



Lord Nash

Parliamentary Under Secretary of State for Schools

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Dear colleague

I am writing to you as Minister responsible for faith schools. I have recently had many conversations about the important role SACREs and local authorities have in supporting this area, which have encouraged me to write.

I would like to emphasise the importance of good teaching of religious education and the central role of SACREs and local authorities. All pupils benefit from good quality religious education teaching. RE makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are vitally important in our diverse society. The recent events in some schools in Birmingham have highlighted the importance of promoting the crucial values of respect and tolerance in our schools.

The role of a SACRE is to support the religious education curriculum and collective worship within schools. Local authorities have a duty to enable SACREs to fulfil their statutory responsibilities in these areas. They should assure themselves that the SACRE is functioning well and holding regular meetings. It may also be appropriate for the local authority to support the SACRE's work to provide teacher training in RE and collective worship training.

It is vital to continue to improve the academic rigour of RE in schools so that pupils develop their knowledge and understanding of this subject. The last Ofsted review of the subject found that the potential of RE was not being realised in many schools. The introduction of the new and more demanding national curriculum makes the importance of improving religious education even clearer.

The recent events in Birmingham schools have also highlighted the importance of all schools promoting the fundamental British values of the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In some schools in Birmingham, inappropriate religious education teaching and a distorted school ethos served to undermine those fundamental British values. We have recently publishing guidance for all schools to make clear their responsibilities in this area, and have introduced new legislation for independent schools, academies and free schools to actively promote fundamental British values. The guidance is available at

<https://www.gov.uk/government/publications/improving-the-sm-sc-development-of-pupils>
<https://www.gov.uk/government/publications/improving-the-sm-sc-development-of-pupils-in-independent-schools>

Good progress has been made recently to improve religious education. All students studying a GCSE in religious studies will now be expected to study two religions along with textual analysis, or philosophy and ethics, which will broaden their knowledge and understanding. We have also taken measures to ensure we have sufficient high-quality religious education teachers, who have detailed subject knowledge and expertise. We have introduced a new bursary scheme for the recruitment of high-quality RE teachers in 2015/16. Trainees who hold a 1st class degree qualify for a £9,000 bursary, and those with a 2:1 £4,000.

SACREs are well placed to contribute to this important work through their development of appropriate and demanding RE syllabuses, and their support to schools on the effective teaching of RE, including continuing professional development for RE teachers.

It is inappropriate for any school, whether they are a faith school or not, to offer their pupils a narrow interpretation of religious education. All schools should ensure their pupils are aware of the tenets of all the major faiths represented in Great Britain. SACREs can support this through their development of locally agreed RE syllabuses, and their advice to schools on collective worship and on effective RE teaching. I would encourage SACREs to consider the ways in which their locally agreed syllabus helps pupils to develop an understanding of Christianity, whilst also learning about the teaching and practices of the other principal religions represented in Great Britain.

As part of their responsibilities, SACREs must provide an agreed syllabus to support the religious education curriculum in schools, which must be reviewed every five years. A report must also be produced annually outlining the activities of the SACRE. All SACREs are encouraged to submit their annual reports to NASACRE for inclusion on their website to enable members to showcase the important work that is going on around the country, share knowledge and learn from best practice. The Department intends to commission a review of SACRE annual reports to identify good practice, and ensure that all SACREs are fulfilling their statutory duties.

SACREs would not be able to exist without the advice, help and support of the many dedicated individuals and communities, who work together to fulfil their many and varied roles. I understand that many members offer their time and expertise voluntarily, and they continue to offer professional and personal support to schools and communities in an increasingly complex and demanding environment. I would like to offer my sincere thanks to everyone who serves the pupils in their area in such a way.

Yours sincerely



JOHN NASH

The SACRE RETool: Reporting and Evaluating Toolkit

Introduction

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

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

This Reporting and Self-Evaluating Toolkit is an amended version of the original SACRE SEF (2004). It takes account of changes in inspection arrangements and in the role of local authorities, and of the development of maintained schools independent of their local authority. It is designed to help individual SACREs evaluate their role and, in particular, to consider their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the local authority and other key stakeholders.

