

6. Public Participation

Members of the public may ask questions or make statements at this meeting if they have given notice to Edward Maxwell of Democratic Services (contact details below) and supplied the text by midday on Thursday 5 September, 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 Nasr Moussa Emam

Members to hear a presentation from Nasr Moussa Emam.

8. Update by the Professional Religious Education Adviser (Pages 9 - 18)

The Professional RE Adviser to present a report updating members on work undertaken since the last SACRE meeting, and to provide local and national updates.

9. Update by the Local Authority

Report to follow.

10. Draft SACRE Annual Report - 2023-2024 (Pages 19 - 40)

11. Proposed Amendments to the SACRE Constitution (Pages 41 - 54)

The Clerk to present a report seeking approval for proposed amendments to the SACRE Constitution.

12. Work Programme (Pages 55 - 56)

The Clerk to present the SACRE Work Programme and update members on future issues and agenda items.

13. Any Other Items

The Chair to introduce any additional items, which they consider a matter of urgency because of special circumstances.

14. Date of Next Meeting

The next meeting of the SACRE will take place on Tuesday 10 December 2024, at 4:00pm. It will be a hybrid meeting, held in The Grand meeting room, County Hall, Northallerton, with the option of attending via Teams.

The following dates are proposed for the next three meetings, and if approved by Members will be added to the public calendar:

- a) Tuesday 8 April 2025, 4:00pm (hybrid)
- b) Tuesday 9 September 2025, 4:00pm (hybrid)
- c) Tuesday 9 December 2025, 4:00pm (hybrid).

Assistant Chief Executive
(Legal and Democratic Services)

County Hall
Northallerton

Monday, 2 September 2024

MEMBERSHIP OF THE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Group A: Faith Groups	
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
<i>Vacancy</i>	Baptist
<i>Vacancy</i>	Salvationists
<i>Vacancy</i>	Buddhist
Group B: Church of England – (Two each nominated by the Anglican Diocese of Leeds and the Diocese of York)	
Claire Soderman	
Lee Talbot	
<i>Vacancy</i>	
<i>Vacancy</i>	
Group C: Teaching Associations	
Tara Askew	
Jo Colledge	
Sarah Hodgson	
<i>Vacancy</i>	
<i>Vacancy</i>	
Group D: Local Authority:	
Councillor Alyson Baker	
Councillor Robert Heseltine	
Councillor Janet Jefferson	
Councillor Annabel Wilkinson	
Councillor Simon Myers	
Co-opted Member: Academic Expertise in Religious Education	
<i>Vacancy</i>	

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North Yorkshire Council

North Yorkshire Standing Advisory Council on Religious Education (SACRE)

Minutes of the meeting held on Tuesday, 9th April, 2024 commencing at 4.00 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* (Humanism), Sarah Beveridge* (Society of Friends), Hayden Cohen (Judaism), Tom Clayton* (Methodism), Abhijeet Kulkarni* (Hinduism), Mohinder Singh Chana* (Sikhism).

Group B: Church of England: Philippa Smith, Revd Clair Soderman, Lee Talbot.

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

Group D: North Yorkshire Council: Cllr Alyson Baker (Chair), Cllr Robert Heseltine, Cllr Janet Jefferson*.

Officers present: Edward Maxwell (Senior Democratic Services Officer), Julie Pattison (Principal Education Adviser, Monitoring); Heather Russell, (Senior Education Advisor); and Olivia Seymour, (Professional Religious Education Advisor).

In attendance: Cllr George Jabbour.

Apologies: Cllr Annabel Wilkinson and Nasr Moussa Emam (Islam).

Copies of all documents considered are in the Minute Book

46 Apologies for Absence

Apologies were received from Cllr Annabel Wilkinson and Nasr Moussa Emam.

47 Minutes of the Meeting held on 19 September 2023

The minutes of the meeting held on 19 September 2023 were agreed as an accurate record, subject to one amendment which members discussed.

Members discussed the inclusion of a paragraph in Minute 23, which summarised a disagreement regarding the accuracy of the minutes for that meeting. It was suggested that the summary in that paragraph was not material to the business discussed at the meeting, and members agreed to remove it. Cllr Heseltine said that he was still dissatisfied after the incident, but agreed to the removal of the paragraph. Professor Adams explained that his response had not been directed at Cllr Heseltine and no offense was intended.

48 Minutes of the meeting held on 12 December 2023

The minutes of the meeting held on 12 December 2023 were agreed as an accurate record.

49 Declarations of Interest

There were no declarations of interest.

50 Public Participation

There were no public questions or statements.

51 Member presentation - Nasr Moussa Emam

As Nasr Emam had given his apologies, the Chair asked that the presentation be deferred to the next meeting.

52 Agreed Syllabus - Principal Adviser, Monitoring and Professional Religious Education Adviser

The Professional RE Advisor presented a report on the updated Agreed Syllabus, updating members on the resources which would be provided to schools as part of the new syllabus.

Members were also informed about the arrangements for the Agreed Syllabus Launch on Friday 14 June, taking place at Harrogate Pavilions. Suggestions for local, regional, and national organisations to attend were sought.

Those SACRE members who planned to attend the launch were asked to provide details, and quotes for the new Syllabus document on the importance of Religious Education were also requested. The Clerk was to collate these responses.

Agreed: That the report be noted.

53 School Websites Survey - Principal Adviser, Monitoring and Professional Religious Education Adviser

The Professional RE Advisor updated members on the forthcoming School Websites Survey. As part of the SACRE's statutory responsibility to "monitor the provision and quality of the agreed syllabus RE and CW, in order to provide targeted advice and support", a new proforma had been developed which would allow members to review a school's website and information on its RE provision. This information could then be used to highlight successful examples, and identify areas where SACRE required further information so that advice and support could be provided.

Members confirmed that this survey would consist only of a brief survey of information readily available on the website, rather than a detailed investigation of social media or past newsletters.

It was agreed that officers would suggest one school for each member to survey before the end of the summer term in July, so that results could be reported to the next meeting. Officers also asked for any feedback on the content and layout of the survey itself, which would be used to improve future versions.

Agreed: That the report be noted.

54 Update by the Professional Religious Education Adviser

The Professional RE Advisor presented a report updating members on work undertaken by officers since the last update. Members provided positive feedback on the Primary RE Networks and the benefits of the training; and on the Institute for Jewish Policy Research, which had been shared with the network.

Agreed: That the report be noted.

55 Update by the Local Authority - Principal Adviser, Monitoring

The Principal Adviser (Monitoring) presented a report outlining the work of the Local Authority since the last update, in particular reviewing comments from the most recent OFSTED inspections relating to collective worship and the provision of RE, which had been made as part of a broader inspection of personal development.

Members noted their satisfaction with the range of highly positive comments many schools received, and highlighted comments which suggested room for improvement. The benefits of engaging early to ensure those schools were aware of the resources and support which were available were also discussed. It was also highlighted that the advice provided by SACRE was a continuous process, separate to the OFSTED inspection cycle.

Agreed: That the report be noted.

56 SACRE Self-Assessment Toolkit - Clerk

The SACRE Clerk presented a report asking for members who would be willing to serve on a Working Group which would review the SACRE's performance using the NASACRE Self-Assessment Toolkit, and report back to the next meeting. It was agreed that an email update would be sent to all members asking for volunteers, and the Clerk would arrange the Working Group meeting.

Agreed: That the report be noted.

57 Rolling Work Programme - Clerk

The Clerk presented the regular Work Programme Update, which included suggested agenda items for the next meeting. Members were invited to provide suggestions or additions for the programme, and the Chair requested that a schedule of future member presentations be prepared for meetings.

Members agreed that the next scheduled meeting of the SACRE, on 18 June 2024, be cancelled as it fell immediately after the planned Agreed Syllabus Launch. Noting that there were no urgent items which could all be rolled over to the meeting after, on 10 September 2024, members agreed to cancel the June meeting.

Agreed: That the report be noted, and that the 18 June 2024 meeting be cancelled.

58 Any Other Items

The SACRE recorded its thanks to Patrick Duffy, the outgoing Clerk who had recently retired, for his efforts over the past few years.

