

SACRE members training

- Revisiting - What is the role of SACRE?
- Exploring how we 'know' the standard of RE in our schools



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A SACRE must: **page 4-5 of handbook**

- advise the LA on RE in accordance with the Agreed Syllabus
- publish an annual report on its work and on actions taken by its
- representative Groups, specifying matters on which it has advised the LA
- email a copy of the annual report to the Secretary of State; annual reports have been analysed by the DfE and NASACRE since September 2021
- meet in public, unless confidential information is to be disclosed
- make minutes of meetings available for public inspection.
- Advise the LA on matters relating to collective worship, either in response to a referral from the LA, or as the SACRE sees fit
- consider applications from a headteacher that the school be allowed to modify the 'wholly or mainly of a broadly Christian character' requirement for collective worship. This is known as a determination.

How do we 'know' the impact of the agreed syllabus in supporting schools developing their own contextual curriculum for their pupils?

How do we 'know' the quality of CW provision in NY schools?

A SACRE should: page 4-5 of handbook

- monitor the provision and quality of RE taught according to the Agreed Syllabus, together with the overall effectiveness of the syllabus
- provide advice and support on the effective teaching of RE in accordance with the locally Agreed Syllabus
- in partnership with the LA, consider whether any changes need to be made to the Agreed Syllabus
- offer advice to the LA, and through the LA to schools, concerning the way an existing Agreed Syllabus can be interpreted to fit with a broad, balanced, coherent and cohesive curriculum.

A SACRE may:

- require the LA to review the Agreed Syllabus; if a vote is taken on this matter, SACRE Group D (the LA) is not entitled to cast a vote; a majority decision by the three other committees is sufficient
- decide to advise the LA on matters related to its functions; equally, an LA may decide to refer matters to the SACRE
- co-opt members who are not members of any of the four SACRE Groups; such co-opted members may provide educational expertise, young people's views or religious and non-religious views, reflecting a diverse multicultural society.

How do we 'know' the provision and quality of RE according to the agreed syllabus?

SACRE's role is to support good RE and collective worship within its schools by:

page 4-5 of handbook

- giving advice on ways of teaching the Agreed Syllabus, including the choice of teaching materials
- monitoring schools' provision for RE and collective worship as well as pupils' spiritual, moral, social and cultural development (SMSC)
- advising the LA on the provision of RE training for teachers
- considering complaints referred by the LA about the provision and delivery of religious education or collective worship.
- In order to offer advice, SACRE should monitor school approaches to assessing pupils' progress in RE and review the uptake and standards achieved in external religious studies examinations.

How do we 'know' the impact of the agreed syllabus in supporting schools developing their own contextual curriculum for their pupils?

Spiritual, Moral, Social and Cultural Development

SACRE should be aware of the contribution that RE and CW can make to pupils' personal development including their spiritual, moral, social and cultural development.

Additionally, members of Groups A and B may support pupils' awareness of religious beliefs and their influence on the formation of pupils' attitudes and values.

The most effective SACREs may also:

- monitor good practice in the delivery of the Agreed Syllabus in a range of ways, taking note of any difficulties
- disseminate good practice in the teaching of RE
- review provision for in-service training and development
- receive school inspection reports, in whole or part

The role of SACRE

SACREs are responsible for oversight of the religious education and collective worship in their local schools. Levels of responsibility vary.

For example:

- In voluntary aided schools, RE is determined by the governors and taught according to the school's trust deed, not necessarily the Agreed Syllabus
- In all schools with a religious character, collective worship can be reflective of that religion
- In academies (even those which follow the LA agreed syllabus)
RE must be taught it is part of every academies funding agreement

In summary

SACREs:

- Are statutory bodies which all local authorities have to have and support
- Are representative of the local community
- Are responsible for RE and CW in most schools
- Are instrumental in ensuring quality experiences for all pupils in RE and CW
- Have to report annually to the DfE and NASACRE
- Have the potential to contribute to social harmony and community cohesion

How do we know? What activities might we undertake?

What do we do already?

School questionnaire

Presentations to SACRE

Feedback from training

Examining data - Workforce data, exam data, Growing up in North Yorkshire data

What could we do?

Looking at the school website

Looking at the school RE policy

Talking to pupils

Talking to a Headteacher and subject leader on a visit

Talking to staff on a visit

Looking at examples of pupil work

** NATRE resource for SACRES

What questions might we ask? Thinking about compliance

For Primary Schools:

Do all pupils participate in RE in all year groups?

