



NORTH
YORKSHIRE
COUNCIL

SACRE Annual Report

2023 - 2024

Contents

Introduction from the Chair	3
Introduction	4
Overview of SACRE meetings and attendance	4
Overview of the New Local Agreed Syllabus for North Yorkshire.....	5
Standards and monitoring of RE.....	6
Statutory responsibilities.....	9
The Local Agreed Syllabus	9
Growing Up in North Yorkshire biennial school survey 2024:	10
Teacher training, materials and advice for schools.....	13
GCSE and A' level results.....	14
Collective Worship	15
Standards and monitoring of Collective Worship.....	15
Determinations	15
Links with other bodies.....	15
Local involvement.....	16
Local arrangements	16
Finance	16
Officers and support	16
Membership	17
Appendix 1: Table of GCSE – short and full, A/S & A' level Religious Studies results	19
Appendix 2: Development Plan 2022-2024	21
Appendix 3: Circulation of report	27

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 Myers 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
SACRE Chair

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	10	17	15	10	18 (26 including vacancies)
Professional RE Advier	1	1	1	1	1
LA Officers	2	2	2	2	2

Each meeting receives updates from Local Authority Officers and the Professional RE Adviser. Through the latter's reports, the Committee has been appraised 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%	
Total 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%	

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 was 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.

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.

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.



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.



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.

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.

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.



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.



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.



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.

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	295	43	10	5	356

Table 3: North Yorkshire Academy Predecessor School Status

	Nursery	Primary	Secondary	Special	Pupil Referral Service	Total
Community	0	64	26	4	1	95
Foundation	0	0	1	0	0	1
Voluntary Controlled	0	35	0	0	0	35
Voluntary Aided	0	23	3	0	0	26
Total	0	122	30	4	1	157

A total of 37 academies have confirmed that they have adopted the new North Yorkshire Locally Agreed Syllabus 2024-29. This is an increase in the number of academies that adopted the last 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.

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, undertaken by over 15000 of the estimated 30000 pupils in eligible year groups. The spring term 2024 survey provides key information about learning, safety and well-being 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 spring 2025 shows the children’s responses in relation to their religion/faith from Key Stage 2 and beyond:

Year 6 pupils' responses

a) Do you have a religion, faith or belief that is important to you?

	Boy	Girl
No	62%	55%
Not sure	13%	19%
Yes	22%	24%
I don't want to say	2%	2%

b) What is your religion, faith or belief?

	Boy	Girl
[Not applicable]	78%	76%
Non-religious e.g. atheist, humanist	1%	1%
Buddhist	0%	0%
Christian e.g. Catholic, Church of England	18%	19%
Hindu	0%	0%
Jewish	0%	0%
Muslim	1%	2%
Sikh	0%	0%
Other	0%	0%
Don't know	1%	1%
Don't want to say	1%	0%

c) How useful have you found school lessons about religious education?

Can't remember any	Not at all useful	Some use	Quite useful	Very useful
6%	18%	25%	23%	28%

Year 8/10 pupils' responses

a) Do you have a religion, faith or belief that is important to you?

	Year 8		Year 10	
	Boy	Girl	Boy	Girl
No	59%	59%	60%	62%
Not sure	15%	18%	13%	17%
Yes	25%	21%	26%	20%
I don't want to say	1%	1%	1%	1%

b) What is your religion, faith or belief?

	Year 8		Year 10	
	Boy	Girl	Boy	Girl
[Not applicable]	59%	59%	60%	62%
Non-religious e.g. atheist, humanist	4%	3%	3%	2%
Buddhist	0%	0%	1%	0%
Christian e.g. Catholic, Church of England	26%	25%	27%	25%
Hindu	0%	0%	0%	0%
Jewish	0%	0%	0%	0%
Muslim	2%	1%	3%	1%
Sikh	0%	0%	0%	0%
Other	0%	0%	0%	1%
Don't know	6%	8%	4%	6%
Don't want to say	1%	2%	2%	2%

c) How useful have you found school lessons about religious education?

Can't remember any	Not at all useful	Some use	Quite useful	Very useful
10%	19%	29%	25%	17%

Year 12 pupils' responses

a) Do you have a religion, faith or belief that is important to you?

	Boy	Girl
No	59%	58%
Not sure	12%	17%
Yes	29%	23%
I don't want to say	0%	1%

b) What is your religion, faith or belief?

	Boy	Girl
[Not applicable]	59%	58%
Non-religious e.g. atheist, humanist	1%	3%
Buddhist	1%	1%
Christian e.g. Catholic, Church of England	29%	25%
Hindu	1%	0%
Jewish	1%	0%
Muslim	2%	4%
Sikh	0%	0%
Other	0%	0%
Don't know	4%	6%
Don't want to say	1%	2%

c) How useful have you found school lessons about religious education?