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

The DCSF publication "Religious education in English schools: Non-statutory guidance" (2010) ("the Guidance") remains the most recent official statement in this field. The Guidance sets out the responsibilities of SACREs and Local Authorities as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document. Rationale

The RETool focuses on the following five aspects of the work of SACREs:

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

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

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

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

SACREs are invited to use the format of this RETool to compile their annual report to their local authority. A copy of the annual report should also be lodged electronically with the central database sacrereports@nasacre.org.uk. When compiling their report, SACREs could either use the entire RETool document, or copy sections of text from it into another document; the annual report could focus on specific areas in any given year.

Section 1. Standards and quality of provision of Religious Education

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

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

A core duty of a SACRE is to gain an overview of the quality of the RE provision in local authority maintained schools and to develop effective strategies to promote the highest standards. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to approach the achieving of this overview with some sensitivity and astuteness.

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

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

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

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| Key Area: 1a. RE provision across the LA. <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i> | | |
| Developing A SACRE with developing practice would: | have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the Agreed Syllabus. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | have robust processes (for example effective and wide-spread use of the RE SEF) in place to gain a full and accurate overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

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| Key Area: 1b. Standards of achievement and public examination entries <i>How does SACRE use information about standards and examinations to target support and training for schools?</i> | | |
| Developing A SACRE with developing practice would: | have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures. Analysis would be limited as would strategies to address issues. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | have robust processes (for example including effective and wide-spread use of the RE SEF) in place to gain accurate information about standards in all schools and examination entries in secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA. entitlement whilst meeting the specific needs and priorities of their schools. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 1c Quality of learning and teaching. | | |
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| <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i> | | |
| Developing A SACRE with developing practice would: | have little or no knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little professional support in the LA working with the SACRE. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have some information regarding the quality of learning and teaching from LA SIPs, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE's attempts to improve learning and teaching have limited effect. be able to circulate information about national courses and support mechanisms to schools | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. advise the LA on the support that is needed and have access to professional support that can be linked to schools in need. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 1d Quality of leadership and management, including the provision and management of resources. | | |
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| <i>To what extent does SACRE have and use information about the effectiveness of senior and middle leadership of RE in its schools?</i> | | |
| Developing A SACRE with developing practice would: | have little knowledge about the quality of leadership and management in RE in local schools. They are unaware of issues relating to the availability of resources for RE in schools. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have some information regarding the quality of leadership and management (including senior leadership interest in RE) from the LA, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE support to improve learning and teaching has little effect. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | have a robust relationship with schools and the LA to gather meaningful information about the quality of L&M (including senior leadership interest in RE). This information is analysed to identify trends, areas of strength and areas for development. SACRE draws on expertise in effective schools to support all schools in the LA. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 1e. Recruitment and retention of skilled specialist RE staff. | | |
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| <i>To what extent does SACRE use information about specialist provision in their schools to target training and support recruitment?</i> | | |
| Developing A SACRE with developing practice would: | have little knowledge of data and issues related to the recruitment and retention of subject specialists in schools. Little or no support from the LA. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have some processes in place, supported by the LA, to gather information on staffing in schools, both in relation to subject specialism and teacher commitment to RE. The SACRE would have limited opportunity to act effectively on this information. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | have a robust relationship with schools and the LA to gather meaningful information about specialist and committed staff in RE. This information is analysed to identify gaps, training needs and ways to support recruitment and retention. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 1f. Relations with academies and other non-LA maintained schools. | | |
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| <i>To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</i> | | |
| Developing A SACRE with developing practice would: | have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation. By and large academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | have a pro-active policy of liaison with all academies etc and of sustaining a wider professional RE network within the area. While the independence of academies etc is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Section 2: The effectiveness of the locally agreed syllabus

How effectively does the SACRE, in partnership with the LA, monitor the impact and evaluate the effectiveness of the agreed syllabus in raising standards? How effectively does the Agreed Syllabus Conference in partnership with SACRE make decisions about the use of national guidance and exemplar material in a review of the agreed syllabus?