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North Yorkshire Council

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

September 2024 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 Teacher Training Summer 2024

- 2.1 2 Primary RE Networks in the spring term were attended by 30 RE subject leaders and Headteachers. The network focussed on implementing the newly updated Agreed Syllabus.

Feedback from teachers in the networks:

- This has been an extremely helpful session. Thank you Olivia.
- Thank you - very useful and informative.
- Thanks Olivia. A great session.
- Great thank you for this session. Very informative. I'm on it!
- Thank you - it's been really useful

3.0 Overview of training 2024-25

3.1 Primary RE Networks

Autumn – focus Visits and Visitors to the RE Classroom

13th November 2024 1.30-3.30

21st November 2024 9.30-11.30

Spring – focus on EYFS

6th March 2025 9.30-11.30

19th March 2025 1.30-3.30

Summer - focus on Assessment

5th June 2025 9.30-11.30

9th June 2025 1.30-3.30

3.2 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 6th February 2025 9.30-12

Session 2 26th February 2025 1.00-3.30

3.3 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 Tuesday 22nd October 4-6pm

4.0 SACRE Newsletter

The summer term newsletter will go out to schools at the beginning of October, any contributions from members would be gratefully received.

5.0 GCSE data – press release from RE Subject Association

RE is the most neglected subject in terms of resources per student say subject leaders in appeal to new Education Secretary

The number of students taking full course Religious Studies in England and Wales at GCSE has remained stable at 233,288 following a 0.5% rise in entries from 2023 making it one of the most widely studied humanities at GCSE.

223,034 students took RS GCSE (full course) in England, an increase of 0.3%. In Wales 10,254 students took the subject, an increase of 6.4%. For the third year running, the number of students taking a GCSE short course rose in England, this year by 9.5% to 20,627. In Wales however, entries fell by 27.1% to 2,201.

This is despite an ongoing challenge in recruiting specialist teachers amidst a gulf in government funding. Recruitment targets were missed in 11 of the last 12 years during which time school workforce data show that 51% of those teaching RE mainly teach another subject and also that the number of teachers of RE has remained roughly the same since 2011, despite the number of entries growing.

The Religious Education Council of England and Wales (REC) and the National Association for Teachers of RE (NATRE) have now called on the new Education Secretary, Bridget Phillipson MP, to introduce a National Plan for RE that provides a fair allocation of resources and prioritises the subject as part of Labour's plans to recruit more specialist teachers.

RE has recently seen a restoration of the teacher training bursary, but a shortage of specialism in schools remains a challenge given the long-term growth of the subject. The number of those recorded as teaching RE has remained roughly the same since 2011 at 16,200, while those delivering Geography and History lessons has risen by 1,700.^[1] Deborah Weston OBE, Chair of the RE Policy Unit, said:

“Poor quality, tokenistic RE taught by non-specialists without subject training, has a knock on effect on not just our communities, but the depth and quality of a young person’s education. Properly taught, GCSE RS provides invaluable academic and life skills that enables young people to think meaningfully about life’s big questions in relation to their own beliefs and those of others. On average, pupils studying the subject at GCSE do significantly better on the Attainment 8 school performance measure, with disadvantaged pupils scoring a full 9 points higher than those who do not take GCSE RS.^[2]

“If the Labour government is serious about breaking down barriers to opportunities, a national plan for RE that provides a fairer allocation of resources is vital. It would build on the brilliant RE practice that already exists, deliver a new generation of specialist teachers and ensure all students receive their entitlement to an academically rigorous programme of RE.”

Katie Freeman, Chair of the National Association for Teachers of RE (NATRE), said: “These results are a testament to the incredible hard work of RE teachers up and down the country. RE teachers are a vital asset to their schools, their community, and most importantly the young people who they inspire and educate.”

But with the burden growing on specialist RE teachers, there is a limit to what the teaching community can do. To safeguard the subject and its future, the new Labour government must provide a fairer allocation of resources to the subject, prioritise RE in its plans to recruit specialist teachers, and give young people the head start in life they deserve.”

Sarah Lane Cawte, Chair of the REC, said:

“Now is the time for action to safeguard the subject and meet the demand for high-quality RE in our schools and communities. The Religious Education Council recently launched a suite of resources including a National Content Standard, advocating a contemporary approach to the subject and offering a benchmark of quality to help schools deliver academic, personally enriching, and inspiring RE. A national plan would support schools in rolling this out, extend the teacher training bursary, and deliver ongoing specialist support to existing and aspiring teachers.”

6.0 A Level Data

NATRE has produced a helpful overview of national A level data over the last 5 years [Article 1 A level entries over time 2024.pdf \(natre.org.uk\)](#)

1. The overall trend in A level entries for Religious Studies over the last 5 years has been steeply downward in Wales but fairly stable in England (Figure 2 and 3).
2. Since 2020 entries in Wales have fallen by 37% from 1126 to 702.
3. During the same period, entries in England, remained fairly stable with a fall of just under 0.5% from 14,564 to 14,499
4. Even though the trend for entries in England is downwards, this is within a context where most Humanities subjects have experienced a fall in entries and most science, technology, engineering and maths subjects have seen an increase. It is worth noting that financial incentives for schools will have boosted these entries including the advanced maths premium scheme and a number of schemes established to boost science learning in schools.
5. Of the Humanities, RS in England was one of the smallest decreases between 2023 and 2024 at 1.3%

NATRE has also produced data showing how different counties vary in uptake [Article 4 A level variations by county 2024.pdf \(natre.org.uk\)](#)

7.0 School Workforce Survey

Do we need a new focus on a curriculum for community cohesion?

NATRE have published the latest set of DfE data today that demonstrates the level of provision for RE in secondary schools England.

This data is provided by schools to the DfE each November as part of the school census. In this census, 82% schools provided curriculum information.

It will come as no surprise to RE teachers that this evidence suggests that a significant number of schools are failing to provide pupils with their statutory entitlement to RE, especially in year 11.

Scenes of so many young people involved in riots on our streets in recent weeks are prompting some difficult questions in government, communities, schools and families. Many of us are asking whether, the neglect of our subject and of community cohesion initiatives over the last 14 years, has limited the resilience of young people to messages of faith hate that have been so prominent in these events.

Obviously, high quality RE is one of the areas of the taught curriculum and the work of schools more broadly, that can contribute to the statutory duty to promote community cohesion. However, we know how important knowledge and understanding of religion and belief is to combating bigotry. We know that subject specific professional development for those delivering RE, is key to RE realising its potential. We also know that the face to face encounters between people with different religious and non religious worldviews, provided through classroom visitors and visits to places of interest in RE, can change attitudes to difference.

This being the case, schools in this sample who are either not providing RE or providing tokenistic provision that lacks the breadth and depth characteristic of high quality RE, need to rethink their approach and the government needs to take the steps needed to help them do so.

The full report can be accessed here: [NATRE School Workforce Report 2024.pdf](#)

8.0 Ofsted Subject Report

I have included as an attachment the summary produced and previously circulated, for discussion and questions.

