer during the meeting or let Patrick Duffy know as soon as possible. The following members put themselves forward:

- Professor John Adams
- Councillor Alyson Baker
- Abhijeet Kulkarni

## **11 Work Programme - Patrick Duffy, Clerk to SACRE**

The Principal Democratic Services Scrutiny Officer gave an update on the work programme for SACRE. The programme provided in the agenda provided the relevant



items and members can suggest future items that could be considered.

There have not been any member presentations recently due to the time constraints that the Agreed Syllabus Conference gave. Any members that would like to give a presentation at the next meeting should let the clerk know in advance of the meeting.

**12 Any Other Items**

There were no further items of business.

The meeting finished at 6:45pm.

**13 Date of Next and Future Meetings**

The dates of the next meetings were provided to the group.

Members will be told in advance whether the meeting on 19 September will take place at 4pm or 5pm, depending on when an Agreed Syllabus Conference working party needs to happen. The meeting on 12 December will be held at 4pm.

The meeting to be held in April needs to be amended as it would be in half-term, and the date of the June meeting needs to be determined.

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**NORTH YORKSHIRE COUNCIL  
SACRE  
ANNUAL REPORT  
2022-2023**

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## Introduction from the Chair

Welcome to the Annual Report for North Yorkshire Standing Advisory Council on Religious Education, covering the school year 2022/2023.

It has been another busy and productive year for North Yorkshire SACRE and so it is a pleasure to present our Annual Report for 2022-23. Earlier this year, I took over the role of Chair from Cllr Annabel Wilkinson. Stuart Anslow (Teachers Representative), Brian Berry (Faith Group Representative), Reverend Simone Bennett and Gill Simpson (Church of England) have also all left over this school year. I am incredibly grateful to all of them for their contributions over the last year.

We have been joined this year by Dr. Abhijeet Kulkarni (Faith Group Representative), Lee Talbot (Church of England Representative) and Jo Colledge and Sarah Hodgson (Teachers Representatives). We have also been pleased to welcome back Councilor Janet Jefferson (Local Authority Representative).

Our members are the beating heart of North Yorkshire SACRE, always ensuring that the right issues are discussed, the right views are sought, and the right actions are taken. Like much of working life, our meetings are now hybrid affairs, with some members joining virtually and others physically.

I would like to thank all members of North Yorkshire SACRE who have given their time and attention to SACRE over the past year – faith representatives, teachers, and councilors, Olivia Seymour, our Professional Religious Education Adviser, has informed and supported our work through the year, together with Adrian Clarke and Heather Russell on behalf of the Local Authority. I would also like to thank Patrick Duffy and Owen Griffiths for clerking for SACRE in the past year.

A highlight of the year was the Agreed Syllabus Conference. Work will be undertaken over the next academic year leading up to the launch of the new syllabus for September 2024.

Supporting and upskilling the teachers of Religious Education has remained a clear focus this year, with professional practice groups being offered termly for teachers to take part in sessions covering religion and world views, Ofsted and national updates, led by our professional Religious Education Adviser.

SACRE members have benefitted from the contribution of other members sharing information and celebration of religious world views and faiths.

As Chair I was fortunate to attend the NASACRE Annual Conference with Heather Russell. This event raised our understanding and awareness of the importance of SACRE to community cohesion, which has already had an impact on our work.

We have welcomed several new members over the last year across all our committees, which has strengthened SACRE.

On the 1st of April 2023 North Yorkshire became one Council - the promotion of equality, diversity and inclusion intrinsic to everyone's responsibility, ensuring differences are valued.

The work of SACRE is never done. With the continuing support of members, teachers, religion and worldview experts and the local authority, I have high expectations for what we will achieve in the year ahead

Cllr Alyson Baker

SACRE Chair

DRAFT

## 1.Introduction

### Overview of SACRE meetings and attendance.

North Yorkshire SACRE met four times in the academic year 2022/2023.

The attendance, by Committee, is set out below: -

**Table 1: Attendance-**

Committee	20 Sep 2022	13 Dec 2022	28 Mar 2023	20 June 2023	Possible maximum attendances at each meeting
Committee A	6	6	6	5	12 (Includes 4 vacancies)
Committee B	3	3	1	2	4 (Includes 1 vacancy up to March 2023 and two vacancies from then)
Committee C	2	3	2	3	5 (Includes 2 vacancies)
Committee D	3	3	3	2	4 (Up to June 2023, when representation was increased to 5)
Total members	14	15	12	12	26
Professional Religious Education Adviser	1	1	1	1	1
Local Authority Officers	2	2	2	2	2

**NOTE:** The attendance should be taken in the context of the number of vacancies. For example, whilst there are 12 Members of Committee A, to compare the attendance to that figure of 12 makes the attendance appear worse than it is. This is because there have been four vacancies throughout the year.

Each meeting receives updates from Local Authority Officers and the Professional Religious Education Adviser. Through the latter's reports, the Committee has been apprised of various local and national updates. These have included: -

- Training
- Regional RE Hub Lead work in Yorkshire and Humber
- Still Standing - The Future of SACREs
- The NATRE (National Association of Teachers for Religious Education) Primary Survey
- Briefing: Impact of Census on Religion and Belief

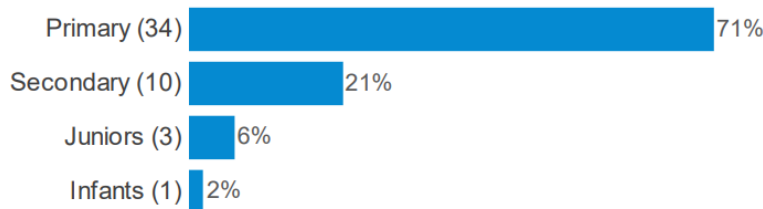
- New RE Teacher Recruitment Campaign
- NATRE flash survey for secondary teachers in their first two years in the profession since qualification

Meetings in 2021/2022 had been held remotely. In 2022/2023, the first meeting, in September 2022, was held remotely but then, from the December 2022 meeting, meetings have been “hybrid”, whereby Members can either join the meeting in person, or join remotely. Whether or not it is attributable to this flexibility, the fact is that attendance has increased in 2022/2023.

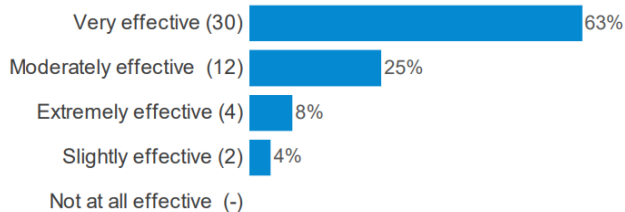
## Overview of the Agreed Syllabus Conference

In January 2023, a survey was sent to all schools prior to the Agreed Syllabus Conference to find their views on the current arrangements. The Professional RE Adviser also consulted with teachers during the spring term’s RE Professional Practice Groups. The following data reflects the findings from the schools who responded to the online survey.

### Which type of education setting do you work in?



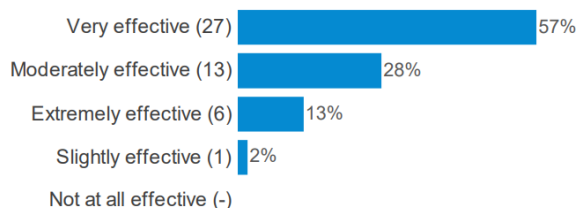
### How effective is the current Locally Agreed Syllabus for Religious Education in meeting and supporting your curriculum needs?



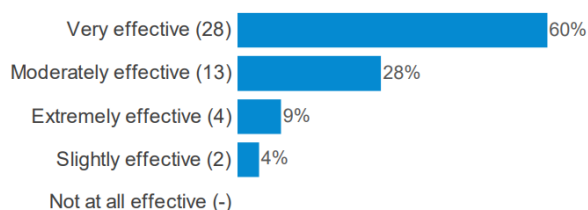
### Is the guidance contained within the Locally Agreed Syllabus clear?



**Regarding the guidance contained within the Locally Agreed Syllabus, how effectively does it enable you to ... (Plan a coherent programme of learning)**



**Regarding the guidance contained within the Locally Agreed Syllabus, how effectively does it enable you to ... (Deliver a coherent programme of learning)**



As outlined in the Development Plan Priority Three, the Agreed Syllabus Conference meetings were held in both the Spring and Summer terms to decide the direction of travel of a new syllabus for 2024-2029.

