
Standing Advisory Council on Religious Education (SACRE)

Annual Report September 2022-July 2023



Entry for our local Spirited Arts Competition in 2023-Dahlia from Beal High School

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Foreword

It gives me great pleasure to commend this year's annual report to you. We have now left the coronavirus pandemic behind and are embracing new opportunities and challenges whilst retaining some aspects of operational change that this brought about, for example a hybrid of remote and in person meetings.

Highlights of the year have been reports on the continued high standards of teaching of RE within the borough and the associated outcomes at GCSE and A Level, the chance for three members of SACRE to attend the excellent NASACRE conference which inspired and challenged us as well as giving us a chance to meet and learn from members of SACREs around the country, and the brilliant art produced for the Spirited Arts competition.

Not least among the highlights for me personally was having the opportunity alongside other SACRE members to join the AFABs (Ambassadors of Religion and Belief) as they presented to Wes Streeting MP. He, like all of us, was extremely impressed by these erudite and open hearted young people giving freely of their time to increase knowledge and understanding between the myriad of faiths and beliefs to be found in Redbridge.

I would like to acknowledge the time and expertise freely given by each member of SACRE. We are truly fortunate to have so many faith and belief groups represented so brilliantly, so many outstanding educationalists and so many dedicated council officers. Special thanks this year go to our outgoing Vice Chair, Ciaran Clerkin, whose commitment to SACRE was inspirational and his knowledge and thoroughness keenly appreciated. He will be missed. Noted thanks also go to our excellent RE Advisor, Deborah Weston, and our Clerk, Frankie Chissim for their enthusiasm, dependability and expertise.

Looking ahead to next year, we look forward to continuing our championing of and support for the excellent RE that already takes place in Redbridge. In times of increased global tensions which naturally manifest locally at times, we remember that Redbridge's motto is "In Unity Progress" it is when we are united as a community that we move forward. Good quality, inclusive, inspirational RE helps to build bridges and unite communities by exploring shared values. Excellent programs such as the AFAB scheme help to do this by opening up channels of conversation for young people to explore each other's faith, beliefs and cultural traditions. I am delighted by the continued development of the AFAB scheme and excited by the prospect of further opportunities for them.

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 begun 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:

30th November 2022, 22nd March 2022 and 4th July 2023. The Autumn and Spring Term meetings were held online via Zoom and the Summer Term meeting, in person.

3. Membership

MEMBERSHIP: Membership of SACRE was as follows as of June 2023

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
Vacancy– 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
Vacancy
Ms Ruth Everett (School Adviser and RE Lead, Diocese of Chelmsford)

Committee C (Up to 6 members)

Teachers' Associations

Ms Farhana Aswat (RE Lead, Christchurch Primary)
Ms Ruth Wajchandler (Gilbert Colvin Primary)
Ms Sajeda Assenjee (RE Lead, Mayespark Primary)
Ms Yasmin Stephens (Head of RE, ICHS)
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:** (none)
Cllr Beverley Brewer
Cllr Anne Sachs
Mrs Cllr Linda Huggett
Cllr Taifur Rashid

Co-opted Members

None.

Also Invited - Ms Deborah Weston (Adviser to SACRE) & Ms Frankie Chissim (Clerk)

4. SACRE advice

- I. SACRE have advised the local authority to investigate the following issues in relation to standards in Redbridge secondary schools:
 - 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
- II. SACRE have also advised the LA of the findings of the survey of provision in a sample of primary schools in the borough.
- III. 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 and provided opportunities for these to be shared with schools.

5. Other matters related to its remit discussed by SACRE

Census 2021

At the Spring Term meeting, SACRE discussed the results of the 2021 National Census.

The main points shared included those from the Office for National Statistics and additional commentary in relation to Redbridge.

For the first time in a census of England and Wales, less than half of the population (46.2%, 27.5 million people) described themselves as “Christian”, a 13.1 percentage point decrease from 59.3% (33.3 million) in 2011; despite this decrease, “Christian” remained the most common response to the religion question.

Please note that the methodology for collecting this data means that religious and non-religious traditions other than Christianity, Buddhism, Judaism, Sikhism, Hinduism and Islam are not treated equally. For example, to record that your religion is Christian, you can tick a box. However, to record that you are a Pagan or a Humanist, you must write the name of that tradition in a text box. This will almost certainly lead to under reporting of this second group.