The locally agreed syllabus is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good modern AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact measures.

The major factors to be considered in creating or revising an AS include statutory requirements, non-statutory guidance and exemplar material, developments in the school curriculum generally, and local circumstances. Key advice on producing an AS is given in the Guidance. SACREs and ASCs are recommended to take note of this advice in their work on the AS.

Local authorities are required to review their locally agreed syllabus at least every five years. This cycle of reviewing, revising, re-launching and re-implementing the AS gives SACREs and ASCs opportunities for ongoing development and improvement of their effectiveness in providing schools with a locally agreed syllabus which is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the agreed syllabus, in practice much of the preparatory and supplementary work will be carried by the SACRE within its routine business. Moreover, in most LAs the membership of SACRE and ASC overlap substantially or are identical. This can contribute to greater inclusiveness and coherence, but good practice will ensure that it is always clear at any time which body is in place at a meeting, and that it is the ASC which is in session when formal decisions about the AS are to be considered.

Academies etc are in principle free to choose their own RE syllabus. In practice, however, many may well continue to use their local AS. There are some sound reasons for SACRE and the LA to encourage this where possible, and to enable academies etc to have some involvement in the process of revising the AS or of devising a new AS. Relationships between SACREs and academies will necessarily be entirely voluntary and not covered by existing legislation or guidance. SACREs should therefore approach such relationships in a spirit of mutual respect and collegiality. These issues have not been incorporated into the matrix below, but see Section 4.

| Key Area: 2a – The review process | | |
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| <i>How does the SACRE review the success of the existing agreed syllabus?</i> | | |
| Developing A SACRE with developing practice would: | <p>have limited arrangements in place to monitor the impact of the agreed syllabus, particularly in raising standards. This provides little or no opportunity to review the effectiveness of the agreed syllabus.</p> <p>not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. The SACRE is unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation made by the LA.</p> | <input type="checkbox"/> |
| Established A SACRE with established practice would: | <p>have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current agreed syllabus.</p> <p>have devised a costed action plan in partnership with the LA, and have been allocated a sufficient budget for the agreed syllabus review and relaunch.</p> | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | <p>have a clear and systematic process for monitoring the effectiveness of the agreed syllabus built into its development plan. Reviewing the agreed syllabus includes full consultation with schools and other key stakeholders, including faith communities. Issues that have arisen have been discussed and addressed in planning for a Review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and printing/ distribution costs. There is a strong sense of shared ownership of the prospective agreed syllabus review, with clear targets for what needs to be achieved.</p> | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 2b – The quality of the local Agreed Syllabus | | |
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| <i>How well does the locally Agreed Syllabus promote effective learning & teaching in religious education? Is it “fit for purpose”?</i> | | |
| Developing A SACRE with developing practice would: | <p>ensure that the Agreed Syllabus sets out what is to be learnt at each Key Stage. Levels are made available, but do not link directly to the learning and there is no clear expectation of quality learning in the Agreed Syllabus.</p> | <input type="checkbox"/> |
| Established A SACRE with established practice would: | <p>ensure that the Agreed Syllabus provides a clear framework for and expectations of learning in RE.</p> <p>make clear the value of RE in school both in terms of learning and of wider issues.</p> | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | <p>ensure that the Agreed Syllabus provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA.</p> <p>have set out clear expectations of the role of the LA and school leadership in ensuring adequate resource and provision in schools.</p> | <input type="checkbox"/> |

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| Where are we and where do we find evidence to support this? | |
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| Key Area: 2c – Launching and implementing the Agreed Syllabus <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i> | |
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| Developing A SACRE with developing practice would: | provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE. have little training provision for implementing the revised syllabus. be prevented from providing any significant additional guidance or extended training on using the agreed syllabus by a shortage of financial and human resources. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | use other forms of communication (for example the LA website) to promote the launch. have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed. provide additional guidance or extended training on using the Agreed Syllabus over the life of the Agreed Syllabus. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | Involve the wider community and use strong media coverage, to give the Agreed Syllabus a high profile as an important development in the work of the LA and SACRE. The launch event would include high quality presentations from a range of local faith or belief groups and schools. provide effective training on implementing the Agreed Syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the Agreed Syllabus and the implications for teaching and learning. The SACRE provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus. | <input type="checkbox"/> |

