
Standing Advisory Council on Religious Education (SACRE)

Annual Report September 2021-July 2022



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Foreword

Chair's Foreword

As we come out of the pandemic, Redbridge SACRE has seen a busy and fruitful year. We have met three times, including our first in person meeting since Spring 2020, which took place during the summer term at Isaac Newton Academy.

We have discussed and responded to issues pertaining to Religious Education both locally and nationally and undertaken a number of projects. Most notably this has included the launch of the revised agreed syllabus, in October 2023. This event was well attended, informative and inspirational, led by RE Today advisors. The training included in depth analysis of the curriculum and ideas on its practical application including suggestions of high-quality resources.

SACRE also received updates about the excellent Ambassadors of Faith and Belief (AFAB) scheme, coordinated by our Clerk; Frankie Chissim and made possible with funding through the local authority. Redbridge is a beacon of religious diversity and these erudite and eloquent young AFABs, representing a wide range of faith and belief communities, are an asset to the borough. They explain their faith and belief positions using examples from their lived experience. In this way, they promote understanding and provide context to primary aged children for their learning. SACRE were fortunate to have some AFABs join us in person at one of our meetings and members left both impressed and excited.

Nationally, we have kept abreast of issues concerning Religion and Worldviews in the Education System including the serious challenges in recruitment and retention of subject specialist teachers. We have discussed the implications for RE of proposed government policy, including the now halted Education White Paper.

I commend this annual report to you as testament of the hard work that has gone into Religious Education in Redbridge schools this year, confident that SACRE has played a part. I would like to take this opportunity, as I did last year, to once again thank the school staff for their continued hard work in maintaining RE standards, the faith and belief community members for assisting with curriculum enriching opportunities such as assemblies and faith community visits and finally the RE advisor and Clerk to SACRE for their excellent work in support of Redbridge SACRE

Helen Mullis-Kunda, Chair, Redbridge SACRE

Chair of Redbridge SACRE

1. Introduction

- 1.1. Since 1988, it has been a requirement that every local authority establish a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship - in practice every SACRE has developed its own particular style and character.

Redbridge SACRE, which began its work in 1989, has over the years developed its own distinctive ways of working and local schools have grown to expect a level of support and guidance which will help them meet the diverse needs of pupils studying Religious Education in the area.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is published, sent to the local authority, to local schools and to other interested parties. One important element of the report is performance data and an analysis of the extent to which schools are meeting their legal duties in relation to RE. GCSE data, including the short course was not available until this month, hence the delay in the publication of the report. More recently, other datasets have been made available by the DfE, most significantly the school workforce data that supports the monitoring of the level of provision in secondary schools.

A copy of this report, together with those from previous years, can be found on the SACRE section of the Redbridge Council website : <https://www.redbridge.gov.uk/schools/religious-education-in-redbridge-schools>

2. Meetings

The following SACRE meetings were held during the reporting period:

2nd October 2021, 8th February 2022 and 14th June 2022. The autumn and Spring Term meetings were held online via Zoom and the Summer Term meeting, in person

3. Membership

The membership of Redbridge SACRE at the end of the academic year 2021-22 was as follows:

MEMBERSHIP: Membership of SACRE was as follows as of June 2022

Committee A (up to 12 members)

Christian Denominations and Other Religions and Religious Denominations

Mr Ian Morris – Christian (Baptist) Rep
Mr Laurie Rosenberg – Jewish Rep
Mrs Carol Khorsandyon – Baha'i Rep
Mrs Vinaya Sharma – Hindu Rep
Imam Haroon Rashid – Sunni Muslim Rep
Mrs Helen Mullis Kunda – Christian (Pentecostal) Rep
Mr Mankamal Singh – Sikh Rep
Rev Ven Hemaratana – Buddhist Rep
Mr Ciaran Clerkin – Catholic Rep
Mr Zameer Hussain – Shia Muslim Rep
Mr P Kaufman – Humanist Rep
Ms T Broadway - Non-Religious World Views Rep