- In Redbridge the proportion of the population responding “Christian” fell by a slightly smaller margin than in England as a whole and the proportion of the population affiliating with Christianity (30.4%) around two-thirds of the national average (46.32%).
- “No religion” was the second most common response nationally, increasing by more than 48%, from around 13m to almost 21m between 2011 and 2021
- In Redbridge “No religion” was the third most common response (After Muslim and Christian) and increased by just over 14%
- Nationally, there were increases in the number of people who described themselves as “Muslim” (3.9 million, 6.5% in 2021, up from 2.7 million, 4.9% in 2011) and “Hindu” (1.0 million, 1.7% in 2021, up from 818,000, 1.5% in 2011).
- The Muslim population in Redbridge is the largest single religious group representing just under one third of residents. This figure has grown at around the same rate as in the country as a whole – increasing by around 34.3% as opposed to over a 34.1 nationally.
- The Hindu population of Redbridge has decreased slightly (-2.29%) with the Jewish population decreasing by almost 43%. Nationally however, the size of the Jewish population has remained fairly stable at around 270,000 which is about half of one percent of the total. The proportion of Sikhs and Buddhists in the community has decreased slightly whilst the national population has grown.
- London remains the most religiously diverse region of England in 2021, with over a quarter (25.3%) of all usual residents reporting a religion other than “Christian”; the North East and South West are the least religiously diverse regions, with 4.2% and 3.2%, respectively, selecting a religion other than “Christian”.
- In Redbridge the proportion of residents responding that they had a religion (81.75%) is around 25% higher than the national average (57.31%).
- Although this data indicates that there are fewer Pagan and Humanist residents in Redbridge than in 2011, these figures should be discounted because of the issue of inequality mentioned at the start of this report.

Regional data can be found here which demonstrates that some areas of Redbridge are far more religiously diverse than others. It is also worth noting that other sources suggest that the question on the census is hindering accurate recording of both the religious and non-religious population. This is especially the case when many people do not self-identify with a specific organised religious or non-religious worldview or have other reasons for not wanting to record a religious identity.

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/bulletins/religionenglandandwales/census2021>

A table presenting these results in detail can be found in appendix D

Spirited Arts Competition Success

Redbridge SACRE ran a local Spirited Arts competition again in 2023 and received a small number of entries from local schools. Prizes were awarded to schools and SACRE members were delighted to present them to children. The programme continues to receive excellent reviews from both primary and secondary schools and SACRE hopes to be able to continue in 2023-24.

Issues affecting schools reported to SACRE

Shortage of specialist teachers of RE to fill vacancies in secondary schools.
Matters concerned with Acts of Worship and of pupils’ requesting space for prayer/ private reflection

National updates on developments in Religious Education discussed by SACRE

At each meeting, SACRE received an update of some of the national developments in RE. In this reporting year, these updates and publications included the following:

- i. the completion of a public perception survey on RE conducted by Culham St Gabriel’s Trust
<https://www.cstg.org.uk/activities/campaigns/public-perception/>

- ii. Publications from Ofsted and Ofqual in relation to examination entries and results
- iii. Resources published by organisations linked to specific religious or non-religious worldviews.
- iv. Government action related to RE including responses to parliamentary questions and the White Paper 2022.
- v. A report card produced by the RE Policy unit with data on the current situation in relation to the level and quality of provision for RE in England
- vi. Opportunities for teachers to apply for grants and research scholarships
- vii. The introduction of RE—Hubs – including a presentation by the London Hub lead

NASACRE Self Evaluation Tool and the Redbridge SACRE Action Plan

During the reporting period, SACRE carried out a self-evaluation exercise and used the results to update the Action Plan for the following year. This plan can be found in appendix B

6. Agreed Syllabus Review

The Redbridge and Havering Agreed Syllabus was launched at a well attended event on 22nd October 2022. RE Today advisers Julia Diamond-Conway and Angela Hill led sessions to guide teachers of the new aspects of the syllabus and resources were shared with all schools. The syllabus will remain in place until the next scheduled review in 2026. The SACRE Teams channel now holds both the key documents relating to the Agreed Syllabus and also updates on current developments and publications.