Can't remember any	Not at all useful	Some use	Quite useful	Very useful
14%	13%	29%	26%	17%

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 LA to include input on reading, writing and talk in Religious Education to English networks.

Resources to support Religious Education are accessible at secure2.sla-online.co.uk/v3/Resources/Page/14145 once logged into nyeducationservices.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) 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

2023 Outcomes:

GCSE results

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Courses

	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1
National (State Funded)	606910	193070	14060	19780	22650	31740	27310	21450	27110	15940	8570	3180	970	59.8%	71.0%	97.7%
North Yorkshire	6199	2296	174	232	217	362	358	234	338	195	101	63	22	58.5%	68.7%	96.3%

A Level results

Subject: Religious Studies (4610) / Exam: GCE A level (111)

	NOE	*	A	B	C	D	E	U	X	A*-A	A*-B	A*-E
National (State Funded)	14700	900	2900	4340	3430	1910	840	290	110	25.9%	55.4%	97.4%
North Yorkshire	209	13	48	58	54	22	12	2	0	29.2%	56.9%	99.0%

2024 Outcomes:

Due to the nationwide delay in subject level outcomes data, the GCSE, and A-level results for the academic year 2023-24 is not yet available for inclusion into this year's annual SACRE report.

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 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.

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.

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.

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 Myers (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.



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

2023 Data in Full

GCSE results

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Courses

	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1
National (State Funded)	606910	193070	14060	19780	22650	31740	27310	21450	27110	15940	8570	3180	970	59.8%	71.0%	97.7%
North Yorkshire	6199	2296	174	232	217	362	358	234	338	195	101	63	22	58.5%	68.7%	96.3%

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Short Courses

	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1
National (State Funded)	606910	11850	590	930	1140	1490	1480	1270	1710	1280	980	620	370	47.5%	58.2%	91.7%
North Yorkshire	6199	331	0	42	35	45	46	41	49	21	13	8	7	50.8%	63.1%	88.2%

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full and Short Courses Combined

	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1
National (State Funded)	606910	204920	14650	20710	23790	33230	28790	22720	28820	17220	9550	3800	1340	59.1%	70.2%	97.3%
North Yorkshire	6199	2627	174	274	252	407	404	275	387	216	114	71	29	57.5%	68.0%	95.3%

A Level results

Subject: Religious Studies (4610) / Exam: GCE A level (111)

	NOE	*	A	B	C	D	E	U	X	A*-A	A*-B	A*-E
National (State Funded)	14700	900	2900	4340	3430	1910	840	290	110	25.9%	55.4%	97.4%
North Yorkshire	209	13	48	58	54	22	12	2	0	29.2%	56.9%	99.0%

2024 Data in Full

Due to the nationwide delay in subject level outcomes data, the GCSE and A-level results for the academic year 2023-24 is not yet available for inclusion into this year's annual SACRE report.

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 				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	Facilities to ensure a hybrid meeting which can accommodate members of public in attendance has limited the progress with this action

Ref	Action	Cost	Lead	Timescale	Progress
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. Develop a SACRE Visits Policy and Visits Form 	Travel expenses School time	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 rather than visits to schools to observe RE lessons. This work is underway and to be reviewed in 2024-25.

					<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>

<p>Objective Three: To review the locally Agreed Syllabus</p> <p>Intended Impact: SACRE Members implement a locally agreed syllabus for 2024-29 taking account of national developments and consultation with schools</p>					
<p>Links to NASACRE Self-evaluation toolkit:</p> <p>Priority Three - To evaluate the effectiveness of the Locally Agreed Syllabus</p> <p>NOTE: This is primarily a priority for the second year of this Development Plan</p>					
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 14th 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 ensure full implementation of the Agreed Syllabus in NYC (North Yorkshire Council) schools 		LA Officer Professional RE Adviser	On-going from launch	Underway – a schedule of training and support for 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A SACRE working party review and update guidance for Schools 		LA Officer Professional RE Adviser SACRE working party	2023/2024	
1.3	<ul style="list-style-type: none"> SACRE develop a programme of training and support for schools on collective worship 		LA Officer Professional RE Adviser	2024	<p>A Training Session for Schools could be built in next year?</p> <p>SACRE Member School visit to include Collective Worship, Summer Term 2024</p> <ul style="list-style-type: none"> What should Collective Worship look like in Schools? What do all members expect from this from their perspective? Could this be a question to raise at future SACRE meeting?

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



Contact us

Online: northyorks.gov.uk/contact-us

By telephone: **0300 131 2 131** when prompted, please say "???"

North Yorkshire Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

You can request this information in another language or format at
northyorks.gov.uk/accessibility