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

01/09//2024

Report Author: Olivia Seymour

Background documents: Ofsted Report Summary, data appendix

GCSE and A Level national Data tables

GCSE Religious Studies

Subject	Gender	Number Sat	% of Total No. Sat	CUMULATIVE PERCENTAGES by Grade			
				7/A	4/C	1/G	U
Religious Studies	Male	111901 (111854)	3.6 (3.8)	24.1 (24.0)	66.5 (66.6)	97.0 (97.6)	100.0 (100.0)
	Female	133118 (131881)	4.3 (4.5)	37.6 (37.3)	77.8 (78.0)	98.9 (99.0)	100.0 (100.0)
	Male & Female	245019 (243735)	4.0 (4.1)	31.4 (31.2)	72.7 (72.8)	98.0 (98.4)	100.0 (100.0)

Percentage of candidates gaining grade

	9	8	7	6	5	4	3	2	1	U	9-4	Entries
Religious Studies												
2024	7.9	10.9	12.3	16.8	14.1	10.5	12.7	8.0	4.8	1.9	72.5	223034
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
2018	7.1	10.1	12.7	16.0	14.5	11.4	13.7	8.4	4.4	1.7	71.8	229183
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	11.8	7.4	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	

A Level Religious Studies

Percentage of candidates gaining grade		%gaining grades								Number graded
	A*	A	B	C	D	E	N	U	A*-E	
Religious Studies										
2024	6.0	19.7	29.2	23.9	13.8	5.6		1.8	98.2	16622
2023	6.3	20.0	29.8	23.4	12.9	5.6		1.9	98.1	16853
2022	12.3	23.9	31.6	19.8	8.4	3.0		1.0	99.0	17789
2021	16.0	28.4	28.8	18.7	5.7	2.0		0.3	99.7	18382
Teacher										
2020	11.3	25.1	30.0	23.2	8.1	2.1		0.2	99.8	17539
2020	5.8	19.3	29.9	25.7	13.2	4.8		1.3	98.7	17539
2019	4.3	17.6	28.6	26.2	15.4	6.1		1.8	98.2	19406
2018	4.6	18.2	29.9	26.1	13.9	5.5		1.8	98.2	20527
2017	5.2	18.3	31.2	26.1	12.8	4.7		1.7	98.3	26086
2016	5.2	18.3	31.1	25.8	13.4	4.6		1.6	98.4	27032
2015	5.0	18.8	30.6	25.7	13.6	4.9		1.4	98.6	25773
2014	6.2	18.6	29.4	25.3	13.8	5.2		1.5	98.5	24213
2013	4.9	20.6	29.8	25.0	13.8	4.7		1.2	98.8	23354
2012	5.0	20.5	30.4	24.4	13.3	5.0		1.4	98.6	23042
2011	5.5	21.8	30.5	23.4	12.5	4.8		1.5	98.5	22325
2010	6.0	21.5	28.5	23.3	13.3	5.7		1.7	98.3	21233
2009		26.7	30.7	23.6	13.0	4.6		1.4	98.6	21079
2008		26.7	30.0	24.2	13.1	4.6		1.4	98.6	20134
2007		27.0	31.0	23.6	12.5	4.6		1.3	98.7	19006
2006		26.5	29.4	24.3	12.9	5.3		1.6	98.4	18205
2005		25.3	30.5	23.9	13.3	5.4		1.6	98.4	16859
2004		24.9	30.5	24.1	13.6	5.2		1.7	98.3	14418
2003		23.0	28.8	25.3	14.8	6.0		2.1	97.9	12671
2002		20.8	28.7	25.2	15.5	6.7		3.1	96.9	10685
2001		18.2	22.8	25.0	17.4	9.2	4.4	3.0	92.6	9532
2000		16.0	22.6	23.2	18.7	10.5	5.4	3.6	91.0	9178
1999		17.4	20.4	23.9	17.7	10.5	5.7	4.4	89.9	8997
1998		14.9	21.2	22.1	19.1	12.0	6.0	4.7	89.3	9138
1997		14.1	19.0	23.9	20.4	12.5	5.7	4.4	89.9	9261
1996		14.3	19.8	23.6	19.8	11.6	6.0	4.3	89.7	9053
1995		13.1	18.3	23.0	20.1	13.7	6.8	5.0	88.2	8933
1994		12.0	16.4	21.7	20.9	14.9	6.9	7.1	85.9	8718
1993		12.7	14.3	19.8	20.8	13.7	8.1	10.7	81.2	8551

Deep and Meaningful? The State of Religious Education in England - Ofsted April 2024

<https://www.gov.uk/government/publications/subject-report-series-religious-education/deep-and-meaningful-the-religious-education-subject-report>

Purpose and Scope of the Report

- To explore the content and quality of Religious Education in English schools and academies from EYFS to KS5.
- The report is based on visits to 50 schools across England.
- The report focuses on the impact of the curriculum, sharing findings from quality of education (deep dive) inspection activity but recognises the importance of RE to personal development and pupil's understanding of a diverse world.
- The report notes that the place of religion in schools in England is complex and notes the variation of legal requirements and curriculum implementation.

Main Findings

- The RE curriculum often lacks sufficient substance to prepare pupils for a multi-religious and multi-secular society.
- There is often a superficial approach to curriculum that tries to cover many religions and worldviews without prioritising depth of study. This results in limited retention of knowledge.
- The RE curriculum rarely enables pupils to systematically build disciplinary knowledge or personal knowledge.
- Over simplistic and generalised presentations of religious and non-religious worldviews are taught and there is a lack of focus on the lived reality of religious and non-religious worldviews as they appear in the world.
- In the secondary phase, non-examined RE is often limited and of poor quality, with some schools failing to meet the statutory requirement to teach RE at all stages.
- Some secondary curriculums are restricted by what teachers consider necessary for public examinations, limiting the range and types of RE content taught.
- Timetabling including long gaps between lessons can hinder pupil progress and assessments rarely provide assurance of learning and retention of complex content.
- Some leaders and teachers mistakenly equate "teaching from a neutral stance" with teaching a non-religious worldview.
- The majority of teachers have not received subject-based professional development in RE, leading to misconceptions amongst pupils.

Recommendations for Schools

Curriculum:

Schools should ensure a distinct, rigorous, and challenging curriculum for RE that builds on pupils' existing knowledge and balances breadth and depth of study.

- Schools should carefully select the knowledge they expect pupils to gain to make sense of a complex and diverse world. They should make sure that important content and concepts are clearly identified and sequenced.
- Schools should make sure that curriculums clearly identify how pupils will develop disciplinary and personal knowledge through the chosen substantive content.
- Schools should make sure that curriculums do not contain oversimplifications of traditions, including, where appropriate, non-religious traditions (avoid generalisations)

- Schools should balance the breadth and depth of study of religious and non-religious traditions to ensure that these are collectively enough for pupils to make sense of a complex world.
- Schools should ensure that all pupils have the opportunity to deepen their knowledge in RE over time.
- Leaders in secondary schools should make sure that the curriculum is designed to meet or exceed exam board specifications (rather than being driven by them)

Teaching and Assessment:

Schools should be ambitious in developing pupils' knowledge, provide opportunities for review and building on important knowledge, and develop manageable assessment methods.

- Schools should be ambitious for pupils to develop the different forms of knowledge: substantive, ways of knowing and personal knowledge. They should make sure that teachers have high expectations of what pupils will know and remember as a result of the curriculum.
- Schools should provide opportunities for pupils to review and build on important knowledge over time. They should make sure that pupils use the knowledge that they gained in previous years as the curriculum becomes increasingly more complex and demanding.
- Schools should ensure that teaching specifically develops pupils' knowledge of the complexity of religious and non-religious worldviews.
- Schools should develop manageable assessment methods that move beyond the simple recall of factual information. They should check that pupils recall and understand the intended curriculum over time and that the domain of their knowledge is expanding.

Systems at subject and school Level:

Schools should ensure teachers have the necessary subject and pedagogical knowledge, effectively use allocated time for RE, minimise gaps between teaching, and implement an ambitious curriculum for statutory non-examined RE.

- Schools should ensure that all teachers have the subject and pedagogical knowledge that they need to teach RE well.
- Schools should check that the time allocated for teaching RE at all key stages is used effectively so that pupils learn a curriculum that is both broad and deep
- Schools should organise the timetable for RE so that gaps between teaching are minimised.
- Schools should ensure that the curriculum for statutory non-examined RE at key stages 4 and 5 is ambitious and consistently implemented. They should make sure that the RE content is clearly identified and builds on what pupils have learned at key stage 3.

Recommendations for Others

Recommendations for Government:

- The government should urgently update its guidance for schools about its statutory expectations of RE
- The Government should provide appropriate clarity about what is taught in RE, when and where (for schools inspected by Ofsted)

Recommendations for syllabus writers and commercial curriculum developers:

- Those involved in writing syllabuses and commercial curriculums should make sure that these enable pupils to build deep knowledge of the chosen religious and non-religious traditions.
- They should make sure that curriculums identify what pupils should learn and when.
- They should ensure that it is clear to teachers when pupils will revisit and review important content and concepts.