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| Where are we and where do we find evidence to support this? | |
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| Key Area: 2d – Membership and training of the Agreed Syllabus Conference (ASC) | | |
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| <i>To what extent is the membership of ASC able to fulfil its purpose?</i> | | |
| Developing A SACRE with developing practice would: | <p>have a membership that fulfils basic statutory requirements. There are limited induction and training opportunities; members are unclear of their roles, or how an agreed syllabus can be structured. Particular faith or belief groups or teachers from different phases do not attend.</p> <p>provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.</p> | <input type="checkbox"/> |
| Established A SACRE with established practice would: | <p>have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for members' training and the purpose and action plan for the work of the ASC are clear.</p> <p>have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.</p> | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | <p>have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants. There is a strong, co-ordinated programme of induction and training opportunities for members.</p> <p>Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights.</p> <p>provide effective admin to support the process</p> | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 2e - Developing the revised agreed syllabus | | |
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| <i>How robust are the processes for producing a strong educational Agreed Syllabus?</i> | | |
| Developing A SACRE with developing practice would: | have no clear structure for developing a new agreed syllabus. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new agreed syllabus. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an agreed syllabus which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The Agreed Syllabus has a clear framework for progression and challenging learning | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 2f - Making best use of National Guidance | | |
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| <i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i> | | |
| Developing A SACRE with developing practice would: | have a limited awareness and understanding of national documentation in relation to the agreed syllabus review process and are unable to use national guidance in a coherent way. have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the education of the whole child. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | be aware of national documentation and some of its implications for the Agreed Syllabus review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the Agreed Syllabus to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | take full account of national documentation in the construction of the revised Agreed Syllabus, while ensuring their work reflects local circumstances. | <input type="checkbox"/> |

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| practice would: | The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools. | |
| Where are we and where do we find evidence to support this? | | |
| *Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and “Religious education in English schools: “Non-statutory guidance 2010”. | | |

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- For the SACRE

- For the LA

Section 3. Collective worship

How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?

Maintained schools are required to provide a daily act of collective worship for every pupil. In community schools not having a religious foundation, the acts of collective worship should be “wholly or mainly of a broadly Christian character”, without being distinctive of any particular denomination. Part of a SACRE’s role is to support the effective provision of collective worship in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from head teachers in community schools that the requirement for collective worship to be wholly or mainly of a broadly Christian character be disapplied for some or all of the pupils in that school. SACRE ‘determines’ the appropriateness of that application and grants a ‘determination’ to those schools where the application is judged to be in the best interests of the pupils. All pupils in schools with determinations continue to have an entitlement to daily collective worship.

Collective worship can be a rich and rewarding element of the curriculum as a whole. SACREs have the opportunity to enhance the quality of collective worship by appropriate guidance and support.

| Key Area: 3a – Supporting pupil entitlement | | |
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| <i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?</i> | | |
| Developing A SACRE with developing practice would: | be unaware of the issues facing schools in providing collective worship. provide little advice or support towards fulfilling pupil entitlement to collective worship. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | understand local issues of delivering pupil entitlement and of the challenges facing schools in providing collective worship. provide some advice in support of delivering pupil entitlement and would seek to ensure that schools had access to, and advice on, appropriate resourcing towards delivering collective worship. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | have a balanced and realistic overview of provision and its challenges across the LA. provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement. obtain feedback from schools to evaluate the impact of advice and support, and periodically reviews its strategies for supporting pupil entitlement. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 3b – Enhancing the quality of provision of collective worship | | |
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| <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i> | | |
| Developing A SACRE with developing practice would: | not be adequately supported for promoting quality of provision of collective worship. have agenda items about collective worship dominated by the issue of SACRE trying to find a mechanism for obtaining data. have little understanding of the nature and potential of collective worship and of what effective provision in each school might be. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have occasional agenda items on collective worship, with some insight into how collective worship is being delivered in the LA's schools. understand what effective provision is but members of the SACRE have little 'hands-on' experience of | <input type="checkbox"/> |

