

FOR DISCUSSION PURPOSES ONLY.
 ONE MEMBER OF YOUR SACRE SHOULD COMPLETE THE SURVEY ONLINE
 USING THE LINK WHICH APPEARS IN THE FOOTER OF EACH PAGE.

The BIG NASACRE Survey 2017

In order for NASACRE to be able to represent the views of its member SACREs at a national level, including to the REC and other policymakers, it is important that we try to develop as full an understanding of the views of our members as possible. This is the reason for this quite lengthy research survey being conducted by the NASACRE Chair, Paul Smalley who is also a Senior Lecturer in RE at Edge Hill University. Data from this will be anonymised before being discussed with the NASACRE Executive and being used to inform policymakers about the strengths, views and hopes of SACREs across the country. It is also hoped that the results of this research will be published more widely in suitable journals to inform the wider RE community.

We would ask that you discuss these questions at a SACRE meeting before sending in your answers. You will need to click through to the last question to submit your answers, but it is possible to leave questions blank. It may be that you choose not to answer all questions, or you may answer different sections at different times, however the survey will end on 30 April 2017. We want to build up a true picture of what the State of the Nation's SACREs is, so please be honest, whether you do a lot, a little or nothing and answer to that effect.

This project adheres to British Educational Research Association Ethical Guidelines (BERA 2011) and Edge Hill's Code of Practice for the Conduct of Research and will be subject to ethical approval by the Faculty of Education Research Ethics Committee. By completing this survey, you are consenting to your anonymised data being used as detailed above. The data will be stored electronically and secured by a password. Complaints about the conduct of this research should be made through Edge Hill University's complaints policy. The full report from this research will be made available to SACREs when it is complete.



Section 1

1. Name of SACRE

BROMLEY

Section 2: Questions about the Agreed Syllabus

2. In what year was your Agreed Syllabus last reviewed?

2013

3. Is your Agreed Syllabus currently being reviewed?

Mark only one oval.

Yes

No

4. Is your local Agreed Syllabus:

Check all that apply.

- unique?
- shared with another SACRE(s) (please say which under Other)?
- jointly agreed with other SACRE(s) (please say which under Other)?
- adapted from another SACRE (please say which under Other)?
- bought 'off the shelf' from another provider (e.g. RE Today, please say which under Other)?
- Other: COMBINATION OF THE ABOVE - UNIQUE, BUT SHARES PARTS WITH THE RE CONSULTANTS OTHER SACRES

5. In your Agreed Syllabus, what are the statutory requirements for KS4?

Mark only one oval.

- an accredited course required
- an accredited course recommended
- Other: _____

What does your SACRE believe about the main strengths of a Locally Agreed Syllabus?

6. A strength of a locally agreed syllabus is that it enables pupils to learn about religions where they live.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

7. A strength of a locally agreed syllabus is that the writing process helps understanding of RE locally.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

8. A strength of a locally agreed syllabus is that teachers feel that they own the syllabus and are more committed to it.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

9. What other strengths of a locally agreed syllabus would you agree with?

INCREASING PROFILE AND OWNERSHIP OF RE BY LOCAL AUTHORITY AND FAITH COMMUNITIES

What does your SACRE believe about the main weaknesses of a Locally Agreed Syllabus?

10. A weakness of a locally agreed syllabus is that it does not have an agreed national standard attached to it.

Mark only one oval.

1 2 3 4 5

Strongly agree Strongly disagree

11. A weakness of a locally agreed syllabus is that it is unduly labour intensive

Mark only one oval.

1 2 3 4 5

Strongly agree Strongly disagree

12. A weakness of a locally agreed syllabus is that schools don't understand its status as a statutory curriculum document

Mark only one oval.

Strongly agree

Strongly disagree

13. What other weaknesses of a locally agreed syllabus would you agree with?

- KNOWLEDGE BASE LOW ON SACRE AMONG SOME COMMITTEES
- ELEMENT OF 'REINVENTING THE WHEEL'
- LACK OF PROPER ACADEMIC UNDERSTANDING OF THE SUBJECT ITSELF

14. Would your SACRE favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

Mark only one oval.

Yes Skip to question 15.

No Skip to question 21.

Maybe/unsure/other

Section 3

To be answered if your SACRE would favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

15. Should a nationally agreed RE syllabus be statutory for academies and free schools?

Mark only one oval.

- Yes
 No

16. Should a nationally agreed RE syllabus be statutory for faith schools?

Mark only one oval.

- Yes
 No

17. Should a nationally agreed RE syllabus be statutory for independent schools?

Mark only one oval.

- Yes
 No

18. Should a nationally agreed RE syllabus be part of the National Curriculum?

Mark only one oval.

- Yes
 No

19. Should a nationally agreed RE syllabus contain a significant local component?

Mark only one oval.

- Yes
 No

20. Other comments about a nationally agreed RE syllabus.

IT MUST BE WRITTEN IN CONSULTATION WITH REPRESENTATIVE CHURCH AND OTHER FAITH BODIES, NOT LEFT TO 'PROFESSIONALS'

Skip to question 25.