Committee B (up to 3 members)

The Church of England
Mr Mac Leonard
Fr Andrew Appiah
Rev Abi Todd

Committee C (Up to 6 members)

Teachers' Associations
Ms Farhana Aswat (RE Lead, Christchurch Primary)
Ms Ruth Wajchendler (RE Lead, Gilbert Colvin Primary)
Ms Sajeda Assenjee (RE Lead, Mayespark Primary)
Mrs Sandi Kaur (Associate Headteacher, Highlands Primary)
Ms Rizwana Rehman (Head of RE, Woodford County High School)
Mr E Nadat (Head of Philosophy, Beal High School)

Committee D (Up to 5 members)

Local Authority
Mr Colin Stewart Substitute Members: Cllr Taifur Rashid and Cllr Linda Huggett
Cllr Beverley Brewer
Cllr Anne Sachs
Vacancy
Vacancy

Co-opted Members

Ms Y Stephens (Head of RE, ICHS)

Also Invited – Ms Deborah Weston (Advisor to SACRE) & Ms Frankie Chissim (Clerk)

4. SACRE advice

On the teaching of Religious Education, resources, and the provision of training for teachers.

During the reporting period, SACRE advised the local authority of the following new initiatives and resources and other publications to support SACRE and the teaching of RE:

- **The Ofsted Research Review of Religious Education (2021)**
 - Ambitious RE needs adequate curriculum time
 - Sensitive topics need proper sequencing
 - Avoid superficial coverage
 - Prevent misconceptions about religion and belief
 - Specialist teachers and training is needed

- Pupils need knowledge, not 'mere facts'
- A survey of public perception of RE by the Culham St Gabriel's Trist (CSTG)
- The NASACRE model code of conduct for SACREs (adopted by Redbridge SACRE)
- NASACRE: Still Standing Report with the following recommendations to government:
The UK Government should consider:
 - Legislation around RE and SACREs should be reviewed and reformed, providing clarity to SACREs and schools about the nature of high quality 21st century RE in schools.
 - The National Entitlement, contained within CoRE, should be developed with all key RE partners to create clear guidance that all schools must fulfil in terms of the RE they teach. Exemplar schemes of work for RE at all key stages which a SACRE could use to inform its own practice around producing a local agreed syllabus would be welcome.
 - SACREs need to continue to have statutory powers to carry out their work and the necessary funding to meet these requirements.
 - Reform current SACRE groups to reflect the make-up of 21st century society and ensure the diverse voices around religion and worldviews are captured and used in a SACRE's work and decision making.
 - Ask a SACRE to assist in the local development and delivery of faith aspects of the governments approach to community integration and cohesion.
 - There are at present SACREs operating with only 1 state school within their area – all others being academies. Creating, reviewing and publishing a local agreed syllabus is not a viable nor good use of public money in these circumstances. Government needs to ensure SACREs do not get left out of education reforms and changes. SACREs themselves have identified reduced contact with schools as the greatest issue they face at present – The Government should consider how they can resolve this issue.
 - Celebrate the work of SACREs in determining and creating education locally – involving at their best many parts of local communities and working for the best for all pupils in their area.

SACREs should consider:

- Review their membership to ensure that it is representative of their local community, and the religions and worldviews included in their Agreed Syllabus. Having a diverse range of voices with specific roles making up a SACRE is essential if an LA is to be able to discharge its legal responsibilities.
- Continue to build local partnerships with their LA to ensure necessary funding.
- Think about adding, if they have not already, into their membership; education departments at museums and universities, local ITT providers, local RE CPD providers, training school hubs, parents, governors, pupil voice, academies and free schools to name a few possibilities. Widening representation and local buy in to strengthen the work of high quality RE in schools.
- A National Statement of Entitlement for an education in Religion and Worldviews. At this point also to consider how non-religious traditions feature in the AS and best practice in terms of presenting different religions/worldviews.
- Pay more attention to non-religious traditions in both the syllabus structure and the exemplar units of learning
- Provide more clarity on which aspects of Humanism, for example, would be included