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| | <p>collective worship in schools.</p> <p>promote in-service support for teachers with responsibility for collective worship, and provides advice on enhancing quality of provision.</p> | |
| <p>Advanced A SACRE with advanced practice would:</p> | <p>have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools.</p> <p>have first-hand experience of collective worship in schools.</p> <p>disseminate good practice in consultation with schools and teachers, sponsors an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.</p> | <input type="checkbox"/> |
| <p>Where are we and where do we find evidence to support this?</p> | | |

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| <p>Key Area: 3c – Responding to requests for determinations</p> <p><i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i></p> | | |
| <p>Developing A SACRE with developing practice would:</p> | <p>have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request.</p> <p>be found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.</p> | <input type="checkbox"/> |
| <p>Established A SACRE with established practice would:</p> | <p>be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process.</p> <p>have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions.</p> <p>be found by a request for a determination able to respond in an adequate but piecemeal fashion, without a systematic overview of this area of work.</p> | <input type="checkbox"/> |
| <p>Advanced A SACRE with advanced practice would:</p> | <p>be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities.</p> <p>have a well-established and effective framework for responding to requests, with which members are familiar and comfortable.</p> | <input type="checkbox"/> |

| | | |
|--|---|--|
| | Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. SACRE periodically reviews all existing determinations. | |
| Where are we and where do we find evidence to support this? | | |

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Section 4: Management of the SACRE and partnership with the LA and other key stakeholders

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

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

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

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

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

| Key Area: 4a – SACRE meetings | | |
|--|---|--------------------------|
| <i>How purposeful, inclusive, representative and effective are SACRE meetings?</i> | | |
| Developing A SACRE with developing practice would: | hold meetings regularly with: <ul style="list-style-type: none"> ● routine administrative arrangements ● appropriate distribution of agendas and papers Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have good attendance where all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | have SACRE members contributing to the development of the agenda. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including local places of worship and schools. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 4b – Membership and training | | |
|--|--|--------------------------|
| <i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i> | | |
| Developing A SACRE with developing practice would: | have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always effective. There are limited induction and training opportunities for SACRE members. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members to participate in training activities. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | make good use of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 4c – Improvement/development planning <i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i> | | |
|---|--|--------------------------|
| Developing A SACRE with developing practice would: | not have an action plan to focus its future work and there is little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have a basic action plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | have a well-defined action plan with clear objectives and success criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the LA. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 4d – Professional and financial support <i>How well supported and resourced is SACRE?</i> | | |
|---|--|--------------------------|
| Developing A SACRE with developing practice would: | have financial and management support to allow it to exist. Representatives of the LA attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have some access to subject specialist advice and is informed of local and national initiatives. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 4e - Information and advice | | |
|---|--|--------------------------|
| <i>How well informed is SACRE in order to be able to advise the LA appropriately?</i> | | |
| Developing A SACRE with developing practice would: | receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA rather than ask questions of the LA and challenge its work. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | be regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. The SACRE receives the information in a way that enables it to challenge and question the LA's work. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | receive detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LA which leads to strategic action to improve standards. This can include advice related to the review of the Agreed Syllabus. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 4f - Partnerships with key stakeholders | | |
|---|--|--------------------------|
| <i>What partnerships does the SACRE have with key local and national stakeholders, and of what quality are these?</i> | | |
| Developing A SACRE with developing practice would: | have little contact with or awareness of other local agencies, and rarely has contact with pupils or parents. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | be well informed about other key stakeholders supporting RE and has some contact with the groups involved. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | build its activities effectively on local networks. Links with other bodies, such as local Inter-Faith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and higher education providers are regularly involved with the SACRE. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

Key Area: 4f – Relations with the Academies sector

How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?

| | | |
|--|--|--------------------------|
| Developing A SACRE with developing practice would: | have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have made some attempts to set up an academies presence in SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible. Nevertheless, some academies are now committed to working with SACRE and to finding a constructive way forward. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | have considered systematically the legal and structural options open to them, and have set up formal procedures for establishing a permanent and sustainable academies presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partners with SACRE. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

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

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

“By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community”¹.