It was resolved during 20th June 2023 SACRE meeting, the Agreed Syllabus Conference recommendation to the Local Authority that, in respect of the Agreed Syllabus for 2024-2029, Option A was chosen – namely, renew the licence with RE Today, which includes updating the 2019-2024 folder.

## 2. Statutory responsibilities

### The Local Agreed Syllabus

The number of schools at the end of the academic year 2022/2023 within North Yorkshire is as follows;

**Table 2: North Yorkshire school types and phases**

	Nursery	Primary	Secondary	Special	Pupil Referral Service	Total
<b>Academy</b>		111	27	4	1	143
<b>University Technical Colleges</b>			1			1
<b>Community</b>	3	88	15	6	4	116
<b>Foundation</b>		1				1



<b>Voluntary Controlled</b>		77				77
<b>Voluntary Aided</b>		21				21
<b>Total</b>	3	298	43	10	5	359

A total of 33 academies have adopted the North Yorkshire Locally Agreed Syllabus.

Separate regulations covering maintained special schools require them to ensure that, as far as practical, a pupil receives opportunities to explore RE. Most special schools use the North Yorkshire Locally Agreed Syllabus, at least partially, and adapt it to meet the needs of the pupils. Some special schools use the 'Equals' curriculum package, which is designed specifically for RE in special schools.

### Standards and monitoring of RE

The agreed syllabus and RE in schools have been monitored through teacher voice at termly professional practice groups, teacher representation of Group C and the annual school questionnaire.

The questionnaire was developed by the Professional RE adviser in consultation with SACRE Group C and approved by SACRE in January 2021.

This is the third year the questionnaire has been used as a mechanism to monitor RE in North Yorkshire schools. 90 primary schools and 20 secondary schools completed the questionnaire in the summer term of 2023, and it is a useful mechanism to support SACRE's responsibilities in monitoring RE in our schools.

Analysis of school types responding has taken place this year, following feedback from attendance at the NASACRE Annual Conference 2023.

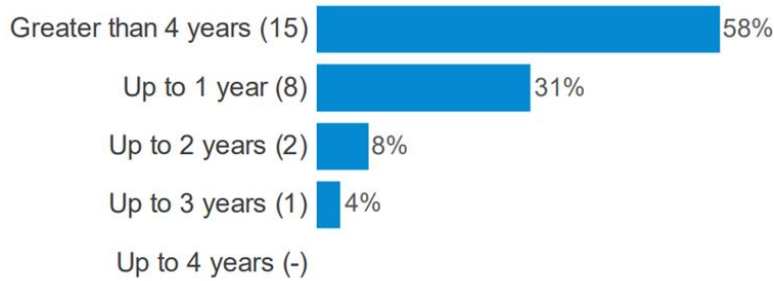
**Table 3: SACRE School survey respondents in each category (as a % of the total schools of each type within North Yorkshire)**

Primary Maintained	32%
Primary Academy	28%
Secondary Maintained	53%
Secondary Academy	44%
Special Maintained	17%
Special Academy	25%
PRU Maintained	25%
PRU Academy	0%

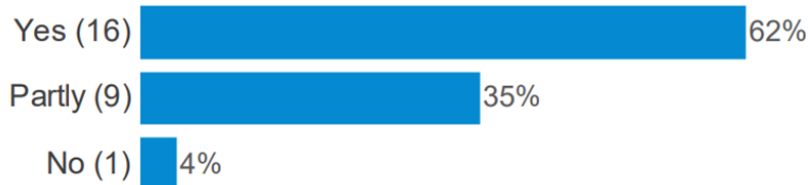
- Engagement of primary schools has increased from 20% to 30% responding to the survey compared with last year.
- Engagement of secondary schools has increased from 30% to 47% responding to the survey compared with last year.
- 85% of secondary schools who responded enter pupils for GCSE examinations

- Seven schools out of a total of 23 schools with sixth forms entered pupils for A' level examinations.

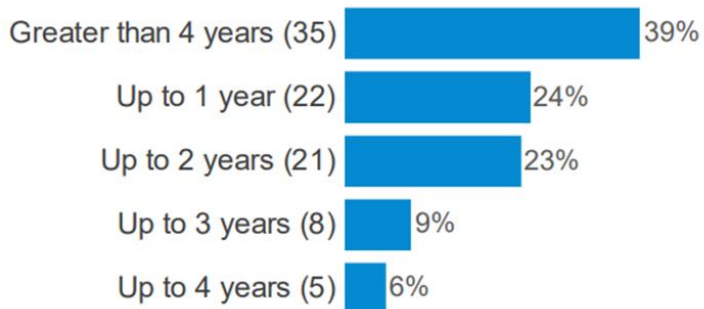
**Length of service of secondary subject leaders:**



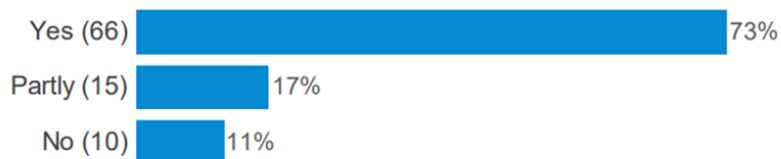
**Do you follow the NYC Agreed Syllabus?**



**Length of service of primary subject leaders:**



### Do you follow the NYC Agreed Syllabus?



### Are you responding on behalf of a federation or collaboration?



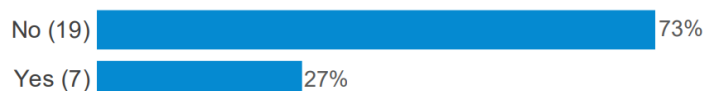
### Primary:

#### Is provision for RE combined with another subject e.g. PSHEe, Citizenship?



### Secondary:

#### Is provision for RE combined with another subject e.g. PSHEe, Citizenship?



## Growing Up in North Yorkshire bi-annual school survey 2022:

The North Yorkshire Children and Young People's Service (CYPS), public health and North Yorkshire Police commission a survey of children and young people covering aspects of learning, safeguarding and well-being. The summer 2022 survey provides key information about learning, safety and wellbeing of children and young people across Years 2, 6, 8, 10 and 12, in mainstream schools and in special schools and PRUs. The information shared in autumn 2022 shows the children's responses in relation to their religion/faith from Key Stage 2 and beyond:

Year 6 pupils' responses

### Religion/faith

20% of pupils responded that they have a religion, faith or belief which is important to them, while 17% said they are 'not sure' if they do and 3% didn't want to say.

**Q14.** Percentage responding that they have a religion, faith or belief which is important to them.

North Yorkshire	
Yr 6	
Boys	20
Girls	20

**Q15.** Percentage of pupils responding that they have the following religion, faith or belief (top 5):

Boys		Girls	
1	Christian	15	17
2	Muslim	1	1
3	Non-religious	1	1
4	Don't know	1	1
5	Don't want to say	1	0

### Year 8 / 10 pupils' responses

#### Religion

14% of pupils responded that they have a religion, faith or belief which is important to them, while 14% said they are 'not sure' if they do and 1% didn't want to say.

**Q9.** Percentage answering that they have a religion, faith or belief which is important to them.

North Yorkshire		
	Yr 8	Yr 10
Boys	15	13
Girls	13	14

14% of pupils responded that they are Christian, while 2% said they are Muslim and 8% said they either 'don't know' what religion, faith or belief they have, or 'don't want to say'.

**Q10.** Percentage of pupils responding that they have the following religion, faith or belief (top 5):

Boys		Girls	
1	Christian	15	14
2	Don't know	5	5
3	Non-religious	3	4
4	Don't want to say	2	2
5	Muslim	2	2

### Year 12 responses

#### Religion

17% of pupils responded that they have a religion, faith or belief which is important to them, while 9% said they are 'not sure' if they do and 1% didn't want to say.

**Q9.** Percentage answering that they have a religion, faith or belief which is important to them.

North Yorkshire	
Yr 12	
Boys	14
Girls	19

14% of pupils responded that they are Christian, while 4% said they are Muslim and 3% said they either 'don't know' what religion, faith or belief they have, or 'don't want to say'.