Have there been any parental requests to withdraw their children from RE? how can SACRE support the school with advice on this?

For secondary schools:

Do all pupils participate in RE in all year groups?

How is RE organized in KS4? Do all pupils follow an accredited course?

If not all pupils follow an accredited course how does the school ensure all pupils have RE on their timetable?

Have there been any parental requests to withdraw their children from RE? how can SACRE support the school with advice on this?

What questions might we ask? Thinking about curriculum and the impact of the Agreed Syllabus

How have you organized your RE curriculum?

What is the range of religions and worldviews your pupils study through the curriculum?

Do you include visits and visitors in your curriculum to enhance RE provision?

How has the locally agreed syllabus supported you in developing the curriculum in your school?

What are your biggest challenges at the moment? What further support could SACRE offer you?

Considering school visits:

The purpose of school visits is to:

- Ensure compliance with relevant aspects such as delivery of locally agreed syllabus
- Provide contacts and advice where appropriate for RE and Collective Worship
- Gather information for North Yorkshire SACRE's statutory annual report
- Identify and celebrate best practice in the delivery of Religious Education in North Yorkshire schools

Remember:

- We work in partnership - LA officers would guide and support us on a visit
- As SACRE members we are not there to make judgements
- We are not there to promote our own beliefs or views (this is a different visit from visiting as a member of a religion or belief community)
- We are there to observe and notice to inform our understanding
- We should ask questions
- We should celebrate best practice
- We should bring back to SACRE questions we have

An example of a visit form

SACRE school visit form

SACRE members from time to time are interested in visiting local schools to see examples of Religious Education (RE) and Collective Worship (CW) taking place. This is to help members understand the nature of both of these areas of the curriculum in Newham, so they can become better informed when SACRE meets to make decisions about how to support RE and CW in Newham schools.

It would be helpful to the SACRE member if the person they liaise with in setting up this visit at the school could have 15-30 minutes with them at the start or end of their visit to answer any questions about what they have or will see.

School Visit:

Date:

Contact:

Phone contact:

SACRE member to fill in and share from at next SACRE meeting:

Commentary: *Write about what you saw, did on your visit*

With grateful thanks to Claire Clinton and Newham SACRE

An example of pupil voice – REQM primary and secondary questions



PRIMARY

What do you think about RE in your school?

This questionnaire will help your school decide how well you are learning in Religious Education (RE).

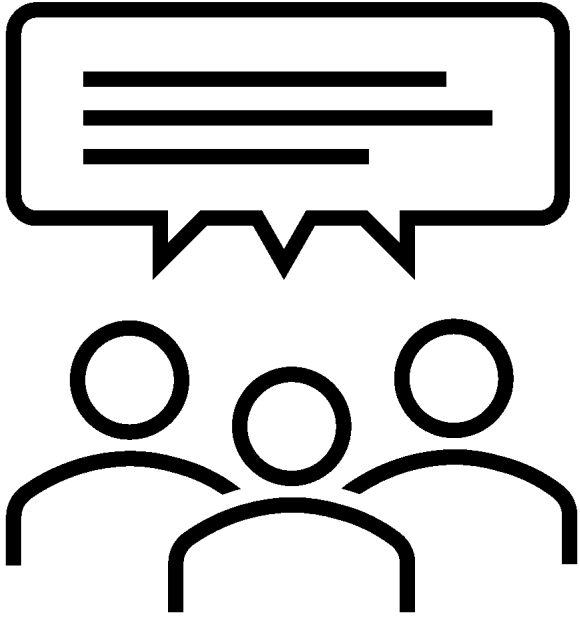
Please tell us what RE is called in your school: _____

Thank you for sharing your ideas.
The REQM team

1) What do you learn about in RE?	
2a) What do you learn about other people's beliefs in RE? 2b) Do you learn about what you believe too?	
3) What kind of questions does your teacher ask you in RE?	
4a) Do you ask questions in RE? 4b) What have you have asked, and why?	

6) How do you know how to make progress in your RE learning?	
7) How does your RE work link up with other subjects in school, or with other schools?	
8) What opportunities are there for using creative approaches to learning? For example, do you explore or record your learning in writing, artwork, multimedia?	
9) What opportunities do you have in RE to visit significant places (of worship or of value) or to meet with visitors from different backgrounds?	
10) How do these encounters with other places and people help your learning?	
11) How does your RE help you to learn about people beyond your local area - for example around the country, or around the world?	

Discussion and questions



What activities will help us know the quality of RE curriculum in our North Yorkshire schools?