- Take care to avoid 'colonial' attitudes and language in the programme and address an updated understanding of the broader aims of education, and
- Provide key terms in the study of religion and particular worldviews, including 'spirituality' and 'secularism', as a contribution to 'worldview literacy'.
- The White Paper on Education and proposed Schools' Bill
- Farmington Scholarships
- Worldviews in RE
- Removal of bursary for RE trainee teachers
- Online tours/virtual visits – including some generated specifically for Redbridge schools by the Christian Education Project and offers from local rabbis to create material.

5. Other matters related to its remit discussed by SACRE

Redbridge Ambassadors of Faith and Belief Scheme (AFAB)

Following the announcement that funding had been secured to recommence Redbridge SACRE's award winning AFAB scheme, training of the 2021-22 cohort began in the summer term. In the autumn term, SACRE heard that primary schools had made 39 bookings to hear from the AFABs who attended ICHS, WCHS, Beal and KKSHS. See Appendix A for a report on the visit from AFABs to Redbridge SACRE.

Spirited Arts Competition Success

Redbridge SACRE ran a local Spirited Arts competition and received over 100 entries in the previous year and were delighted that three of the 30 prize winners in the National Competition were from Redbridge Schools which had attracted 30,000 entries. The programme was receiving excellent reviews from both primary and secondary schools and SACRE hoped to be able to continue in 2022-23.

Issues affecting schools reported to SACRE

- COVID safe Prayer Spaces
- Recovery Curriculum (RE needs to be provided still)
- GCSE Exams
- Appointing members of staff (subject knowledge...only 1/3 have a degree in RE or Theology. Non-specialists needed to be trained)

6. Agreed Syllabus Review

The Redbridge and Havering Agreed Syllabus was given effect at a meeting of the Full council on 23rd September 2021. The revised units of work would be released during the year and completed before the launch event in the Autumn Term 2022. The syllabus would remain in place until the next scheduled review in 2026.

7. SACRE Review of Websites

SACRE members discussed a template for website review, and it was agreed a Teams site would be a more flexible way of sharing information with schools and of encouraging debate. This facility was developed in 2022

8. SACRE Work Plan

See appendix B

9. NASACRE Conference

The Chair and Vice Chair described the virtual NASACRE Annual Conference they 'attended'. The Vice-Chair; Ciaran Clerkin reported on the keynote speaker presentations and the content of the workshops. It was noted that the associate adviser was also a speaker at the conference. Mr Clerkin thanked the Local Authority for funding them to attend and commented that it was an interesting event.

10. Standards in Redbridge Schools

See appendix C: School workforce Data Nov 2021 (reported June 2022) and GCSE entries and results 2022. As a result of SACRE's analysis of this data, they have advised the local authority to investigate the following issues:

- A. Where there is no reported provision in a particular year group
- B. Where it appears that GCSE is offered but there is no provision for those who are not studying GCSE
- C. Where provision for RE is combined with another subject and does not meet the standards defined in the syllabus
- D. Where the time allocated to GCSE is less than that expected by Ofqual

11. 2021/2022 Budget

The Associate Advisor reported that the budget was approximately £13,000 per annum and that this would be spent primarily on clerking services to SACRE, meeting costs, professional advice to SACRE and Redbridge schools provided by the Adviser.

Appendix A : Report on the visit to SACRE from the Redbridge Ambassadors of Religion and Belief



- The AFaBs introduced

themselves and invited members to ask them questions about the work they have been doing this year. The AFaBs explained how much they have enjoyed their 'teaching' role and described the skills they have learnt from this opportunity. The AFaBs also explained how this experience has provided an opportunity to reflect on what they believe in.

- Members noted the range of beliefs (secular and non-secular) and also where AFaBs have been raised in a home where there are two religions practiced. Members commented that this provided primary children with an authentic picture of religion and how it is 'lived'.