**Q10.** Percentage of pupils responding that they have the following religion, faith or belief (top 5):

Boys		Girls	
1	Christian	13	15
2	Don't know	3	5
3	Muslim	3	2
4	Non-religious	2	2
5	Hindu	1	1

Teacher training, materials and advice for schools

The Professional RE Adviser delivered several professional practice sessions via video conference during the academic year. A total of 49 schools engaged with these groups, consisting of 41 maintained schools with 71 delegates and 8 academy schools with 10 delegates.

This training has included a focus on developing an effective curriculum using the North Yorkshire Council Agreed Syllabus, subject knowledge and engaging with the recent Ofsted research review in religious education.

The Professional RE Adviser has met Senior Education Advisers in the Local Authority on two occasions to provide briefings on the role of SACRE, the Agreed Syllabus and the role of RE and Collective Worship in schools.

Resources to support Religious Education are accessible at <https://secure2.sla-online.co.uk/v3/Resources/Page/14145> once logged into <https://www.nyeducationsservices.co.uk>

A programme of visits and visitors, particularly in more rural parts of the county, continues to be a challenge. SACRE has therefore continued to signpost schools to local resources and opportunities through the professional practice groups, newsletter and the new RE Hubs website (launched May 2023) <https://www.re-hubs.uk/hubs/yorkshire-humber/speakers-presenters/>

The termly newsletter continues to be published, accessible to all schools, supplying resources, local and national updates, and information about the work of SACRE.

SACRE has received no formal complaints regarding RE provision or quality this year.

The Professional RE Adviser has supported North Yorkshire schools through communications of advice and support where asked.

### **GCSE and A' level results**

**Data to be compared with earlier data – data will be released in October see Appendix 1**

## **3. Collective Worship**

### **Standards and monitoring of Collective Worship**

SACRE encourages all schools to comply with their legal duty to provide a daily act of Collective Worship for their pupils. This may take place at any time of day and in class, year group, or whole school settings. North Yorkshire SACRE believes that acts of collective worship or spiritual reflection should be meaningful and relevant to all those present. For this to be the case, SACRE has identified six principles which schools should apply about daily collective worship. Collective worship should:

1. Promote a sense of community;
2. Be educational;
3. Promote spiritual, moral, social and cultural (SMSC) development;

4. Be a special time;
5. Enable participants to be actively involved;
6. Be of high quality.

Further information on this is available in the document, "Guidance to schools on Collective Worship", which may be accessed by schools via <https://nyes.info/religiouseducation>

Schools may apply to SACRE for a determination to provide Collective Worship of a non-Christian or other form. No schools have done so during this academic year.

There were no complaints registered with the local authority or SACRE in 2022/2023 in respect of collective worship. Updating guidance on Collective Worship and providing training for schools has been identified as a development point for SACRE.

### **Determinations**

As in previous years, no determinations were requested by schools.

## **4. Links with other bodies**

North Yorkshire SACRE is a member of the National Association of SACREs (NASACRE). Throughout the year, SACRE members were informed of developments in RE from NASACRE, The National Association of Teachers of RE (NATRE) and The Religious Education Council of England and Wales. This was reported to SACRE through the Professional RE Adviser's reports.

The Chair and a LA (Local Authority) Officer attended the Summer 2023 NASACRE Conference and reported back to members.

## **5. Local involvement**

North Yorkshire SACRE recommended advice to the Local Authority about Ramadan in schools.

A termly newsletter was published and digitally circulated to schools.

The Professional RE Adviser attended and gave information at Spring 2023 Headteacher video conference briefings and Summer 2023 Governor video conference networks.

## **6. Local arrangements**

### **Finance**

During the school year 2022-2023 the Local Authority has financially supported SACRE through the allocation of officers and other resources.

Staffing costs have been covered for officers from Democratic Services to fulfil the administrative preparation and clerking of SACRE meetings. Additional officer and

technology resources have also been given to ensure that SACRE meetings could be held via video conference for hybrid meetings to take place.

Staffing costs have also been covered to ensure that two officers from the School Improvement Service have been able to attend SACRE, SACRE Core Groups, other meetings and developmental work.

The costs of the Professional RE Adviser, an external consultant, are met through Local Authority funds.

### **Officers and support**

An officer in the Local Authority's Democratic Services Section acts as Clerk to SACRE; advising on governance matters and acting as a link between the Local Authority and SACRE. The officer facilitates the SACRE Core Group, which includes the Chair, Vice-Chair, the Professional Religious Education Adviser and officers from the Local Authority. The Core Group discusses the content of the agenda for SACRE and related issues.

In addition, the Democratic Services Team Manager provides professional support and advice to SACRE, principally on matters of governance and matters relating to the work of the Council and its Committees. The Democratic Services Team Manager also attends Core Group meetings as needed.

### **Membership**

Membership of each of the four Groups which form the North Yorkshire SACRE in the academic year 2022-2023 was:

#### Group A – Faith Group Representatives (12)

Professor John Adams, Humanist  
Brian Berry, Judaism (left January 2023)  
Sarah Beveridge, Society of Friends  
Chris Devanny, Catholic  
Tom Clayton, Methodist  
Dave Haddock, The Church of Jesus Christ of Latter-Day Saints  
Dr. Abhijeet Kulkarni, Hindu (joined February 2023)  
Nasr Moussa Emam, Muslim  
Mohinder Singh Chana, Sikh  
Vacancy Baptist  
Vacancy Buddhist  
Vacancy Judaism  
Vacancy Salvationist

#### Group B – Church of England Representatives (4 - two each nominated by the Anglican Diocese of Leeds and the Diocese of York)

Reverend Simone Bennett, Diocese of Leeds (left March 2023)  
Lee Talbot, Diocese of Leeds (joined April 2023)  
Gill Simpson, Diocese of Leeds (left June 2023)  
Philippa Smith, Diocese of York  
Vacancy Diocese of Leeds  
Vacancy Diocese of York

Group C - Teachers of Religious Education (5)

Tara Askew  
Jo Colledge (joined November 2022)  
Sarah Hodgson (joined August 2022)  
Vacancies (2)

Group D – Local Authority (5) - elected Members of the County Council

County Councillor Alyson Baker  
Councillor George Jabbour  
County Councillor Janet Jefferson (joined May 2023)  
Councillor Robert Heseltine  
Councillor Annabel Wilkinson

**NOTE:** For most of the period in question there were four Local Authority Representatives. This increased to five in May 2023.

Co-opted Member: Academic Expertise in Religious Education

Vacancy

SACRE is carrying several vacancies. There are 18 places filled out of 26. Officers continue to liaise with partners to fill these vacancies.

All meetings have been quorate and generally well attended with each Group represented at every meeting. As mentioned under Section 1, attendance has improved during the period in question.

SACRE has signed up to the virtual training package offered by NASACRE and several Members and officers have accessed courses including: -

- *So, you've joined your local SACRE*
- *Being an effective Chair*
- *Being an effective SACRE Clerk*
- *What's happening to Collective Worship beyond determinations*



## Appendix 1: Table of GCSE – short and full, A/S & A' level Religious Studies results

2022 results:

### KS4 results

LA	Students	A*-A	A*-B	A*-C	A*-D	A*-E
North Yorkshire	150	35.3	64.7	80.7	93.3	98.0

2023 results:

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## Appendix 2: 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 were not 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.