Section 4

To be answered if your SACRE would not favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

21. Is the current system of producing a locally agreed syllabus the best way to arrive at a locally agreed syllabus?

Mark only one oval

- Yes
- No
- Unsure

22. Please give reasons for your answer to 8 vii

23. Other comments about a nationally agreed RE syllabus.

Skip to question 25.

Section 5

To be answered if your SACRE has not said if it would favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

24. Please explain your thinking about local and national RE curricula in no more than 100 words.

Section 6

25. Has your SACRE thought about ways that SACREs should be involved in future national developments concerning RE and collective worship?

Mark only one oval

- Yes
- No

26. If so, please explain your thinking in no more than 100 words.

Section 7: Questions about the current activities of SACRE

Many SACRES are under enormous pressure to deliver services with shrinking resources at the moment. Given these constraints:

27. Please describe three main areas of work of your SACRE, in order of the amount of time devoted to this work (e.g. teacher training, guidance materials, exemplar Schemes of Work, conferences, etc.)

28.

29.

30. Does your SACRE (including in partnerships with the LA or others) currently facilitate local RE teacher networks, or other forms of school-to-school support for RE? If so, what? (e.g. organise twinning arrangements between schools or pairing schools with faith communities)

HAVE DONE PREVIOUSLY, AND SEEKING NEW WAYS TO DO SO

31. Does your SACRE monitor the compliance and quality of RE provision in the schools in your area?

Mark only one oval.

- Yes
- No

32. If YES, how does it do this?

MAINLY BY VISITS AND PUBLISHED EXAM RESULTS

33. Does your SACRE have access to specialist RE adviser(s)?

Mark only one oval.

- Yes
- No

34. If YES, how much are you able to utilise their services? (e.g. salaried full time RE adviser, or a contracted number of days or hours per year, etc.)

35. Looking to the future, what are the three most important activities your SACRE would like to focus on?

SCHOOL STRATEGY AROUND RE

36.

SUPPORT FOR TEACHERS

37.

IMPROVING QUALITY OF COLLECTIVE WORSHIP

Section 8: Questions about collective worship

38. In the last five years, has your SACRE produced guidance materials about delivering collective worship?

Mark only one oval.

- Yes
- No

39. In the last five years, how many determinations (to vary the form of collective worship from being of 'broadly Christian character') has your SACRE made?

NIL

40. Does your SACRE monitor the compliance of collective worship provision in the schools in your area?

Mark only one oval.

- Yes
- No

41. Does your SACRE monitor the quality of collective worship provision in the schools in your area?

Mark only one oval.

- Yes
- No

42. If YES, how does your SACRE monitor the compliance and/or quality of collective worship provision?

43. Does your SACRE have any ideas about additional ways you could monitor and support the delivery of collective worship?

ONLY BY A SYSTEMATIC PROGRAMME OF VISITS AND WITH APPROVAL OF HEADTEACHERS

Section 9: Questions about wider roles of SACRE

44. Does your SACRE currently have any kind of role beyond school religious education & collective worship? (e.g. in relation to community cohesion or inter-faith, faith/society relations, or in promoting wider understanding of religion and belief)

IMPROVING RELATIONSHIP BETWEEN INDIVIDUAL FAITH MEMBERS. THROUGH ISLAMIC COMPETITION PUPIL AND PARENT ENGAGEMENT IN COMMUNITY

45. Would your SACRE like to play a wider role in relation to community cohesion and inter-faith and faith/society relations more generally?

Mark only one oval.

- Yes (checked)
No

Section 10: Questions about meetings and money

46. How often has your SACRE met in the calendar years 2015 and 2016?

6

47. How often have all four committees not been represented in those meetings?

NIL

48. Where does your SACRE meet?

Check all that apply.

- council offices (checked)
 schools
 faith venues
 private / commercial venues
 Other:

49. Does your SACRE believe that the current membership structure for SACREs is fit for purpose?

Mark only one oval.

- Yes
 No
 Don't Know

50. If NO, how would you change it?

KEY IS PROCESS OF APPOINTMENT OF MEMBERS WHICH CURRENTLY DOES NOT NECESSARILY DRAW IN BEST EQUIPPED CANDIDATES

51. How much is your SACRE's budget for the current year (or the last year that the AS was not reviewed)?

Mark only one oval.

- no budget
 less than £1,000
 more than £1,000 but less than £2,000
 more than £2,000 but less than £10,000
 more than £10,000 but less than £50,000
 over £50,000

52. How much was your SACRE's budget during the year the Agreed Syllabus was last reviewed?

Mark only one oval.

- no budget
 less than £1,000
 more than £1,000 but less than £2,000
 more than £2,000 but less than £10,000
 more than £10,000 but less than £50,000
 over £50,000

53. Is advisory time additionally funded?

Mark only one oval.

- Yes
 No

Section 11: Case Studies

Thank you for completing the BIG NASACRE Survey 2017. We hope to be able to share 'headlines' from the research at the AGM/Conference in May and will look to report fully before the end of 2017.

If you have a good story that NASACRE could write up as a case study to show what SACREs can do, please supply a contact name and email below. This may be passed on to a NASACRE Exec member separately from your other answers, in order for them to contact you and hear your good news!!