- Members noted the views of the teachers present who confirmed the impact of the scheme for both primary and secondary pupils. FC confirmed that many primary school teachers have reported that having an AFaB in school provided an invaluable learning opportunity for them as well as pupils. It has been described and 'great CPD'. It has also been described by primary teachers as an "invaluable resource"

- FC said that some important learning goes on when AFaBs describe to a class how they have changed their religion or have stopped believing in God. Some AFaBs are agnostic and tell the children that they are unsure what they believe in and that this is OK. As a Rights Respecting Borough, children have

the right to decided what they believe (freedom of thought and religion).

- CS said he valued the "messy" and "authentic" nature of the AFaB presentations.

- Members discussed the power of this scheme in terms of community cohesion. They said the personal narrative provided by teenage role models was invaluable. They agreed that by including 'spirituality' and 'secularism' this contributes to 'worldview literacy'.

- Members discussed how the scheme can be more widely advertised so that all schools are aware that they can use this resource.

- FC confirmed that she tries to get a good balance of religions and world views. However, the most important thing is that the AFaB takes on the training and is capable of delivering an inspiring presentation as well as to be trusted to answer children's questions, which are unpredictable.

- PK asked about Humanist AFaBs. FC said that some students with nonreligious world views choose to describe themselves as 'Humanists' but some don't. Some prefer the label 'atheist'.

- FC confirmed that all secondary schools were invited to take part by CS. However, this year there were 4 participants; ICHS, WCHS, Beal and KKSHS.

- FC confirmed that the training progress is rigorous and some trainee AFaBs don't get through as they are not good enough. CS said the 'quality control' measures were ` reassuring.
- FC described the calibre of the AFaBs and said that they are selected by their secondary schools on the basis of a job description and person specification.
- It was noted that the scheme will be expanded next year. CS said there were plans to scale it up and offer more outreach opportunities.
- FC invited members to contact her if they wished to see an AFaB 'in action'

Appendix B: SACRE WORK PLAN

SACRE WORK PLAN To meet the statutory duties of a SACRE

Objective	Action	Responsibility	Date	Success criteria
SACRE meetings are planned and dates published annually	Agenda planning Liaison with clerk and chair Meeting preparation Report writing Meeting attendance Minute taking Publication of meeting agendas and minutes	Clerk, Chair, Adviser LA representative, members	Termly SACRE meetings	Meetings are effective meetings with actions followed up between meetings Members have a working knowledge of issues affecting RE in the area the Agreed Syllabus for RE an understanding of the responsibilities of SACRE
Launch the revised Redbridge/ Havering Agreed Syllabus	Continue to publicise the launch event Encourage SACRE members to attend Distribute revised materials as they become available during the term Respond to queries from schools	Adviser SACRE members	Academic year 2022-23	Agreed Syllabus, support materials launched and well received by schools
SACRE have the opportunity to consider national developments in relation to RE in Redbridge	Consider relevant material from National organisations (AREAIC, NATRE, REC, NASACRE as well as the DfE, Ofsted and Redbridge Council departments Termly NATRE local group newsletter distributed to primary and secondary network leads SACRE to be kept up to date with developments around the Schools White Paper, Schools Bill and consultation on Statutory Academy Trust Standards as they relate to RE	Adviser NATRE local group officer Adviser	As information is published	Items on the Agenda for each meeting, Attendance at relevant meetings e.g. NASACRE AGM Minutes record discussions and actions