Recommendations for Initial and Continuing Professional Development Providers:

- Those involved in commissioning and organising professional development should increase access to, and the range of, training available to all leaders and teachers, to improve their subject knowledge.
- Those involved in training teachers and early career professional development should prioritise helping trainee teachers and those who are newer to the profession to gain the subject knowledge that they need.

Recommendations for Exam Boards:

- Exam boards should recognise that the way in which schools use exam style questions is not always appropriate. They should make sure that their communication with schools reflects this.

Conclusion

Whilst challenges persist in Religious Education, the Ofsted report demonstrates that it is possible to construct an ambitious and achievable curriculum that prepares pupils to make sense of the complex and diverse world. However, urgent attention needed to reverse the current state of RE and ensure its place in the curriculum and the positive impact it can have on pupils' lives.

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NORTH YORKSHIRE COUNCIL SACRE ANNUAL REPORT 2023-2024

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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 2023/2024.

It has been another busy and productive year for North Yorkshire SACRE and so it is a pleasure to present our Annual Report for 2023-24. I have continued in my role as Chair throughout the last year. Over the last academic year Philippa Smith, Diocese of York and Councillor George Jabbour have left the committee. I am incredibly grateful to them for their contributions over the last year.

We have also been joined this year by Hayden Cohen representing Judaism and Reverend Claire Soderman representing the Diocese of York. Councillor Simon Meyers has also joined the committee this academic year.

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 councillors, Olivia Seymour, our Professional Religious Education Adviser, has informed and supported our work through the year, together with Julie Pattison and Heather Russell on behalf of the Local Authority. I would also like to thank Patrick Duffy and Edward Maxwell for clerking for SACRE in the past year.

A highlight of the year was the Local Agreed Syllabus 2024-29 launch event. A significant amount of work has been undertaken during the last academic year leading up to the launch of the new syllabus for September 2024 cumulating in our launch event on the 14th of June 2024 at the Pavilions of Harrogate. There was strong attendance from our SACRE members who met with delegates, joined the sessions, and perused the marketplace.

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 through our 'spotlight' presentations provided by members during our SACRE meetings.

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

DRAFT

1. Introduction

Overview of SACRE meetings and attendance.

North Yorkshire SACRE met three times in the academic year 2023/2024. An additional meeting was scheduled to take place on 18 June 2024, but was cancelled due to the proximity of the Agreed Syllabus Launch event on 14 June 2024. For that reason, the attendance statistics for the launch event are included as well.

The attendance, by Committee, is set out below:

Table 1: Attendance

Group	19 Sept 2023	12 Dec 2023	9 April 2024	14 June 2024 (Agreed Syllabus Launch)	Possible maximum attendance
Group A Faith Groups	5	8	6	4	9 (12 including vacancies)
Group B Church of England	0	3	3	2	2 (4 including vacancies)
Group C Teaching Associations	3	2	3	3	3 (5 including vacancies)
Group D Local Authority	2	4	3	1	5
Total members	10	17	15	10	18 (26 including vacancies)
Professional RE Adviser	1	1	1	1	1
LA Officers	2	2	2	2	2

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
- The Religion and Worldviews Project
- The National Content Standard
- The Ofsted Annual Report
- The Ofsted Religious Education Subject Report – Deep and Meaningful?

Meetings in this academic year have been hybrid, where members have had the option to attend remotely or in person. This position is in line with the existing SACRE constitution, but an update planned for consideration at the September 2024 meeting is intended to clarify this.

Overview of the New Local Agreed Syllabus for North Yorkshire

Agreed Syllabus Conference

As outlined in last year's annual report, it was resolved during 20 June 2023 SACRE meeting, that 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.

Launch of the new Local Agreed Syllabus for 2024-29

June 2024 saw the launch event for the new local agreed syllabus. The event was attended by 159 teachers from a range of schools across North Yorkshire and delivered by RE Today presenters Fiona Moss and Stephen Pett. 10 SACRE members also attended the event which included a marketplace for delegates promoting curriculum materials and RE enrichment activities available to schools across North Yorkshire. Feedback from the launch event was strong, as outlined below:

Question	Yes	No
(The) Trainer/Facilitator was well prepared and organised for the course	100%	
(The) Trainer/Facilitator was knowledgeable on the course subject	100%	
(The) Trainer/Facilitator was responsive to participant needs	98%	2%
(The) Trainer/Facilitator kept all participants actively engaged	100%	
I have gained new skills and knowledge	98%	2%
I will be able to apply what I have learned in the workplace	98%	2%
Overall, the course has been beneficial	98%	2%
Geographically the venue was suitable	95%	5%
Practically the venue was suitable for the course	100%	
Booking on the course was easy	98%	2%
The course overview accurately described the event	98%	2%
Joining instructions were appropriate	100%	

As part of the evaluation of the launch event, we gathered feedback from participants about the impact that the new local agreed syllabus would have within schools across North Yorkshire. The key findings from this evaluation are outlined below:

What do you feel are the strengths of your RE curriculum?

Summary of responses

The strengths of the RE curriculum identified by delegates include:

Intent

Several responses highlight their clear curriculum intent with links to school values and PSHE.

Well-Structured Curriculum

Many responses highlight their well sequenced curriculum building on prior knowledge. Detailed Long-Term Plans revisit and build on previous learning. Many schools have streamlined and/or adapted or edited their Long-Term Plans. Schools recognise that staff confidence has increased as a result and bespoke curriculums meet need well. Many settings have progression documents in place showing how units link together. Curriculums contain real-life experiences to bring RE alive.

Consistent and Comprehensive Coverage

In many schools, a strength is that RE is taught weekly in all year groups with appropriate time allocation. Many responses highlight high quality delivery and precise regular teaching. Responses also identify the broad range of religious beliefs and worldviews that are explored.

Assessment and Tracking

Several responses mention strengths in the assessment of RE. Schools regularly recap prior learning with some highlighting the use of 'sticky knowledge quizzes' to assess children's knowledge. Some mention their bespoke assessment trackers ensuring progress towards the end of Key Stage judgements. A school shared that their pupils can recall much more than last year.

Engagement and Respect

Many responses recognise that children are actively engaged and teachers 'give 100% so children are engaged.' Many recognise the positive impact on children's personal development and how their RE curriculum encourages philosophical thinking and own views. Children are encouraged to ponder questions.

Enrichment and Diversity

Strengths include regular RE Days with a variety of focus and speakers. Visitors from a range of religions and celebrating festivals are common strengths.

What have you identified as next steps from today's syllabus training?

Summary of responses

Long-Term Planning (LTP)

Many responses highlight the need to review, update, and adapt the long-term plan to incorporate new units from the syllabus, ensuring continuity, progression, and coherence across year groups. There is also a focus on aligning the LTP with specific events (e.g., religious festivals) and thematic units while ensuring it meets the needs of students and the school's community.

Curriculum Flexibility

Schools aim to integrate their own ideas and tailor the order and content to better suit their students' needs, fostering a more personalised and engaging learning experience.

Integration of New Units

A common theme is the integration of new units introduced by the syllabus. Schools are considering where and how to best incorporate these into existing plans.

Skills and Knowledge Progression

Schools identify there is a need to develop documents that map out the progression of skills and vocabulary year by year to provide clear guidance and ensure consistency across the school.

Staff Development and Collaboration

Many responses indicate the need for whole-school staff training to ensure everyone understands and can effectively deliver the updated curriculum.

Assessment Practices

Several responses mention the need to review assessment practices. There is also an emphasis on developing disciplinary knowledge.

Enhancing Student Engagement

Schools are looking for ways to make the curriculum more immersive and interactive to help students retain information and develop critical thinking and personal views on spirituality and religion.

Addressing Specific Challenges

Some teachers mention challenges such as mixed-age planning and dealing with the structural changes in their schools, which require careful adjustment of the curriculum.

Is there any training and/or support you would find it helpful for SACRE to offer?