**Objective One:** To increase Member engagement  
**Intended Impact:** SACRE has active Members engaged with and contributing to the work of SACRE

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

**Priority One**

To improve the management of SACRE and build the partnership between SACRE and other Key Stakeholders

**Priority Five**

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 Jo College 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 Dec 2022
1.4	<ul style="list-style-type: none"> <li>Implement a programme of schools hosting occasional SACRE meetings</li> </ul>	Travel expenses 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
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	Delayed due to capacity.
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**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 North Yorkshire 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  School time	LA Officer Principal Adviser (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 Principal Adviser (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 (Disclosure and Barring Service) check?</p>
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**Objective Three:** To review the locally Agreed Syllabus

**Intended Impact:** SACRE Members implement a locally agreed syllabus for 2024-29 taking account of national developments and consultation with schools

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

**Priority Three**

To evaluate the effectiveness of the Locally Agreed Syllabus

**NOTE:** 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 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 (ASC) in line with legal requirements</li> </ul>	-	LA Officer Professional RE Adviser	Spring 2023	Timetable and options being presented to SACRE – Dec 2022
1.3	<ul style="list-style-type: none"> <li>SACRE to review options in light of consultation</li> </ul>	-	LA Officer 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 Professional RE Adviser	By Spring 2024	Process begun. ASC has had initial meetings with further meeting scheduled

1.5	<ul style="list-style-type: none"> <li>Local Authority to adopt and launch Agreed Syllabus</li> </ul>	-	LA Officer 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 (North Yorkshire County Council) schools</li> </ul>	-	LA Officer Professional RE Adviser	On-going from launch	
<b>Objective Four:</b> To review and update SACRE guidance to schools on collective worship <b>Intended Impact:</b> schools have updated and clear collective worship guidance that take account of national developments					
<b>Links to NASACRE Self-evaluation toolkit:</b> <b>Priority Four</b> To promote improvement in the provision and quality of Collective Worship <b>NOTE:</b> 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 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 Professional RE Adviser SACRE working party	2023/2024	
1.3	SACRE develop a programme of training and support for schools on collective worship	-	LA Officer Professional RE Adviser	2024	A Training Session for Schools could be built in next year?  SACRE Member School visit to include Collective Worship, Summer Term 2024

					<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>
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### Appendix 3: Circulation of report

- NASACRE [admin@nasacre.org.uk](mailto:admin@nasacre.org.uk)
- Department for Education [ministers@education.gov.uk](mailto:ministers@education.gov.uk)
- North Yorkshire Council, Children and Young People's Leadership Team
- North Yorkshire schools
- SACRE members representative bodies

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## North Yorkshire Council

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

#### September 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 Overview Of Training for 2023-24

###### 2.1 Primary RE Networks

Autumn – focus on subject knowledge Judaism

9th November 9.30-11.30

13th November 1.30-3.30

Spring –focus on RE and literacy - engaging with text and story in the RE classroom

6th March 9.30-11.30

19th March 1.30-3.30

Summer - focus on implementing the North Yorkshire Agreed Syllabus 2024-2029

1st July 1.30-3.30

4th July 9.30-11.30

###### 2.2 Primary RE leadership course

This practical course is suitable for new or developing Primary RE subject leads to support their role in developing an effective RE curriculum and leading RE across their school. This course will be split over 2 sessions with a gap task in between

The course focuses on

- developing an understanding of the role of Primary RE lead
- principles for a developing an effective RE curriculum with a focus on the Ofsted research review, subject knowledge and the locally agreed syllabus
- developing meaningful and manageable monitoring and evaluation

As a result of attending, delegates should:

- Gained confidence in leading RE in their school
- have a good understanding of the principles of planning an effective RE curriculum
- have increased confidence in subject knowledge for the Primary RE classroom
- have increased confidence in monitoring and evaluating RE in their school

Session 1 7th February 9.30-12

Session 2 26th February 1.00-3.30

###### 2.3 Secondary RE curriculum workshop

This workshop will focus on the principles for a developing an effective RE curriculum with a focus on learning from the Ofsted research review and the North Yorkshire Agreed Syllabus

The session will explore

- The legal framework for RE
- Curriculum intent
- Thinking about substantive, disciplinary and personal knowledge in RE
- Curriculum progression
- Curriculum impact: how do we know our curriculum is working?

Delegates should bring their RE long term plan to the session

Date 26th October 4-6pm

### **3.0 SACRE Newsletter**

The autumn term newsletter will go out to schools in early October. Any contributions from members would be gratefully received.

### **4.0 GCSE data**

#### **4.1 Religious Studies remains a popular GCSE despite specialist teacher recruitment challenge**

*Quarter of a million students risk being neglected" says Father of the House, as teacher applications fall.*

The number of students in England and Wales taking a GCSE course in Religious Studies has remained stable at 253,906, up by a margin of 0.3% from last year.

The slight rise in entries comes as a campaign supported by cross-party politicians intends to attract a new generation of teachers to the subject, focusing on the restoration of training bursaries. The latest UCAS data showed applicants to train to teach the subject had fallen by one-third.

The number of GCSE entries this year means that RS is taken by more students than Business Studies, Design and Technology, and Art and Design at GCSE.

Despite this, the number of hours of RE taught by teachers with no post-A level qualification remains one of the highest at 26%. Half of teachers delivering RE lessons spend most of their timetables teaching a different subject. This has led subject leaders and politicians to reissue their call for a National Plan for the subject and for the reinstatement of bursaries for trainee RE teachers.

Sarah Lane Cawte, Chair of the Religious Education Council of England and Wales (REC), said:

"RS is one of the most popular subjects at GCSE, yet bizarrely it does not receive the corresponding funding and support. Teacher training applications have not recovered since the axing of the bursary in 2021, and no money has been spent on the subject for five years. We want an even distribution of funding across the curriculum to ensure young people taking the subject receive their fair share of support from the government."

Katie Freeman, Chair of the National Association of Teachers of Religious Education (NATRE), said:

"An RE lesson offers a unique and much needed place for young people to explore life's big questions, build societal cohesion and contribute to their spiritual and academic development. It's a real travesty that one of the most popular subjects at GCSE has not received fair allocation of government support to ensure every young person in every school receives this opportunity."

Father of the House, Sir Peter Bottomley MP, who first called for a National Plan for the subject after chairing a parliamentary roundtable on its future last year, also responded to the results:

"RE continues to play a pivotal part in the education of young people across the country, allowing them to understand and academically engage with some of the moral and theological debates that continue to inform our society. A National Plan would scale out a

modern and relevant curriculum in the faiths, cultures and beliefs of modern Britain taught by highly trained and committed teachers. Neglecting the subject in this fashion does a disservice to the quarter of a million young people who take it at GCSE every year.”

The subject results in full were:

**England and Wales\***

England and Wales RS overall, up 0.3%, by 847, from 253,059 to 253,906

England and Wales RS full course, up 0.1%, by 319, from 231,730 to 232,049

England and Wales RS short course up 2.5%, by 618, from 21,239 to 21,857

**England**

England RS overall, up 0.4%, by 1,009, from 240,240 to 241,249

England RS full course, up 0.2%, by 429, from 221,983 to 222,412

England RS short course up 3.2%, by 580, from 18,257 to 18,837

**Wales**

Wales RS overall, down 1.3%, by 162 from 12,819 to 12,657

Wales RS full course, down 1.1%, by 110, from 9,747 to 9,637

Wales RS short course, down 1.7%, by 52, from 3,072 to 3,020

4.2 Overview of data from the Joint Council of Qualifications

JOINT COUNCIL FOR QUALIFICATIONS													
Provisional GCSE (Full Course) Results (9-1 Only) - June 2023													
(England Only)													
CUMULATIVE PERCENTAGES of Subject Results by Grade													
Category	Subject	Year	Number Sat	9	8	7	6	5	4	3	2	1	U
GCSE FC England 9 - 1	Religious Studies	2023	222412	7.7	18.5	30.6	47.3	61.3	72.2	86.0	94.0	98.4	100
GCSE FC England 9 - 1	Religious Studies	2022	221983	9.7	21.6	34.7	51.8	66.1	76.7	87.7	94.5	98.5	100
GCSE FC England 9 - 1	Religious Studies	2019	227913	7.4	17.9	30.5	46.6	60.9	72.3	86.3	94.3	98.5	100
GCSE FC England 9 - 1	All Subjects	2023	5422613	4.9	12.0	21.6	35.6	52.2	67.8	83.8	93.1	98.0	100
GCSE FC England 9 - 1	All Subjects	2022	5219550	6.6	15.1	26.0	40.7	58.1	73.0	86.7	94.5	98.4	100
GCSE FC England 9 - 1	All Subjects	2019	5070481	4.5	11.2	20.6	34.0	50.6	67.0	84.3	93.8	98.3	100

4.3 Further information on entries can also be found on the student performance analysis website [GCSE National subject grade percentages \(bstubbs.co.uk\)](http://bstubbs.co.uk)