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

¹ Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cattle Report in 2001.

| Key Area: 5a – SACRE’s membership | | |
|---|--|--------------------------|
| <i>How representative is SACRE’s membership of the local community?</i> | | |
| Developing A SACRE with developing practice would: | have a membership that is not necessarily strongly representative of the religious diversity of the local community. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim communities). It would also endeavour to include representation from small local faith communities and / or have links with national bodies that can broker advice from those communities elsewhere in the UK. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 5b SACRE’s understanding of the local area | | |
|--|---|--------------------------|
| <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i> | | |
| Developing A SACRE with developing practice would: | have limited knowledge about the religious, cultural and ethnic diversity in the local area. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. know about local Inter Faith groups and the work that they do in the locality. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area and take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local Inter Faith groups. The SACRE would be aware of the impact of this local context on schools and on the provision for RE and collective worship in those schools. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 5c – SACRE’s engagement with the community cohesion agenda. | | |
|--|---|--------------------------|
| <i>How much does SACRE understand the contribution which RE can make to a schools’ provision for community cohesion?</i> | | |
| Developing A SACRE with developing practice would: | have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. It may also have little opportunity to promote RE’s contribution to schools of faith communities. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | have an understanding of what community cohesion means and the duty on schools to promote this. The SACRE would understand and have a clear commitment to the part RE can play in promoting community cohesion and would seek to promote this throughout its work. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | understand what community cohesion means and be clear about the duty on schools and the LA to promote this. The members of SACRE would appreciate their key role in promoting RE’s contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local Agreed Syllabus and related guidance. SACRE members, as representatives of different sections of the wider community, would appreciate how they and their wider constituencies can work in partnership with other agencies to enhance the promotion of community cohesion in schools. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

| Key Area: 5d – SACRE’s role within wider LA initiatives on community cohesion | | |
|--|--|--------------------------|
| <i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i> | | |
| Developing A SACRE with developing practice would: | be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion. | <input type="checkbox"/> |
| Established A SACRE with established practice would: | be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work. | <input type="checkbox"/> |
| Advanced A SACRE with advanced practice would: | be a key partner and stakeholder in the work of the local authority in this area and take the initiative in promoting activities and links, which relate to this work. be aware of and work in partnership with local Inter-Faith groups to ensure the LA’s work has a broad consultation base. | <input type="checkbox"/> |
| Where are we and where do we find evidence to support this? | | |

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

ANNEX

The responsibilities of a Local Authority

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

In brief, local authorities are legally required to:

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

The responsibilities of a SACRE

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

In brief, SACREs are legally required to:

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

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

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

In addition, SACREs may:

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

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

**Draft SACRE DEVELOPMENT PLAN – April 2015– March 2016. All the objectives are connected to the statutory duties of a SACRE.
Annual Financial Year allocation of Advisor Days –20**