Produce annual report of the work of SACRE including advice to the council.	Collate information, source data and draft report Ensure final report presented to LA Report published via RedPEN Copy to Department for Education and to NASACRE	Adviser to draft, Chair to write foreword, Clerk to circulate. An elected representative to present to council	Spring Term (to account for data publication dates)	Completed draft in time for Spring meeting Report presented to council Copies sent to all schools via mailing system Copy acknowledged by DfE
Engage with local schools and Academy Trusts to understand how Religious Education and Collective Worship are provided in Redbridge	Schools encouraged to complete the online survey once every three years Members analyse findings Findings circulated via mailing system Reported in Annual Report	Adviser Primary and Secondary Network leader	Once every three years	Surveys completed by majority of schools Findings discussed at SACRE meetings. Evidence of improvement year on year
Provide information on the RE curriculum and resources to schools including through training	Update schools on current developments in RE (NATRE and other material requested by SACRE) via mailing system and Network meetings Invite update to list of places to visit and visitors and publish new version	Adviser Primary and Secondary Network leads Adviser	Termly Annually Annually	Schools in receipt of material Teachers respond to material received Teachers raise questions to the adviser
Monitor provision for RE and Collective Worship	Source and present national and local data as follows: GCSE validated and unvalidated results and entries (local and national) School workforce data (local and national) Ofsted Reports that mention RE	Adviser All SACRE members LA representative	Annually	LA respond to advice offered on strengths of RE and collective worship, and areas in need of development Schools respond to feedback on their websites and policies

	<p>Surveys of provision and of issues such as withdrawal, use of agreed syllabus, who teaches RE etc (local)</p> <p>Review school websites</p> <p>Write to schools about findings</p> <p>Sample collective worship policies</p>			
Evaluate SACRE work and establish priorities	Item at summer term meeting	All SACRE members	Summer term meeting	Evaluation identified success criteria are met

Appendix C: School workforce and GCSE data 2022

Hours taught for years 7 to 13, in subjects RE, philosophy and all subjects, reported by a sample of state-funded secondary schools with electronic timetabling software, School Workforce Census 2021

School name	Religious character	School type	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	GCSE Full Course % entry 2022	GCSE Short Course Entry 2022	% Achieving grades 9-4 Full Course	% Achieving grades 9-4 Short Course
Caterham High School	Does not apply	Community school	.	.	.	.	.	12%		64.7	
Ilford County High School	Does not apply	Community school	6.0	4.3	6.8	4.7	0.0	0%	100.0		99.4
Wanstead High School	Does not apply	Community school	4.9	4.8	3.7	2.6	2.1	15%		24	
Woodford County High School	Does not apply	Community school	7.2	7.1	4.8	7.6	7.4	29%		100	
Woodbridge High School	Does not apply	Community school	0.5	0.4	0.8	0.0	0.0	10%		93.3	
Seven Kings School	Does not apply	Community school	4.5	4.7	4.4	4.5	4.0	36%		87.5	
Valentines High School	Does not apply	Community school	2.6	2.3	4.2	1.3	1.2	51%		93.2	
Mayfield School	None	Foundation school	4.1	4.0	4.1	0.8	1.6	12%		76.3	
Trinity Catholic High School	Roman Catholic	Voluntary aided school	0.0	7.6	7.1	0.0	7.3	99%		82.2	
Kantor King Solomon High School	Jewish	Voluntary aided school	5.4	5.1	4.2	8.2	7.2	96%		83.3	
Oaks Park High School	Does not apply	Community school	1.7	3.2	1.9	2.4	1.2	8%		76	
Chadwell Heath Academy	None	Academy converter	2.2	0.6	0.7	3.0	3.0	29%		86.8	
The Palmer Catholic Academy	Roman Catholic	Academy converter	11.7	11.1	10.8	9.9	9.9	94%		78	
The Ursuline Academy Ilford	Roman Catholic	Academy converter	9.7	9.0	9.0	9.4	9.6	98%		89.1	
Ark Isaac Newton Academy	None	Academy sponsor led	0.0	0.0	4.4	5.5	3.3	33%		93.2	
Loxford School	Does not apply	Academy converter	4.2	4.2	8.3	4.5	4.4	100%		81.7	
Atam Academy	Sikh	Free schools	.	.	.	.	.	0%			
Beal High School								33%		91.5	
REDBRIDGE AVERAGE								41%	100%	84.2	99.4

NATIONAL AVERAGE									34%	2.60%	76.8	65.5
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