Summary of responses

Curriculum Planning and Long-Term Planning (LTP)

Delegates requested support to put the LTPs in place in their school, especially in mixed-age classes, ensuring progression. Schools also requested progression of skills and vocabulary documentation across year groups, curriculum mapping for small schools, and examples of mixed-year cycle plans.

Professional Development (CPD) Needs

Many schools requested more specific CPD opportunities, including networking for secondary school leads and Special Schools, training on the non-examined RE curriculum, subject-specific training for different religions, and resources to help teachers with less confidence in RE. Many schools identified they would appreciate practical teaching ideas, assessment guidance, and CPD on making RE more engaging.

The need for training on religion and worldviews was emphasised, with requests for visits to places of worship, training on specific subject knowledge, and understanding of religion and worldviews to enhance teacher confidence and effectiveness in delivering RE.

Assessment and Evaluation

Guidance on assessment practices, particularly selecting appropriate outcomes and activities, was another common request.

2. Statutory responsibilities

The Local Agreed Syllabus

The number of schools at the end of the academic year 2023/2024 within North Yorkshire is as follows;

Table 2: North Yorkshire school types and phases

	Nursery	Primary	Secondary	Special	Pupil Referral Service	Total
Academy		122	29	4	1	156
University Technical Colleges			1			1
Community	3	83	12	6	4	108
Foundation		1				1
Voluntary Controlled		70				70
Voluntary Aided		19	1			20
Total	3	298	43	10	5	356

A total of 37 academies have adopted the new North Yorkshire Locally Agreed Syllabus 2024-29.

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. This year key aspects of the questionnaire were incorporated into the Agreed Syllabus launch feedback.

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 fourth year the questionnaire has been used as a mechanism to monitor RE in North Yorkshire schools. It is a useful mechanism to support SACRE's responsibilities in monitoring RE in our schools.

Growing Up in North Yorkshire biennial school survey 2024:

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 term 2024 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 2024 shows the children's responses in relation to their religion/faith from Key Stage 2 and beyond:

Year 6 pupils' responses

[Religion/faith question to be added when available]

Year 8/10 pupils' responses

[Religion/faith question to be added when available]

Year 12 pupils' responses

[Religion/faith question to be added when available]

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 51 schools engaged with these groups, consisting of 43 maintained schools and 8 academy schools.

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

The Professional RE Adviser has worked with Senior Education Advisers in the Local Authority to support the advice given to schools on the Agreed Syllabus and the role of RE and Collective Worship in schools.

The professional RE Adviser has worked in partnership with the Literacy Adviser to include input on reading, writing and talk in Religious Education to Literacy networks.

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/>. An updated Visits and Visitors Guidance document has been produced as part of the Agreed Syllabus support materials.

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 2024 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 2023/2024 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 in North Yorkshire in 2023/2024.

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 Vice Chair and Professional RE Adviser attended the Summer 2024 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.

A number of local school speakers and resource organisations supported the launch of the Locally Agreed Syllabus.

6. Local arrangements

Finance

During the school year 2023-2024 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 2023-2024 was as follows. Former members and current vacancies are shown in italics.

Group A – Faith Group Representatives (12)

- Professor John Adams, Humanist
- Hayden Cohen, Judaism (joined September 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
- Nasr Moussa Emam, Muslim
- Mohinder Singh Chana, Sikh

- *Vacancy, Baptist*
- *Vacancy, Buddhist*
- *Vacancy, Salvationist*

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

- Reverend Claire Soderman, Diocese of York (joined December 2023)
- Lee Talbot, Diocese of Leeds

- *Philippa Smith, Diocese of York (left August 2024)*

- *Vacancy, Diocese of Leeds*
- *Vacancy, Diocese of York*

Group C - Teachers of Religious Education (5)

- Tara Askew
- Jo Colledge (joined November 2023)
- Sarah Hodgson (joined August 2023)

- *Vacancy*
- *Vacancy*

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

- Councillor Alyson Baker
- Councillor Simon Meyers (joined June 2024)
- Councillor Janet Jefferson
- Councillor Robert Heseltine
- Councillor Annabel Wilkinson

- *Councillor George Jabbour (left April 2024)*

Co-opted Member: Academic Expertise in Religious Education

- *Vacancy*

SACRE Clerk

- Edward Maxwell (joined April 2024)

- *Patrick Duffy (left April 2024)*

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

SACRE signed up to the 2023-24 virtual training package offered by NASACRE and several Members and officers have accessed courses including:

- *Convening an Agreed Syllabus Conference – legalities and processes*
- *Dealing with beliefs and practices about loss & death in your Agreed Syllabus Being an effective Chair*
- *Being an effective SACRE Clerk, part 2*
- *Using data effectively as a SACRE*
- *How may SACREs effectively monitor schools?*

SACRE has subscribed to the 2024-25 virtual training package, and will continue to advise members of training opportunities as they arise.

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

2023 results:

[To be added]

2024 results:

[To be added]

DRAFT

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 restrictions. North Yorkshire SACRE has begun a programme of self-evaluation activity, using the NASACRE self-evaluation toolkit, which underpins identified priorities. One working group met in September 2023 to review Point 2, with a report sent back to the SACRE in April 2024. Members are being sought to form a second working group to continue this work.

In addition, SACRE members have undertaken school website reviews where members have considered the information available on school websites regarding the provision of RE in schools using guidance and best practice formats from NATRE. Members have assessed how accessible and complete the information is to the general public and are collating responses which will be used to help SACRE with their monitoring role and provide guidance and support to schools where needed.

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"> SACRE to enhance Faith Group representation by working with Faith Groups to enhance Group A Membership 	-		On-going	Sarah Beveridge – Society of Friends – appointed June 2022 Abhijeet Kulkarni – Hindu – appointed February 2023 Hayden Cohen, Judaism – appointed September 2023
1.2	<ul style="list-style-type: none"> SACRE to enhance Teacher Representation 	-		On-going	Sarah Hodgson appointed – September 2022 Jo College appointed November 2022
1.3	<ul style="list-style-type: none"> Implement a programme of Member presentations at each SACRE meeting with a focus on Member work / community involvement and how it links into SACRE 	-	Clerk (i.e., Set up a rota)	On-going from September 2022	Under way, member ‘spotlight’ presentations now planned for the start of each meeting.
1.4	<ul style="list-style-type: none"> Implement a programme of schools hosting occasional SACRE meetings 	Travel expenses School Time	Clerk	By March 2023	This approach has been explored with the following outcomes: <ul style="list-style-type: none"> Hybrid meetings allow Teacher Representations to be school based when attending. Amendment to the SACRE constitution, to clarify rights of virtual attendance, to be

					<p>considered at September 2024 meeting.</p> <ul style="list-style-type: none"> • Conferencing facilities required for hybrid meetings as well as public entitlement to attend meetings reduce the viability for this to be pursued further.
1.5	<ul style="list-style-type: none"> • Identify and agree a separate budget for SACRE to enable its work 	-	Principal Adviser (Support)	By December 2022	The Local Authority continues to fund support SACRE's work through its allocation of Officers to support the work of SACRE.
1.6	<ul style="list-style-type: none"> • To engage Schools in designing a logo for SACRE 	-	Principal Adviser (Support)	September to November 2022	Delayed due to capacity.