| Objective | Action | Responsibility | Date | Costs | Success criteria |
|---|--|--|---|--|--|
| <p>Evaluate SACRE work and establish priorities</p> <p>To prepare agenda, respond to any action from previous meetings and plan ongoing programme for SACRE committee meetings.</p> <p>Occasional preparation of continuation of training for SACRE members</p> | <p>Continuous self-evaluation process using the NASACRE self-evaluation document</p> <p>Arrange and attend 3 pre agenda meetings per year</p> <p>Write papers and reports for the meeting to LA timetable</p> <p>RE Consultant to prepare for and deliver training during termly meetings.</p> | <p>RE Consultant</p> <p>All SACRE members to discuss in Spring term.</p> <p>Clerk, Chairman, RE consultant</p> <p>RE Consultant</p> <p>RE Consultant and Committee members</p> | <p>Annual update of self-evaluation (Advisor and members) (Include in the Annual Report – Autumn 2015)</p> <p>Termly meetings</p> <p>Including SACRE meetings – 6 days</p> <p>At SACRE meetings</p> | <p>RE Consultant 6 Days</p> | <p>Identify further areas for development towards an advanced SACRE – to be incorporated as appropriate into future development plans. Results to be incorporated into the annual report. Effective meetings with Action points carried out by Members between meetings.</p> <p>Members have a working knowledge of the new syllabus and an understanding of the responsibilities of SACRE</p> |
| <p>SACRE consider reports and initiatives from NASACRE</p> <p>Monitor National RE reports from OfSTED or DFE</p> <p>Ensure schools are aware of the statutory nature of RE</p> | <p>Consider relevant material from National SACRE Conference and NASACRE AGM</p> <p>Send Lord Nash letter to all schools</p> | <p>RE Consultant/ Chairman and nominated rep</p> <p>School Improvement Service: head of Learning</p> | <p>Following NASACRE meetings -summer term</p> <p>Termly summary of any relevant Ofsted outcomes to SACRE</p> | <p>Cost of one annual conferences and travel 1days Advisor time</p> <p>NASACRE conference costs annually</p> <p>Included in meeting time</p> | <p>Discussion and actions taken on the future of RE and CW</p> <p>Attend the NASACRE annual conferences and report back</p> <p>Advisor and interested members attendance and discussions held in summer term</p> |

**Draft SACRE DEVELOPMENT PLAN – April 2015– March 2016. All the objectives are connected to the statutory duties of a SACRE.
Annual Financial Year allocation of Advisor Days –20**

| Objective | Action | Responsibility | Date | Costs | Success criteria |
|--|---|---|---|--|--|
| To report annually on the work of SACRE. | Collect information on exam data and SACRE work RE Consultant to write an annual report by December on the previous academic year. | RE Consultant to write, Chairman to read, Clerk to circulate. | Deadline end December 2015 | RE Consultant time 3 days | copies provided for SACRE members and usual distribution list |
| To monitor standards of RE and CW in Bromley Schools. | 1. Attend school visits and consider reports | RE Consultant- All SACRE members at least one per year | Up to 6 school visits each year (2 per term) | RE Consultant – 6 half day visits and 6 half day report writing (6 days) to enable SACRE to monitor standards | Meaningful visits or discussion completed and reports discussed at SACRE meetings. |
| | 2. Look at alternative ways to monitor standards | | | | |
| | 3. Discuss reissuing the Collective worship booklet for Bromley Schools | Members and RE Consultant Clerk to send | Summer 2015 | Email reissue so no cost | Schools using the ideas and activities in the CW booklet |
| | 4. Invite more teachers to be members of SACRE | RE Consultant and Clerk | ongoing | zero | More teachers giving input on schools to SACRE |
| | 5. Provide data for members on RE examination results in Secondary Schools. | Data team at Civic Centre RE Advisor | Part of annual report. Discuss at Spring meeting | Part of the Annual report writing time-see above | Data provided, with analysis for Spring meeting |
| Annual Event | SACRE committee to decide on topic of event- possibly a 'question time' for pupils or 6 th form conference | RE Consultant- and teacher members of SACRE committee | Autumn 2015 | 1 days Consultant Time plus time of members of SACRE + Venue Costs | Event which highlights work of SACRE to consumers and enhances knowledge of pupils |
| To update Fronter with resources for the new syllabus. To reply to queries from schools regarding the new syllabus and general support | Upload resources onto the Fronter system. Replying to telephone and email requests for resources and advice. | RE Consultant | One day per term | 3 days annually | RE Coordinators able to access resources and implement the new syllabus and supported. |

**Draft SACRE DEVELOPMENT PLAN – April 2015– March 2016. All the objectives are connected to the statutory duties of a SACRE.
Annual Financial Year allocation of Advisor Days –20**

| Objective | Action | Responsibility | Date | Costs | Success criteria |
|--|---|---|---------------|--|--|
| <p>NOT PART OF SACRE BUDGET</p> <p>To lead an RE Coordinators network meeting termly</p> <p>To lead training of RE on various subjects including supporting schools in light of the new expectations for SMSC</p> | <p>Arrange dates for 3 meetings. Plan information/activities and present to meeting</p> | <p>RE Consultant</p> <p>RE Consultant</p> | <p>Termly</p> | <p>All Payment from CPD budget NOT from SACRE budget</p> <p>3 days including meetings</p> | <p>RE coordinators kept up to date with teaching and learning strategies and have an understanding of the syllabus</p> |

Visit to Warren Road Primary School on 10 November 2014

This visit was undertaken by The Chairman of SACRE, Rev Roger Bristow, and the RE Consultant Mrs Penny Smith-Orr, having been invited by the RE Coordinator Mrs Denise Angell.