Percentage of candidates gaining grade

	9	8	7	6	5	4	3	2	1	U	9-4	Entries	
Religious Studies													
2023	7.7	10.7	12.1	16.7	14.0	10.9	13.8	8.0	4.4	1.6	72.2	222421	
2022	9.7	11.9	13.1	17.2	14.2	10.7	10.3	7.5	3.9	1.5	76.7	221983	
2021	11.5	12.4	14.0	15.5	14.2	12.6	9.8	5.8	3.1	1.1	80.2	221419	
2020	9.6	11.3	14.0	16.3	15.4	13.9	10.9	5.5	2.6	0.5	80.5	226767	
2019	7.4	10.5	12.6	16.1	14.3	11.4	14.0	8.0	4.2	1.5	72.3	227913	
England	2018	7.1	10.1	12.7	16.0	14.5	11.4	13.7	8.4	4.4	1.7	71.8	229183
UK	2018	7.1	10.1	12.7	16.0	14.5	11.5	13.6	8.4	4.4	1.7	71.9	229765
		A*	A	B	C	D	E	F	G	U	A*-C	A*-U	
	2018	11.3	20.6	22.7	19.0	10.6	6.4	4.2	2.9	2.3	73.6	23853	
	2017	10.1	19.5	23.3	18.4	12.2	7.3	4.6	2.7	1.8	71.3	282193	
	2016	10.4	19.1	23.5	18.6	12.0	7.2	4.5	2.8	2.0	71.6	296010	
	2015	10.8	19.0	23.6	18.8	11.9	7.2	4.4	2.6	1.7	72.2	295730	
	2014	10.9	19.3	23.0	18.3	11.9	7.5	4.5	2.8	2.0	71.5	282099	

2013	11.2	19.7	22.8	18.7	11.8	7.0	4.4	2.7	1.7	72.4	263988
2012	11.8	20.3	22.9	18.7	11.4	6.8	4.2	2.4	1.5	73.7	239123
2011	11.7	20.2	22.7	18.7	11.4	6.9	4.3	2.5	1.6	73.3	221974
2010	12.0	20.1	22.6	18.4	11.5	7.1	4.5	2.4	1.4	73.1	188704
2009	12.6	20.1	22.3	18.4	11.6	7.0	4.3	2.3	1.4	73.4	182288
2008	13.2	19.4	21.8	18.1	11.7	7.3	4.5	2.5	1.5	72.5	179139
2007	12.3	19.2	21.4	18.6	11.8	7.5	4.8	2.6	1.8	71.5	171123
2006	11.2	19.3	21.3	18.8	12.2	7.8	4.7	2.8	1.9	70.6	159681
2005	10.5	18.8	20.8	18.5	12.5	8.3	5.4	3.1	2.1	68.6	147516
2004	9.4	17.9	20.3	18.2	13.1	9.0	6.1	3.5	2.5	65.8	141037
2003	9.1	16.4	19.5	18.8	13.2	9.3	6.3	3.9	3.5	63.8	132304
2002	8.5	14.6	19.5	19.1	13.0	10.0	7.2	4.4	3.7	61.7	122637
2001	8.0	13.7	18.5	19.4	13.5	10.7	7.6	4.8	3.8	59.6	119550
2000	7.5	13.5	18.4	19.5	13.9	10.7	7.7	4.8	4.0	58.9	116234
1999	6.6	13.1	18.2	20.3	14.3	11.0	8.0	4.9	3.6	58.2	115679
1998	5.5	12.6	18.5	19.9	14.2	11.3	8.5	5.4	4.1	56.5	113381
1997	4.9	12.0	18.7	21.0	15.0	11.7	8.5	5.2	2.8	56.7	118545
1996	4.4	12.0	18.8	20.7	14.7	12.1	8.9	5.3	3.1	55.9	116549
1995	3.5	12.2	19.6	21.4	14.6	12.3	8.7	5.1	2.6	56.7	110373
1994	2.9	12.0	19.8	22.1	14.2	12.1	8.9	5.5	2.5	56.8	102544
1993		13.7	19.1	22.2	14.8	12.5	8.9	5.6	3.2	55.0	98549

## 5.0 A level data

### 5.1 Recruitment challenges mean schools are now struggling to offer the subject at A level

Religious Studies A level exam entries have decreased by 3.5 percent in England and 24 percent in Wales.

The fall comes as the overall number of A level entries in England and Wales increased this year by 2 percent from 812,124 in 2022 to 830,312 in 2023.

14,690 students took an RS A level in England in 2023 compared with 15,216 in 2022, while in Wales entries were recorded at 748, a fall from 982.

A level entries for RS also fell last year by 2.7 percent, despite a 6.1% increase in 2021.

Between 2003 and 2022, A level RS has been one of the fastest growing subjects at A level, with an increase of 39 percent in the number of entries to the subject.

The fall follows the launch of a campaign to recruit a new generation of RE teachers to the subject, with the Religious Education Council of England and Wales warning that a shortage in specialist teachers means some schools, particularly in the Midlands and North East, are now struggling to offer the subject at A level.

A level Religious Studies is the humanity most likely to be taken by disadvantaged pupils. Research by the FFT Education Datalab has found that this group is twice as likely to choose to study A level Religious Studies than their peers.

Sarah Lane Cawte, Chair of the Religious Education Council of England and Wales (REC), said:

*"These results show the really concerning impact that teacher retention and recruitment is having on the subject. For the last two decades, A level Religious Studies has been a success story with growing numbers of entries and impressive results that have opened up a world of opportunity, particularly for people from disadvantaged backgrounds, providing them with access to top universities and careers in law, journalism and teaching."*

*"That legacy is now threatened. A teacher training bursary and a fair allocation of resources to the subject would help reverse this trend and ensure RE continues to thrive as it has done for the last decades."*

Katie Freeman, Chair of the National Association of Teachers of Religious Education (NATRE), said:

*"Despite this dip in entries, A level RS continues to be a very popular choice at A level, being both personally enriching and intellectually challenging. RS A level teachers are highly trained professionals, managing classroom debates on sensitive ethical and theological issues that continue to inform the modern world."*

*“To be in a situation where students are not able to take Religious Studies at an advanced level is a real travesty, denying many young people an opportunity to partake in a subject that has opened up a world of opportunities in higher education, their personal lives and the world of work.”*

The key outcomes of the 2023 A level results in England and Wales for Religious Studies are as follows:

- 15,438 RS A level entries were recorded in England and Wales, a decline of 4.5 percent from 2022
- There were 39 percent more A level entries for RS in England and Wales than in 2003 (11,132 entries were recorded in 2003).

## 5.2 Overview of data from the Joint Council of Qualifications

JOINT COUNCIL FOR QUALIFICATIONS										
Provisional GCE A Level Results - June 2023										
(England Only)										
Comparisons to previous years should be approached with caution.										
CUMULATIVE PERCENTAGES of Subject Results by Grade										
Category	Subject	Year	Number Sat	A*	A	B	C	D	E	U
A Level England	Religious Studies	2023	14690	5.9	25.4	55.3	79.0	92.2	98.0	100
A Level England	Religious Studies	2022	15216	12.5	35.6	67.6	87.6	96.1	99.0	100
A Level England	Religious Studies	2019	16214	4.2	21.5	49.8	75.9	91.8	98.1	100
A Level England	All Subjects	2023	797352	8.6	26.5	52.7	75.4	89.9	97.2	100
A Level England	All Subjects	2022	776625	14.5	35.9	62.2	82.1	93.4	98.4	100
A Level England	All Subjects	2019	736746	7.7	25.2	51.1	75.5	90.8	97.5	100

## 6.0 Guidance for local authorities about membership of SACREs

The DFE have produced the guidance below which has now been sent to local authorities. It makes clear that, in relation to committee A, it is the Local Authority who select which groups can be represented on the local SACRE and on the Agreed Syllabus Conference (ASC) and that this selection may include representatives from non-religious belief systems. This note provides information on a recent court ruling and shares the Department for Education’s (the Department) view that representatives from non-religious belief systems may be appointed to Group A of a SACRE and/or to an Agreed Syllabus Conference (ASC).

### Background

SACREs are established by local authorities, as required by legislation<sup>[1]</sup>, and their membership must consist of the following groups:

- Group A: members that represent Christian denominations and other religions and their denominations who will appropriately reflect the principal religious traditions in the area;
- Group B: members that represent the Church of England;
- Group C: members that represent the teaching profession or other relevant associations that, in the opinion of the authority, ought to be represented; and
- Group D: members that represent the [local] authority.

The recent legal case of *Bowen v Kent County Council*<sup>[2]</sup> (more details in the Annex) clarified that applications for Group A membership from persons who represent holders of non-religious beliefs should be considered in the same way as applications from those who represent holders of religious beliefs.