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"> • Arrange a programme of visits to a range of Schools in North Yorkshire to see RE in action 	<p>Travel expenses</p> <p>School time</p>	LA Officer Principal Adviser (Support)	On-going from April 2023	An approach to monitor the effectiveness of RE teaching throughout the Local Authority through an evaluation of the information and guidance provided through school's websites was agreed by the committee during April 2024 committee meeting

	<ul style="list-style-type: none"> Develop a SACRE Visits Policy and Visits Form 				<p>rather than visits to schools to observe RE lessons. This work is underway and to be reviewed in 2024-25.</p> <p>SACRE members joined RE teachers during the launch of the local agreed syllabus 2024-29 to gain an understanding of how the syllabus is implemented within schools.</p> <p>SACRE continue to monitor the effectiveness of RE through the findings within Ofsted inspections.</p>
1.2	<ul style="list-style-type: none"> Implement a system for receiving pupil feedback on RE 	-	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>

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"> SACRE to consult with the Local Authority; SACRE Members; and Schools on the effectiveness of the current Agreed Syllabus 	-	LA Officer Professional RE Adviser	From Autumn 2022	Teacher consultation through networks completed and feedback obtained. Action completed.
1.2	<ul style="list-style-type: none"> SACRE to set up Agreed Syllabus Conference (ASC) in line with legal requirements 	-	LA Officer Professional RE Adviser	Spring 2023	ASC implemented. Action completed
1.3	<ul style="list-style-type: none"> SACRE to review options in light of consultation 	-	LA Officer Professional RE Adviser	Spring / Summer 2023	ASC implemented. Action completed
1.4	<ul style="list-style-type: none"> SACRE to produce and recommend to the Local Authority an Agreed Syllabus for RE which is educationally sound and meets legal requirements 	-	LA Officer Professional RE Adviser	By Spring 2024	ASC implemented. Action completed
1.5	<ul style="list-style-type: none"> Local Authority to adopt and launch Agreed Syllabus 	-	LA Officer Professional RE Adviser	Spring /Summer 2024	Action completed. Syllabus adopted and launch event undertaken on 14 th June 2024
1.6	<ul style="list-style-type: none"> SACRE to work in partnership with the Local Authority to put in place ongoing training and support to 	-	LA Officer Professional RE Adviser	On-going from launch	Underway – a schedule of training and support for

	ensure full implementation of the Agreed Syllabus in NYC (North Yorkshire Council) schools				schools is in place for 2024-25
Objective Four: To review and update SACRE guidance to schools on collective worship Intended Impact: schools have updated and clear collective worship guidance that take account of national developments					
Links to NASACRE Self-evaluation toolkit: Priority Four To promote improvement in the provision and quality of Collective Worship NOTE: This is primarily a priority for the second year of this Development Plan					
Ref	Action	Cost	Lead	Timescale	Progress
1.1	SACRE engage with and respond to the NASACRE national report on Collective Worship	-	LA Officer 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"> - What should Collective Worship look like in Schools? - What do all members expect from this from their perspective?

					<ul style="list-style-type: none">- Could this be a question to raise at future SACRE meeting?
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DRAFT

Appendix 3: Circulation of report

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

DRAFT

North Yorkshire Standing Advisory Council on Religious Education

10 September 2024

Proposed Amendments to the SACRE Constitution

Report of the Assistant Chief Executive – Legal and Democratic Services

1.0 PURPOSE OF REPORT

1.1 To seek approval from Members to amend the SACRE Constitution.

2.0 BACKGROUND

- 2.1 SACRE last reviewed its Constitution in 2021. Minor additions were made which were designed to align the constitution with those of other authorities, and to reflect best practice given in the NASACRE guidance.
- 2.2 A review of the Constitution is proposed, to clarify the rights of members attending SACRE meetings virtually and make this explicit in the Constitution.

3.0 PROPOSED AMENDMENTS TO THE SACRE CONSTITUTION

- 3.1 There are three changes proposed to the SACRE Constitution:
- a) Addition of a paragraph confirming the status of hybrid meetings and virtual attendees.
 - b) Updating “North Yorkshire County Council” to “North Yorkshire Council” throughout.
 - c) Several minor changes to layout and branding.
- 3.2 The 2021 Constitution does not specifically address virtual attendance of members at SACRE meetings, and whether such attendance counts towards the quoracy requirements.
- 3.3 In 2024, in response to a question arising at a meeting, advice was sought which clarified that virtual and in-person attendance at SACRE meetings were procedurally identical, and that such members could vote, propose and second motions, and count as present in all respects.
- 3.4 It is proposed that the following paragraph be added to the Constitution at paragraph 8.2 to clarify this:
- SACRE meetings can be hybrid at the Chair’s discretion. In these cases, members will be provided with a link to join the meeting virtually. In hybrid meetings, virtual attendees are procedurally identical to members attending in person, and as such may vote, propose or second motions, and count towards the quoracy of the meeting.*
- 3.5 In addition, every instance of “North Yorkshire County Council” has been replaced with “North Yorkshire Council”, to reflect the establishment of the new unitary authority on 1 April 2023.

3.6 Several non-material changes have been made to the format to reflect updated branding for the new authority, and to add paragraph numbering to facilitate referencing.

4.0 ALTERNATIVE OPTIONS CONSIDERED

4.1 SACRE can amend its Constitution at its own discretion and may choose not to do so. However, this would leave the situation around virtual meetings unclear and subject to confusion in the future.

5.0 FINANCIAL IMPLICATIONS

5.1 None.

6.0 LEGAL IMPLICATIONS

6.1 None.

7.0 EQUALITIES IMPLICATIONS

7.1 None.

8.0 CLIMATE CHANGE IMPLICATIONS

8.1 By clarifying members' powers to attend meetings virtually and participate, travel to attend meetings in person can be reduced.

9.0 REASONS FOR RECOMMENDATIONS

9.1 The changes are recommended to clarify the ambiguity in the current version of the Constitution, which does not clearly address virtual attendance.

10.0 RECOMMENDATION

That the 2024 Draft of the SACRE Constitution be approved.

APPENDICES:

Appendix A – SACRE Draft Constitution – 2024

Barry Khan
Assistant Chief Executive – Legal and Democratic Services
County Hall
Northallerton

Report Author – Edward Maxwell, Senior Democratic Services Officer and SACRE Clerk



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

CONSTITUTION

SEPTEMBER 2024

CONSTITUTION

Contents

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1. Terms of Establishment

- 1.1 The SACRE has been established under the provisions of Sections 390 - 397 of the Education Act 1996. Each Local Authority that provides an Education Service must establish a SACRE.

2. Duties and Responsibilities

2.1 The SACRE must:

- a) advise the Local Authority on Religious Education (RE), given in accordance with the agreed syllabus, collective worship and on matters related to its functions, whether in response to a referral from the Local Authority, or as it sees fit. This includes requiring the Local Authority to set up a Statutory Conference to review the agreed syllabus if, in the opinion of the SACRE, this becomes necessary;
- b) have regard to any circumstances relating to the faith backgrounds of the pupils which are relevant for deciding what character of collective worship is appropriate when a school makes application for a determination;
- c) publish an Annual Report on its work and on actions taken by its representative Groups, specifying any matters on which it has advised the Local Authority; broadly describe the nature of that advice; and set out reasons for offering advice on matters not referred to it by the Local Authority;
- d) send a copy of the Annual Report to NASACRE (National Association of SACREs);
- e) meet in public unless it is likely that confidential or exempt information is to be disclosed;
- f) make Minutes of its meetings available for inspection at the Local Authority's offices (so far as the Minutes relate to the parts of meetings that were open to the public). There are also provisions about public access to the agenda and reports for meetings.

2.2 The SACRE should:

- a) monitor the provision and quality of RE taught, according to its Agreed Syllabus, together with the overall effectiveness of the syllabus and collective worship in community schools;
- b) provide advice and support on the effective teaching of RE, in accordance with the locally agreed syllabus; provide advice to the Local Authority and its schools on methods of teaching, the choice of teaching material and the provision of teacher training;
- c) in partnership with its Local Authority, consider whether any changes need to be made in the agreed syllabus or in the support offered to schools in the implementation of the agreed syllabus, to improve the quality of teaching and learning of RE; and;
- d) offer advice to the Local Authority and - through the Local Authority - to schools, concerning how an existing agreed syllabus can be interpreted and collective worship provided, so as to fit in with a broad, balanced and coherent curriculum.

2.3 The SACRE may:

- a) require its Local Authority to review the agreed syllabus and, if after discussion a vote is taken on this matter, the Local Authority Group on SACRE is not entitled to cast a vote. A majority decision by the three other Groups is sufficient;
- b) decide to advise the Local Authority on matters related to its functions. Equally, the Local Authority may decide to refer matters to SACRE;
- c) co-opt Members who are not Members of any of the four Groups – such Co-opted members may provide educational expertise, young people's views or religious and non-religious views that reflect a diverse multi-cultural society; and
- d) consider complaints about the provision and delivery of RE or collective worship referred to it by the Local Authority, provided that the appropriate complaints procedure within a school has been used in the first instance

3. Aims and Priorities

3.1 The aims of the North Yorkshire SACRE are:

- a) to promote a high quality agreed syllabus;
- b) to help teachers and schools raise standards in RE teaching;
- c) to help schools improve the quality of collective worship; and
- d) contribute towards social cohesion, particularly in respect of improving religious and racial harmony within the community.