We were given a tour of this very large four form entry school in Orpington. Mrs Angell is using the new Bromley Syllabus and has worked out a scheme of work which can be seen on the school website. The RE lessons are organised to take two hours each fortnight to allow for plenty of time for pupils to complete the activities provided.

We went into a Year 3 lesson taught by Mrs Gallagher who is a part time teacher covering PPA time. The lesson was from a unit on Hinduism where the pupils first looked at a clip from the BBC on Diwali and then discussed what they had noticed. They then had to arrange a set of words connected with Diwali around a picture of a Diva. These pupils had already made Rangoli patterns and had looked at Hindu worship using the five senses. The extension to the lesson was for pupils to think about the similarities between the celebration of Diwali and another celebration that the pupils had experienced.

We were also able to join in with a Collective Worship (CW) led by Miss Fletcher, the Deputy Head Teacher. This was on the subject of Bullying linked to Remembrance Day which was during the week. The pupils were engaged with the subject and joined in with singing.

Mrs Angell is very passionate about the value of religious education and runs two lunchtime clubs, one for Y3 and Y4 called REACT which stands for Religious Education Arts and Crafts and one for Y5 and Y6 which is a book club linking RE and Literacy. The stories are from different faiths and pupils are encouraged to discuss the morals or to think about solving a dilemma from the Christian point of view.

The school has links with nearby Christ Church, make visits to the local Baptist church, and a number of speakers from 'other faiths' have been invited to the school. We also discussed resources of which the school have a good selection and Mrs Angell expressed interest in coming to a SACRE meeting as an observer in the first instance.

Visit to Poverest Primary School on 24 November 2014

This visit to Poverest Primary School in St Mary Cray was undertaken by the RE Consultant, Mrs Penny Smith-Orr, the Chairman of SACRE, Rev Roger Bristow, the Free churches representative, Mrs Edlene Whitman and Cllr Keith Onslow. We were shown around the school by Mrs Santineer who is the RE Coordinator and the specialist teacher in charge of an ASD special needs provision unit in the school. This is a one form entry school with a unit for ASD provision and we were struck by the number of displays relating to religious education throughout the school. We were not able to see an RE lesson during our visit but there was evidence in each classroom that RE had taken place. In reception they had been looking at Diwali and there were displays of Divas, cards and Rangoli Patterns. In Year 1 there was a window display of Christianity, Year 2's topic was The Fire of London and the pupils were designing a new St Paul's Cathedral. In Year 3 they had been studying Judaism. Year 4 were looking at Islam and there was a discussion about the viability of a visit to a Mosque and year 6 were studying Buddhism. The Provision class topic was Judaism and the Creation. A very moving display was related to Remembrance Day and the pupils had taken part in a balloon release linked to this.

We were able to see a collective worship which was a celebratory occasion and subsequently we discussed how the school could make this activity into a worship time using the ideas from the Collective Worship guidance for Bromley Schools and discussed the introduction of a school prayer for the purpose.

The enthusiasm and commitment of the RE Coordinator was evident and she has been developing the RE and SMSC curriculum to be part of the Creative Curriculum throughout the school. They are following the new Bromley Syllabus and have matched some of the theme units to their SMSC work. The school have links with the local church and Minister and celebrate Harvest and Christmas. The school also put effort into National Anti-Bullying week and celebrate Black history month and took part in the Bromley Schools church festival day in the summer. This was a good visit to a school that clearly takes the Religious Education and Spiritual, Moral, Social and Cultural education of the pupils very seriously.