In the Department’s view, the non-religious beliefs adhered to by the person to be appointed must be analogous to a religious belief. To be “analogous”, the non-religious beliefs must, in accordance with case law under the European Convention of Human Rights

and the Human Rights Act 1998, attain the necessary level of cogency, seriousness, cohesion, and importance to attract protection under the Convention Rights. [3]

The final decision on appointment of persons to a SACRE or ASC is a matter for local authorities. This may include consideration of whether such a representative would help ensure that the relevant traditions and beliefs in the local authority's area are appropriately reflected in Group A.

[1] [Section 390\(4\)\(a\) of the Education Act 1996](#)  
2 [www.bailii.org/ew/cases/EWHC/Admin/2023/1261.html](http://www.bailii.org/ew/cases/EWHC/Admin/2023/1261.html)

## **7.0 Shortage of RE teachers “dangerous cycle” within religious education**

The shortage of religious education teachers has been highlighted in a Religion Media Centre briefing. Only six people have come forward to train as RE teachers in Wales, and in England no RE teacher training courses have reached their target of entries. Hundreds have their applications pending because their degrees have not been finalised due to the university lecturers' strike action. Dr Tim Hutchings, from the University of Nottingham, told the briefing that there was a dangerous cycle emerging in the study of Religious Education, where GCSE entries are stable with RE remaining as the 7<sup>th</sup> most popular subject, A-level results show a slight dip in entries, fewer students choose to study Theology or Religious Studies at university and fewer have chosen to train to teach RE. Teachers, academics and advisers told the briefing that headteachers want to include RE in the curriculum as the understanding of religion is vital in a global society, but the lack of specialist teachers is an issue. The RE council is campaigning for the government to create a national plan to support high standards in RE provision and bursaries to encourage new teachers. The briefing will go up on their YouTube channel [here](#).

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

07/09//2023

Report Author: Olivia Seymour

Background documents:

## North Yorkshire Council

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

#### September 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 coordinated and written the draft Annual Report. The Chair, Clerk and Professional RE Adviser have supported the LA Officers with the content. The draft report is included within the enclosures for this meeting.
- 2.2 The autumn term newsletter planned for later this term and will be distributed to schools via the Red Bag system, and occasional ad hoc information is also posted via Red Bag.
- 2.3 Plans are in place (via the Red Bag) to alert school leaders and governors to the launch event for the new agreed syllabus, once the sign-up details have been uploaded to the appropriate central booking system (NYES). This communication will have taken place before the next SACRE meeting. An update on the numbers of schools that have signed-up to attend the launch event will also be shared at the next meeting.
- 2.4 The Local Authority has reallocated responsibility for providing these update enclosures to SACRE members to Julie Pattison, Principal Adviser (Monitoring) from within the School Improvement Service. This is due to staffing changes within the School Improvement Service since the last SACRE meeting.
- 2.5 The Local Authority with support from the Professional RE adviser has completed an update of the information communicated to schools via the school information site 'CYPS info'. The updates (links provided for information) relate to guidance and information relating to the RE curriculum [Religious Education \(RE\) | CYPInfo \(northyorks.gov.uk\)](https://www.northyorks.gov.uk/cypsinfo/religious-education-re), collective worship [Collective worship | CYPInfo \(northyorks.gov.uk\)](https://www.northyorks.gov.uk/cypsinfo/collective-worship) and SACRE [North Yorkshire SACRE | CYPInfo](https://www.northyorks.gov.uk/cypsinfo/northyorks-sacre).

##### 3.0 Support for Senior Leaders and Governors

- 3.1 A named Senior Education Adviser, Heather Russell, continues to have dedicated management time assigned to them to liaise and co-ordinate work with the Professional RE Adviser who is in post to provide expertise to schools in order to support them to deliver the RE curriculum and collective worship to a high standard through RE networks and subject leadership development programmes.
- 3.2 The contract for the Professional RE Adviser has been finalised. Olivia Seymour will continue in this role for the next two academic years as an independent consultant. The contract has

been arranged to cover two academic years so that it can encompass the launch of the new Agreed Syllabus and subsequent support for schools.

3.3 The Local Authority is continuing to facilitate the coordination of RE subject leader networks alongside RE subject leadership courses. Networks and training courses are available to be booked for the current school year. Links to this terms courses are provided for information (Secondary network: [Secondary Religious Education \(RE\) Autumn Network | NYES Info](#), Primary Networks: [Primary Religious Education \(RE\) Autumn Network | NYES Info](#), [Primary Religious Education \(RE\) Autumn Network | NYES Info](#)). Data concerning uptake and feedback from any networks that have taken place since the last SACRE meeting is reported in the professional adviser report.

3.4 The Local Authority has confirmed the date for the launch event for the new agreed syllabus. The launch event will take place on the 14<sup>th</sup> June 2023 at the Pavilions of Harrogate.

#### 4.0 Ofsted inspections

4.1 Since the start of March 2023 until the end of July 2023, Ofsted have published 59 reports from graded, ungraded or monitoring inspections, in the proportions outlined in the table below.

	Nursery	Primary	Secondary	Special	PRS
Community School	1	19	3	2	
Voluntary Controlled		18			
Voluntary Aided		2			
Foundation					
Academy Convertor		5	4	1	
Academy Sponsor Led		3	1		
Free School					
University Technical College					

4.2 Few inspections commented specifically on teaching or learning within RE lessons or the quality of the taught RE curriculum/syllabus, however the extracts below taken from inspection reports between March 2023 and July 2023 and reflect where inspectors have been able to identify behaviours and/or understanding that pupils have demonstrated that are in line with the principal aims of the RE curriculum as identified within the agreed syllabus (page 7).

- Pupils are knowledgeable about the major world religions and what it means to be a person of faith.
- Pupils are proud of the leadership responsibilities that they hold. Worship leaders support and lead acts of worship. They recently wrote and presented an assembly on the school's theme of 'joy'.
- They remember and understand the PSHE curriculum extremely well. For example, pupils have detailed knowledge of other cultures and religions, democracy and what makes a healthy friendship.



- Visits to local places of worship and links to a school in Ghana broaden pupils' understanding of others' faith and cultures.
- Diversity is welcomed and valued. Pupils value and respect each other. Pupils are articulate when talking about different faiths, such as when sharing detailed knowledge on Humanism. Pupils are taught about fundamental British values. However, their ability to clearly articulate this is still developing.
- An effective personal, social and health education (PSHE) curriculum ensures that pupils develop knowledge about Britain beyond the area where they live. For example, pupils enjoy trips out, such as a recent visit to Liverpool, which helps them to understand religion through visits to different places of worship
- This term, children are developing their understanding of the world, through a question based project called 'Who lives here?'
- They talk with enthusiasm about how they have learned about different faiths and cultures. Pupils understand the common features that unite people, as well as appreciating that we are all unique.
- Pupils revisit important learning, such as how to keep healthy and relationships education, each year. Leaders outline these themes in assembly and then build on the topics in personal, social and health education (PSHE) lessons. In these lessons, pupils have opportunities to debate and discuss important issues, including race and other beliefs. Some pupils' knowledge of fundamental British values and other faiths or beliefs is not as detailed as leaders intend.
- Pupils are prepared for life in modern Britain, as they engage in 'celebrating cultures' weeks. They learn about other faiths and cultures, the protected characteristics and fundamental British values, such as the rule of law.
- Pupils develop a respectful understanding of other faiths and cultures. They recently learned about, and took part in, Eid celebrations.
- The school's Christian ethos underpins day-to-day life in school. Pupils know the school's Christian values and can relate these to British values. They have a respectful and caring attitude towards others who may be different to themselves. They see no reason why anyone would be treated differently. Pupils learn about people from other countries and cultures. They enjoyed hearing about Sweden's culture of oral storytelling from a Swedish visitor. Pupils have limited opportunities to meet children from other faiths and cultures. Leaders and governors have plans to develop this aspect of school life further.
- The curriculum includes important messages about respect for the beliefs, cultures and sexual orientation of others. The school's personal development curriculum, taught through personal, social and health education and tutor times, is new. Leaders have identified the most important messages that pupils should understand within this curriculum. These include knowledge of the protected characteristics and healthy relationships. Pupils' understanding of these is strong. However, their knowledge of other faiths, cultures and British values is much less secure.
- Pupils know and use the school values like 'respect' and 'friendship' well. They are taught about the different beliefs across the world and locally, and how families can look different.
- Pupils learned about city life, different transport and different faiths as part of a recent visit to Edinburgh.
- Pupils are very clear that their school is inclusive. They understand the importance of being tolerant and treating everyone equally. The school's Christian values help pupils to learn to be respectful and compassionate towards others
- The curriculum aims of 'aspire, inspire, enquire' shape the varied opportunities pupils experience. For example, younger pupils visited a lifeboat museum to help them understand Grace Darling's heroism. A visit to Edinburgh by older pupils included a visit to a Hindu temple and the university
- Pupils have very little knowledge of different faiths. As a result, they are not prepared well enough for life in modern Britain. Leaders have plans to widen pupils' knowledge of people from different backgrounds, cultures and religions.