4. Attendance at Meetings

- 4.1 SACRE Members are expected to attend all meetings, where possible, and send apologies to the Clerk when they are unable to attend.
- 4.2 A SACRE Member who fails to attend three consecutive meetings will, subject to further clarification for the reasons for non-attendance, be asked to stand down and an alternative representative will be sought.
- 4.3 Substitutions are not permitted.

5. Membership Groups

- 5.1 The composition of the SACRE is defined by law. It is made up of four Groups.
- 5.2 Each Local Authority must establish a permanent body called a SACRE. It must appoint representatives to each of four Groups. At the beginning of each school year, each Group should elect a Chair to report its decisions to SACRE.
- 5.3 Membership is in accordance with Sections 390 and 392 of the 1996 Education Act. It is determined by the Local Authority and is in accordance with, and represents proportionately, the major denominations and faith groups in North Yorkshire. Members are identified in collaboration with the organisations and communities represented.
- 5.4 The Groups and their membership are set out below:

Group A: Faith Representatives

Christian denominations and such other religions and religious denominations as, in the authority's opinion, will appropriately reflect the principal religious traditions in the area.

Representatives from The Baptist Church, Buddhism, Hinduism, Judaism, The Methodist Church, Islam, The Roman Catholic Church, The Salvation Army, Sikhism, The Society of Friends, The Church of Jesus Christ of Latter-Day Saints, The Humanist Association

Membership is in accordance with Sections 390 and 392 of the 1996 Education Act. It is determined by the Local Authority and is in accordance with, and represents proportionately, the major denominations and faith groups in North Yorkshire. Members are identified in collaboration with the organisations and communities represented.

Group B: Church of England

Two representatives nominated by each of the Diocese of York and the Diocese of Leeds.

Group C: Teacher Associations

Five teachers of religious education representing teacher associations. Preferably, this should include a Primary, Secondary, Special School, Academy, and Independent School representative.

Teacher associations recognised by North Yorkshire Council are:

- Association of School and College Leaders (ASCL)
- National Association of Head Teachers (including Heads and Deputies) (NAHT)
- National Association of School Teachers & Union of Women Teachers (NASUWT)
- National Education Union (NEU)
- VOICE

Group D: The Local Authority

Five elected Members of North Yorkshire Council, as appointed by North Yorkshire Council.

Co-opted Members

Co-opted Membership of the North Yorkshire SACRE shall individually represent academic expertise in religious education. The representative of the Corporate Director for Children and Young People's Service would initially make the approach, following discussion with the Chair, Vice-Chair and Professional Religious Education Adviser.

6. Terms of Membership

- 6.1 All SACRE Members agree to follow the SACRE Code of Conduct, which emphasises that the prime focus of SACRE is to deliver its core aims.

- 6.2 Members are appointed by the Local Authority to SACRE for a period of four years, after which they will be reappointed or replaced. With this term of office, a Member who wishes to resign before the end of their four year term should do so in writing to the Clerk. The maximum time that a Member would normally sit on SACRE is eight years (two terms).
- 6.3 Members are free to resign at any point. Resignations should be made to the Clerk to SACRE and the representing body should be informed, so they can nominate a new representative to the Local Authority.
- 6.4 Co-opted Members have the same term of office as full Members. Co-opted Members are not entitled to vote.
- 6.5 If a SACRE Member does not adhere to the Code of Conduct, the Local Authority has a right to remove the SACRE Member.

7. Specific Group Responsibilities

7.1. Groups A and B

- a) Should present a positive image of their religion, so that members of the other Groups are disabused of any religious stereotypes of each denomination or religion. They must also make clear any grounds on which they may differ from each other, but also the respect they have for each other's viewpoints – since such convictions and mutual understanding lie at the heart of effective classroom RE.
- b) Can create opportunities within SACRE meetings to raise awareness of issues of sensitivity in the teaching of RE to the children of their faith community.
- c) Should appreciate the difficulties schools are facing in the area, support their best endeavours, and act, where necessary, as a link between schools and the faith communities.

7.2 Group C

- a) Should have a real and positive interest in RE in primary, secondary, or special schools.
- b) Should ensure that the needs of schools and teachers are considered by the SACRE in their discussions.
- c) Should provide the SACRE with information about the context in which RE is taught in the schools in the Local Authority.
- d) Should ensure that the associations they represent are informed about the work of the SACRE.
- e) Create opportunities for other teachers to learn more about the work of the SACRE and give them the opportunity to have their views expressed at SACRE meetings.
- f) Consult other teachers on matters of particular importance to the work of the SACRE.

7.3 Group D

- a) Can bring to the meeting the breadth of educational issues and concerns which elected Members are wrestling with and place RE's role within it.
- b) Can be the supporters of RE within the various Committees and structures of the Local Authority.
- c) Can give political support to enable locally determined RE to flourish within each Local Authority - financial support, advisory support, etc.
- d) Can appreciate the issues raised by a multi-faith, multi-cultural society for the education of children in RE and reflect these issues in the Schools Forum, Scrutiny Committee, etc., as a means of supporting RE.
- e) Can bring the 'public' dimension to the debate about RE provision and support.

8. Meetings

- 8.1 There are no requirements for SACRE to meet for a certain number of times, but meetings are usually held four times a year. More meetings may be scheduled if the business is considered to be urgent, or requires more discussion time than is possible in the regular meetings.
- 8.2 SACRE meetings can be hybrid at the Chair's discretion. In these cases, members will be provided with a link to join the meeting virtually. In hybrid meetings, virtual attendees are procedurally identical to members attending in person, and as such may vote, propose or second motions, and count towards the quoracy of the meeting.
- 8.3 Meetings are arranged by the Clerk to SACRE. The dates for SACRE meetings are usually decided for the following year at the summer SACRE meeting.
- 8.4 The papers will be published on the North Yorkshire Council website five clear working days before the meeting and, shortly following that, a link to the papers will be emailed to Members.
- 8.5 The Agendas for the meetings are agreed by the Chair and Professional RE Adviser to SACRE at Agenda setting meetings, which are held about one month prior to each SACRE meeting. These comprise the Chair, Vice-Chair, Professional RE Adviser, representatives from Children and Young People's Service and Legal and Democratic Services, including the Clerk.
- 8.6 Other SACRE Members may request items to be added to the Agenda. This will be at the discretion of the Chair. Items should be submitted at least two weeks prior to the date of the meeting.
- 8.7 To enable decisions to be made, the meeting must be quorate, with representatives from all four Groups present. Attendance at meetings is therefore very important.
- 8.8 The proceedings of SACRE are not invalidated on the grounds of a vacancy in the Group membership.
- 8.9 Meetings are open to the public but there may be some matters which will be considered in private. During such situations, members of the public will be asked to leave the meeting at this point. The circumstances under which we can consider matters in private are tightly controlled by law. The public must be excluded where it is likely that confidential information would be disclosed. Confidential information is defined as *information given to the Council by a Government Department on terms which forbid its*

public disclosure or information or which cannot be disclosed by Court Order. Where exempt information is likely to be disclosed, there is the discretion to exclude the public. The categories of exempt information are:-

- a) Information relating to any individual.
- b) Information which is likely to reveal the identity of an individual.
- c) Information relating to the financial or business affairs of any particular person (including the authority holding that information).
- d) Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.
- e) Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
- f) Information which reveals that the authority proposes – (a) to give under any enactment a notice under or by virtue of which requirements are imposed on a person; or (b) to make an order or direction under any enactment.
- g) Information relating to any action taken or to be taken in connection with the prevention, investigation, or prosecution of crime.