- Recently, leaders revised the religious education curriculum. The new curriculum is helping to prepare pupils for life in modern Britain.
- Pupils also have a limited knowledge of religion. They are able to recall general principles but cannot attribute them to any particular faith. Leaders acknowledge that this is due to previous weaknesses in the curriculum.
- Time for reflection in assembly, and during the day, enable pupils to consider the world around them and their impact on it. Pupils learn about fundamental British values. This work is carefully planned to link to Bible stories in assemblies and the school's aims. Topics are revisited and developed as pupils progress through the school.
- For example, in English, pupils study 'voices' through a diverse range of texts to help them learn about different cultures.
- Pupils are not taught sufficiently well about different faiths, healthy relationships and wider British values. This is limiting aspects of their personal development and their readiness for life in modern Britain.
- Through the curriculum and appropriate visits, pupils develop a good understanding of different faiths.
- Leaders emphasise the importance of respect. Pupils learn about a range of different cultures and backgrounds. They have opportunities to interact with children in other schools and learn about their religions, cultures and experiences
- Pupils learn about important issues, including careers, keeping safe, different faiths and democracy.
- Pupils learn to respect other cultures and faiths. They are well prepared for life in modern Britain. • The school's restorative approach to behaviour management is central to its work and Christian ethos. Leaders promote pupils' personal development and well-being through the curriculum and acts of collective worship.

Julie Pattison  
Principal Adviser (Monitoring)  
County Hall, Northallerton

07/092023

Report Author: Julie Pattison  
Background documents: None

**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	Senior Education Officer	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	Senior Education Officer		Standing Item - to include any update on OFSTED Inspections
Development Plan 2022/2024	Senior Education Officer		Progress update
SACRE Self-Assessment Tool	Clerk		It is hoped that a Working Party, with different membership on each occasion, can report back on one of the aspects to each SACRE meeting
Work Programme	Clerk		Standing Item

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

<b>SACRE 9<sup>TH</sup> APRIL 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	Thursday 28 <sup>th</sup> March 2024	Standing Item
Local Authority Update	Senior Education Officer		Standing Item - to include any update on OFSTED Inspections
SACRE Self-Assessment Tool			It is hoped that a Working Party, with different membership on each occasion, can report back on one of the aspects to each SACRE meeting
Work Programme	Clerk		Standing Item

Patrick Duffy  
Clerk to SACRE

September 2023

## NORTH YORKSHIRE COUNCIL

### CHILDREN AND YOUNG PEOPLE'S SERVICE DIRECTORATE

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

19<sup>TH</sup> SEPTEMBER 2023

#### WORKING PARTY RE SACRE SELF-ASSESSMENT TOOLKIT

##### PURPOSE OF REPORT

1. The purpose of this report is four-fold:-
  - to advise SACRE of the outcome of the meeting of the Working Party on the SACRE Self-Assessment Toolkit;
  - to seek any additional views that SACRE may have;
  - to identify areas for development and raise questions with SACRE; and
  - to seek SACREs thoughts on how best to proceed with working through the toolkit

##### KEY BACKGROUND INFORMATION

2. At the last meeting of SACRE, on 20<sup>th</sup> June 2023, I presented a report about the toolkit produced by NASACRE (The National Association of Standing Advisory Councils on Religious Education), 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. It was agreed that a Working Party be set up to consider, initially, one of the five aspects and report back its findings to today's meeting. The Chair, Councillor Alyson Baker, Professor John Adams and Dr. Abhijeet Kulkarni, volunteered to be on the first Working Party, which met on 5<sup>th</sup> September. Officer support was provided by Olivia Seymour, Professional Religious Education Adviser, Heather Russell, Senior Education Adviser and Patrick Duffy and Owen Griffiths from Democratic Services. Professor Adams was unable to attend but helpfully provided his comments in advance of the meeting.
5. The Working Party examined the second of the five aspects – *Promoting involvement in the standards, the quality of teaching and provision in Religious Education*.

### The outcome of the meeting

6. For ease of reference, the Working Party's views are included in tabular form as Appendix A to this report. Does SACRE agree with these views – does it have any additional comments?

### Areas for development and questions for SACRE to consider

7. Appendix A also includes areas for development and questions from the Working Party for the wider SACRE to consider. The questions for SACRE are in blue type, for ease of reference. Also enclosed, at Appendix B, is an extract from an earlier report by the Professional Religious Education Adviser, which outlined *What we do already* against this aspect of the toolkit and *What we could do in North Yorkshire to develop this further*.

### How does SACRE wish to proceed with working through the toolkit?

8. In my report to the last meeting, it was envisaged that a Working Party be set up on each occasion to look at one of the five aspects of the toolkit, with a different membership each time, so that the task was shared.
9. Appreciating the calls on Members time, an alternative approach would be for the whole of SACRE, working in groups (this can be done for those attending in-person and those attending remotely - via the *breakout rooms* facility on Microsoft Teams) to look at a different aspect of the toolkit at each of the next four meetings, commencing from December 2023.

## **FINANCIAL IMPLICATIONS**

10. There are no direct financial implications.

## **LEGAL IMPLICATIONS**

11. There are no direct legal implications.

## **EQUALITIES IMPLICATIONS**

12. There are no direct equalities implications.

## **CLIMATE CHANGE IMPLICATIONS**

13. There are no direct climate change implications.

## **RECOMMENDATIONS**

14. That SACRE consider whether or not they agree with the findings of the Working Party and provide any additional comments they may wish to make.
15. That SACRE consider the questions in blue type in Appendix A.
16. That SACRE consider how they wish to proceed with working through the remainder of the toolkit. The suggestions are that this be by a) holding future Working Parties to look at individual aspects (as outlined in paragraph 8), or by the whole of SACRE considering the aspects (as outlined in paragraph 9).

Patrick Duffy, Clerk to North Yorkshire SACRE

September 2023

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

FINDINGS OF THE WORKING PARTY – SACRE SELF-ASSESSMENT TOOLKIT

<p><b>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?</b></p>
<p><b>Key Area 2a How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the development of pupil entitlement?</b></p>
<p><b>Requires improvement/struggling</b> A SACRE in this position would have no routes by which SACRE can gain information about RE provision in schools.</p>
<p><b>Developing</b> A SACRE with developing practice would have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information (e.g. a website trawl)</p>
<p><b>Established</b> A SACRE with established practice would have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS. SACRE’s process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.</p>
<p><b>Advanced</b> A SACRE with advanced practice would build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. 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.</p>
<p><b>Where are we and where do we find evidence to support this?</b> <u>View of the Working Party:</u> Established (solidly so).  <u>Evidence:</u> Adviser Group Networks in place. Annual School Questionnaire. On-going engagement through RE Networks and Briefings for Head Teachers and Governors. Local Authority Report each meeting outlines OFSTED Inspections and whether any references to Religious Education.</p>
<p><b>Areas for development/questions for SACRE</b> <b>How do we strengthen further the relationship between SACRE and the wider School Improvement Team?</b> This could be via School Visits to see examples of good practice - Pupil Voice. <b>What should be the approach/style of the Local Authority and SACRE on OFSTED Inspections?</b> An on-going dialogue would enable awareness of good practice occurring or whether a School required further support. <b>Does there need to be a process for reporting OFSTED Inspections to SACRE, in terms of references made to RE? E.g. should SACRE receive an overview; was RE mentioned and, if so, what might SACRE want to do? Possibly a letter to the Head Teacher congratulating the School/offering support, as appropriate.</b> <b>Does SACRE feel it would be useful to use the National Association of Teachers of Religious Education (NATRE) Audit Tool whereby each SACRE Member could be asked to look at the content of the websites of two or three Schools, against the NATRE Checklist?</b></p>

**Key Area 2b Standards of achievement and public examination entries**  
**How does SACRE use information about standards and examinations to target support and training for schools?**

**Requires improvement/struggling**  
A SACRE in this position would: not be given any data to work from, and has no professional support to investigate this at a local/national level.

**Developing**  
A SACRE with developing practice would have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this and the local authority does not adequately invest in professional support for this. Analysis would be limited as would strategies to address issues.

**Established**  
A SACRE with established practice would have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.

**Advanced**  
A SACRE with advanced practice would have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with LA.

**Where are we and where do we find evidence to support this?**

View of the Working Party: Developing (with the scope to become Established)

Evidence: Patchy, as a result of COVID. Data is received but it is not used to engage Secondary Schools. We can do more to ascertain curriculum models. Particularly the *softer* data, such as what happens to those pupils not entered for RE examinations; do they still receive RE? Processes have been established, but they can be developed further.

**Areas for development/questions for SACRE**

While the Council has tried, over the years, to obtain information about RE provision, the data remains patchy and the support that SACRE has provided for schools has been modest.

An overview of the curriculum is required but it is important not to make assumptions. [Should a trawl of Secondary Schools websites be undertaken to have a clearer picture of what their offer for RE is? Each SACRE Member could be asked to look at two websites.](#) Again, the NATRE Audit Tool could be utilised here.

Workforce data also provides information about examination entry numbers for RE. This could also be utilised as a basis to decide whether or not to write to particular Schools.

Based on the outcome of an analysis of websites and workforce data, the Chair could, for example, write to particular Schools to say that SACRE is impressed with their website or that it would like to find out more. There are standard templates available. [Does SACRE feel this is something that should be considered? It could form a focus for the Autumn Term.](#)

The Council does regularly review and reflect upon the results in RE from public examinations. It is difficult to judge the impact that these deliberations have on provision in schools, or changes in that provision.



**Key Area 2c How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?**

**Requires improvement/struggling**

A SACRE in this position would not have any knowledge of quality of learning and teaching to target support from the LA and professional support/adviser.

**Developing**

A SACRE with developing practice would have little knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little or no professional support in the LA working with the SACRE.

**Established**

A SACRE with established practice would: have some information regarding the quality of learning and teaching from a range of sources including contact with teachers and pupils. Limited analysis of this information is undertaken; however, this means that SACRE's attempts to improve learning and teaching have limited effect. Be able to circulate information about national courses and support mechanisms to schools.

**Advanced**

A SACRE with advanced practice would: have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. Advise the LA on the support that is needed and have access to professional support, linked to schools in need.

**Where are we and where do we find evidence to support this?**

View of the Working Party: Established (but with further work to do)

Evidence:

Senior Education Advisers question Schools and provide support where required.

School Improvement Team.

RE Networks.

School Questionnaire

**Areas for development/questions for SACRE**

There is a gap at Secondary School level.

What is missing is an on-going flow of information.

To avoid subjectivity, a second review would be required.

[How can SACRE strengthen communication with the School Improvement Team so there is an on-going sense of what Advisers are saying?](#)

**Key Area 2d Quality of interaction and communication with leadership and management of RE in schools**  
**To what extent does SACRE have and pass on information that supports high quality RE in schools?**

**Requires improvement/struggling**

A SACRE in this position would not engage in communication with schools.

**Developing**

A SACRE with developing practice would have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.

**Established**

A SACRE with established practice would have RE key messages communicated regularly into schools. Sends regular updates and information to schools, headteachers and governors. SACRE discussions are used to enhance leadership and management of RE in schools.

**Advanced**

A SACRE with advanced practice would have a constructive relationship with senior leaders and subject managers in schools to develop the subject.

**Where are we and where do we find evidence to support this?**

View of the Working Party: Between Established and Advanced.

Evidence:

The relationship between the SACRE and Schools in North Yorkshire is not necessarily a close one and it may be that not many RE Teachers are aware of SACRE Members or indeed of SACRE.

The Professional Religious Education Adviser produces a termly Newsletter for Schools and attends Head Teacher Briefings.

Governance Network in place.

SACRE Members are encouraged to share information about themselves and their faith in the Newsletter.

Teachers are aware of SACRE via documents such as the Newsletter and School Questionnaire.

**Areas for development/questions for SACRE**

The launch of the Locally Agreed Syllabus will be an opportunity to further highlight the role of SACRE to Teachers.

Ensuring that SACRE features prominently in the Children and Young People's Service web pages – for example, by including the Annual Report.

The relationship could be strengthened by looking for opportunities to work with SACRE, such as visits to Schools by SACRE Members to see RE in action. This is an action in SACREs Development Plan.

To help increase the awareness of SACRE, Members are encouraged to volunteer to be *spotlighted* in forthcoming editions of the Newsletter.

**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?**

**Requires improvement/struggling**

A SACRE in this position would not have the mechanisms and not have the knowledge of making contact.

**Developing**

A SACRE with developing practice would have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.

**Established**

A SACRE with established practice would have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation and share their advice to these schools. By and large, academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.

**Advanced**

A SACRE with advanced practice would have a proactive policy of liaison with all academies, etc. and of sustaining a wider professional RE network within the area. While the independence of academies, etc. is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.

**Where are we and where do we find evidence to support this?**

View of the Working Party: Between Developing and Established (keep under review).

Evidence:

Academies and other non-maintained Schools are included in the information sent to Local Authority Schools – the Newsletter and School Questionnaire, for example.

Two SACRE Members are from Academies and, whilst they cannot speak for their Academies, this is a useful link.

Academies are invited to the launch of the Agreed Syllabus.

**Areas for development/questions for SACRE**

Further work required on the relationship with Secondary School Academies.

[How do Academies access the Locally Agreed Syllabus and how do we ensure that there are no barriers to this?](#)

PROMOTING INVOLVEMENT IN THE STANDARDS, THE QUALITY OF TEACHING AND PROVISION IN RELIGIOUS EDUCATION

What do we do already?

<b>SACRE termly newsletter</b>	An opportunity to communicate with schools, share best practice and ensure schools receive local, regional and national updates.
<b>Termly RE Professional Practice groups</b>	Termly training for RE Subject Leaders building on national curriculum conversations in RE e.g. Ofsted research review, Religion and Worldviews Project, Curriculum Symposium.
<b>Stand-alone training opportunities</b>	Opportunities to provide a conference or training sessions on key themes. We currently offer a subject leadership course. Do we want to offer anything further? e.g. curriculum, assessment, subject knowledge
<b>Annual questionnaire to schools</b>	We have an annual questionnaire to go out to schools. This enables us to meet some of our basic statutory role. Do the questions give us the information we need to fulfil our role?
<b>Senior Education Advisers briefings</b>	The Professional RE Adviser has briefed SEAs on two occasions on the legal context of RE, the Locally Agreed Syllabus and Ofsted and RE. A one minute guide and a suite of review documents have been produced.
<b>Reports from officers</b>	Previously we have had reports giving an overview of data e.g. GCSE/A-Level data in North Yorkshire, reporting in workforce data etc – how do we want to receive this in future?
<b>Reports from Ofsted</b>	In what format do we want to receive this information? What might it tell us?
<b>Headteacher and Governor briefings</b>	In 2022-23 the Professional RE Adviser had opportunities to feed in to LA briefings for Headteachers and Governors on the statutory aspects of RE, Ofsted messages etc

## What could we do in North Yorkshire SACRE to develop this further?

### **Feedback from LA visits to schools**

An opportunity for partnership with the LA, to receive professional feedback on standards in RE across our schools.

### **Presentations from RE subject leads**

An opportunity to hear directly from RE subject leads about how they have developed their RE curriculum and the impact it has had. Support for members own subject knowledge about RE at different phases in education.

### **Presentations from pupils**

An opportunity to hear directly from pupils about the impact of their learning in RE.

### **Visits to schools**

An opportunity to see things in action, talk to teachers and pupils and build up our own understanding of RE and the curriculum.

### **Engagement with RE Quality Mark [www.reqm.org](http://www.reqm.org)**

Supporting schools to engage with the quality mark, offer bursaries/ incentive for schools to apply for the accreditation. Offer training for schools on how to apply.

### **Religion and Worldview events**

Opportunities for subject knowledge support for schools such as carousel of faiths events, visiting speakers to schools, events for pupils.

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