8.10 SACRE welcomes observers to the meetings, but observers are not entitled to speak at meetings, unless a request is made to the Clerk to SACRE, prior to the meeting. The Clerk's details are published on the agenda for each meeting, and are also available on the North Yorkshire Council website.

8.11 The Chair has discretion to allow members of the public to speak and participate in the meeting where they feel this will help progress a particular item or matter.

8.12 Agendas and Minutes of SACRE meetings are published on the North Yorkshire Council website. The draft Minutes will be made available to Members within two weeks of the meeting.

9. Voting

9.1 For business generally, the SACRE aims to operate on a basis of consensus and, therefore, a formal vote will rarely be necessary.

9.2 On any question to be decided by the SACRE, its constituent Groups each have a single vote, but Co-opted Members do not have a vote. For any voting to take place, SACRE must be quorate, with representatives from all four Groups present at the meeting.

9.3 Decisions within an individual Group do not require unanimity. Each Group must regulate its own proceedings, including provision for resolving deadlock. If there is a tied vote of the four Groups (i.e. two Groups in favour and two against), members will be asked to reconsider, following further discussion. Only SACRE Members present at the meeting are eligible to vote.

9.4 In the event of the matter still being deadlocked, the Chair shall not have a casting vote and the matter will be declared a *non-decision vote*.

10. Election of Chair and Vice-Chair

- 10.1 One month prior to the Autumn Term SACRE meeting, the Clerk will ask for nominations for Chair and Vice-Chair. Nominations should be received by the Clerk via email two weeks before the SACRE meeting. Candidates will be requested to produce a summary of the skills and experience they would bring to the role, which will be circulated prior to the meeting.
- 10.2 At the SACRE meeting, nominees will be invited to outline their reasons for wanting to take on the role of Chair. Members of Groups A, B, C, and D shall vote individually for the election of a Chair. Members must be present at the meeting to cast a vote. The same procedure will be carried out for the position of Vice-Chair. The Chair and Vice-Chair should be representatives from different Groups, where possible. The maximum term of office for a Chair and Vice-Chair is 4 years in total.
- 10.3 To be nominated for Chair, the nominee must have been a member of SACRE for at least one year and attended at least three meetings.

11. Management of the SACRE

- 11.1 The Local Authority must adequately fund SACRE to enable it to carry out its statutory duties and to support high quality RE and collective worship in schools.
- 11.2 The Democratic Services role is one of administrative support for meetings; support for the Members and Chair and Vice-Chair; acting as a single point of contact; and governance advice and guidance.
- 11.3 The Local Authority can make the decision on how the Chair of SACRE may be appointed or it may allow the SACRE to choose the Chair from amongst their Members. In North Yorkshire, the latter approach is taken.
- 11.4 This SACRE is serviced by a Professional Religious Education Adviser from North Yorkshire's School Improvement Service, who:
 - a) may advise the SACRE and Local Authority;
 - b) ensure that the decisions of the SACRE are moved forward;
 - c) oversees the monitoring of RE and collective worship in schools;
 - d) oversees the development of the agreed syllabus and its implementation;
 - e) offers support and advice to teachers and schools through training/consultancy;
 - f) writes the SACRE Annual Report, with the support of the Chair and Clerk.

12. Complaints

- 12.1 **Councillors.** All elected Councillors and voting Co-opted Members on Council Committees must comply with the Code of Conduct for Members when they go about their official duties. The Code states that Councillors must behave in certain ways, such as not treating others with disrespect. It also sets out the rules about registering and declaring interests. Further information on this and how to make a complaint are on the Council website.

- 12.2 **SACRE Members who are not Councillors.** The Corporate Complaints Procedure has two stages. In the first instance you should direct your complaint to the service you want to complain about. Staff will work to ensure complaints are responded to quickly and resolved at this stage wherever possible.
- 12.3 If you are not satisfied with the response you have received you can contact us to escalate your complaint through the two stages. However, if we feel that your complaint has been considered fully at an early stage and it would not be of benefit to either party to pursue internally, we will instead refer you to the Local Government Ombudsman.
- 12.4 Where concerns are raised by one member of SACRE regarding another Member, this will be referred to the Chair in the first instance, who will liaise with the Local Authority as to the most appropriate response.

13. SACRE Annual Report

- 13.1 SACRE is required to publish an Annual Report in the Spring Term. The draft report is prepared by the Professional Religious Education Adviser to SACRE, Chair and Clerk to SACRE and will be shared with SACRE Members for comment, before final approval.
- 13.2 The final report is shared with SACRE Members, all schools, the School Improvement Service and Council Members, as well as being sent to the Department for Education and NASACRE.
- 13.3 It will also be presented to the appropriate Council Scrutiny Committee.

14. Agreed Syllabus Conference

- 14.1 An ASC is convened in order to produce an agreed syllabus for RE. It is a separate legal entity from a SACRE.
- 14.2 Although a review of the locally agreed syllabus is required within five years of the last review, if the majority of the Groups on SACRE (other than Group D) ask the Local Authority in writing to reconsider its agreed syllabus it must convene a Conference for that purpose.
- 14.3 An ASC is a body appointed by the Local Authority according to the same structure as SACRE but the membership of one does not automatically mean membership of the other. The ASC may have wholly different membership to SACRE; a shared membership or be coterminous with SACRE. Co-opted Members of SACRE cannot be on the ASC as an ASC does not have the option to co-opt.
- 14.4 Voting is also different in that all Committees (not Groups as in SACRE) have to vote for a syllabus before it can be adopted. This must be unanimous.
- 14.5 The Chair of the ASC can be appointed by the Local Authority or the Local Authority may allow the ASC to choose its own Chair.
- 14.6 The Local Authority's responsibility to convene the ASC implies a duty to provide funds for its work.

15. Advice, Guidance, and Determinations

- 15.1 Advice and guidance is disseminated to schools by the Local Authority SACRE Officers.

15.2 The procedure if a school requests a determination is [governed by legislation](#).

16. Review and Revision of the Constitution

16.1 The Constitution and Terms of Reference may be amended at any time at the discretion of the Local Authority, in consultation with the Corporate Director of Children and Young People's Services and such other persons as they think fit.

16.2 Legally, it is the responsibility of the Local Authority to write the Constitution but it requires approval of SACRE before it is changed.

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North Yorkshire Council

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

WORK PROGRAMME

1. Forthcoming Meetings

Tuesday 10 December 2024, 16:00, County Hall, Northallerton (hybrid)

Item	Contact Officer	Notes
SACRE Draft Annual Report	Olivia Seymour (Professional RE Advisor)	SACRE to consider and approve the draft annual report.
Professional RE Advisor's update (standing item)	Olivia Seymour (Professional RE Advisor)	To receive an update from the Professional RE Advisor.
Agreed Syllabus Update (standing item)	Olivia Seymour (Professional RE Advisor)	To receive an update on the Agreed Syllabus.
Local Authority Update (standing item)	Julie Pattison (Principal Advisor, Monitoring)	To receive an update from the Principal Advisor, Monitoring.
Work Programme (standing item)	Edward Maxwell (Clerk)	To note the work programme.

2. Future Items of Work – Date to be Agreed

- 2.1 **SACRE Self-Assessment Toolkit Working Group.** At the April 2024 meeting it was agreed that volunteers would be sought to carry out another session with the Self-Assessment Toolkit on *Promoting involvement in the provision and quality of collective worship*. The session is scheduled for Friday 27 September at 10:00; currently there are two volunteers and the chair available to attend. If any others

2.2 **School Website Audit.** SACRE members assisted in carrying out surveys of school websites. To date 7 of the 19 assigned schools have been completed; it is proposed that a one-off group of volunteers undertake to complete the remainder. If anyone has yet to send the responses in, please do so as soon as possible so the remainder can be allocated.

3. **Proposed Future Meeting Dates**

Dates to be agreed at the meeting on 10 September 2024.

- a. Tuesday 8 April 2025, 16:00 (hybrid)
- b. Tuesday 9 September 2025, 16:00 (hybrid)
- c. Tuesday 9 December 2025, 16:00 (hybrid)