7. Redbridge Ambassadors of Faith and Belief (AFaBs)

At each meeting, SACRE discussed this scheme which began in Redbridge but has spread around the country. The key points to report from the 2022/23 cohort are as follows:

- Frankie Chissim is the Lead for AFaBs.
- Training took place early September 2022. Over 40 students applied and 33 successfully passed the training programme.
- The AFaB training took place in our main training hub, John Bramston Primary School. Highlands Primary School has also supported us with the training. Christchurch Primary will be supporting us by providing a training base next year.
- Four secondary schools supplied AFaBs this year; WCHS, ICHS, Caterham and Beal. The calibre of the students involved is very high and many wanted to become AFaBs partly to support their applications to top universities, including Oxford and Cambridge. Many of our AFaBs in this cohort aspire to study medicine and understand the importance of religious literacy when working in the NHS.
- There was a good mix of religious and non-religious beliefs on the AFaB Team, although unfortunately there were no Jewish AFaBs taking part in 2022/23. Students represented the following faiths: Islam, Jainism, Buddhism, Christianity, Hinduism and Sikhism. Some of the AFaBs represented two faiths as they were raised by parents from different religions. This year we also had agnostics, atheists and a humanist. There is a lot of diversity within each religious group too.
- We are increasingly being asked to provide outreach support in schools outside of the Borough. We do this through Zoom and Teams.
- Six AFaBs from last year became 'senior AFaBs' and supported us by training the new AFaB Team and with some specialist work.
- We are planning to create a team of 'mini AFaBs' at John Bramston Primary School. John Bramston Primary is a Gold accredited UNICEF Rights Respecting School and a centre of

excellence for RE. They have been keen to work with us as part of their work on community cohesion and promoting respect for all.

- Our Buddhist AFaB is using the AFaB Scheme as part of his volunteering duties for his Gold Duke of Edinburgh Award.
- There were a few issues with snow days and strike days (and a school closure due to a gas leak) but other than that, all has gone well. We have had over 100 bookings in our primary schools. Many schools asked AFaBs to support with lessons during National Interfaith Week or during their own 'RE Weeks'.
- We offered the scheme to support Year 7 lessons. There was a good take up.
- The 2022/23 Team visited the Town Hall to meet the Major in July 2023. They described the important work they are doing for schools throughout the Borough.
- Frankie Chissim attended a national RE Hubs training event and the Redbridge AFaB Scheme now has its first kitemark (accredited speakers)!



- We are now part of the RE Hubs network and are getting lots of interest from RE Leads about the work we do in Redbridge.
- We've presented to children in the London Borough of Barking & Dagenham as part of an RE Event, and to children in Yorkshire schools (via Zoom). A school in Canada has also benefited from having on-line AFaB presentations.
- As always, the reviews from our primary schools were really positive.
- The AFaB Team met the new Mayor in July 2023, which was great. She had no idea that the scheme was going on or that it has had so much impact for so many years and we discussed the need to raise the profile of the scheme within the Council and within the Redbridge community more generally.
- Five of our AFaBs met Wes Streeting MP in the Houses of Parliament in July 2023 to talk about the work they are doing in his constituency. Wes Streeting was highly impressed with the AFaB Scheme and asked to visit the whole AFaB Team, which he did in early September.



In July, some of our AFaBs met up in London with some young faith ambassadors from schools in Yorkshire. They met in Westminster Abbey and had an amazing Q&A session about religion and belief as well as a tour of the Abbey.

- A colleague from Edge Hill Uni (Teacher Training) asked us if we can support them with a Subject Knowledge Enhancement Course for RE. The plan is for our AFaBs to take part in a Q&A with student teachers. This could be an interesting extension (and future source of income) for the Redbridge/AFaB Scheme.
- A key priority for the future is to create short films of AFaBs talking to primary children about their faith and beliefs. We think this would be really impactful and a great resource for RE teachers. AFaBs could also support future RE lessons by making a short video about their place of worship. A priority for next year is to increase our profile within the Redbridge community (possibly by organizing more press coverage in the local papers and community websites). Another priority is to recruit some Jewish AFaBs as well as more representatives from the Sikh faith.
- The AFaB scheme has gone from strength to strength over the years and the work of the 2023/24 AFaB Team will be reported in next year's Annual Report.

8. SACRE Work Plan

See appendix B

9. NASACRE Conference

The report from CC was noted. R Rehman, C Clerkin and H Mullis Kunda attended the conference. The Chair and Vice Chair described the NASACRE Annual Conference they attended. The Vice-Chair highlighted the presentation on a parents survey on religion and world views conducted by Culham St Gabriel's Trust in 2022.

78% of parents say their child's RE lessons provide them with an opportunity to learn more about other people's religious and non-religious views

72% of parents say their child's RE lessons foster mutual understanding of other people's religious and non-religious views

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 2022 (reported June 2023) 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

In Autumn 2022 SACRE sent a report on their discussions based on a self-evaluation of provision in primary schools in the borough. The local authority was also advised on the key points of this report.

11. Acts of Collective Worship

At the summer term meeting, SACRE carried out a review of their policy on Acts of Collective Worship and agreed a number of amendments. This document was published on the SACRE Teams Channel.

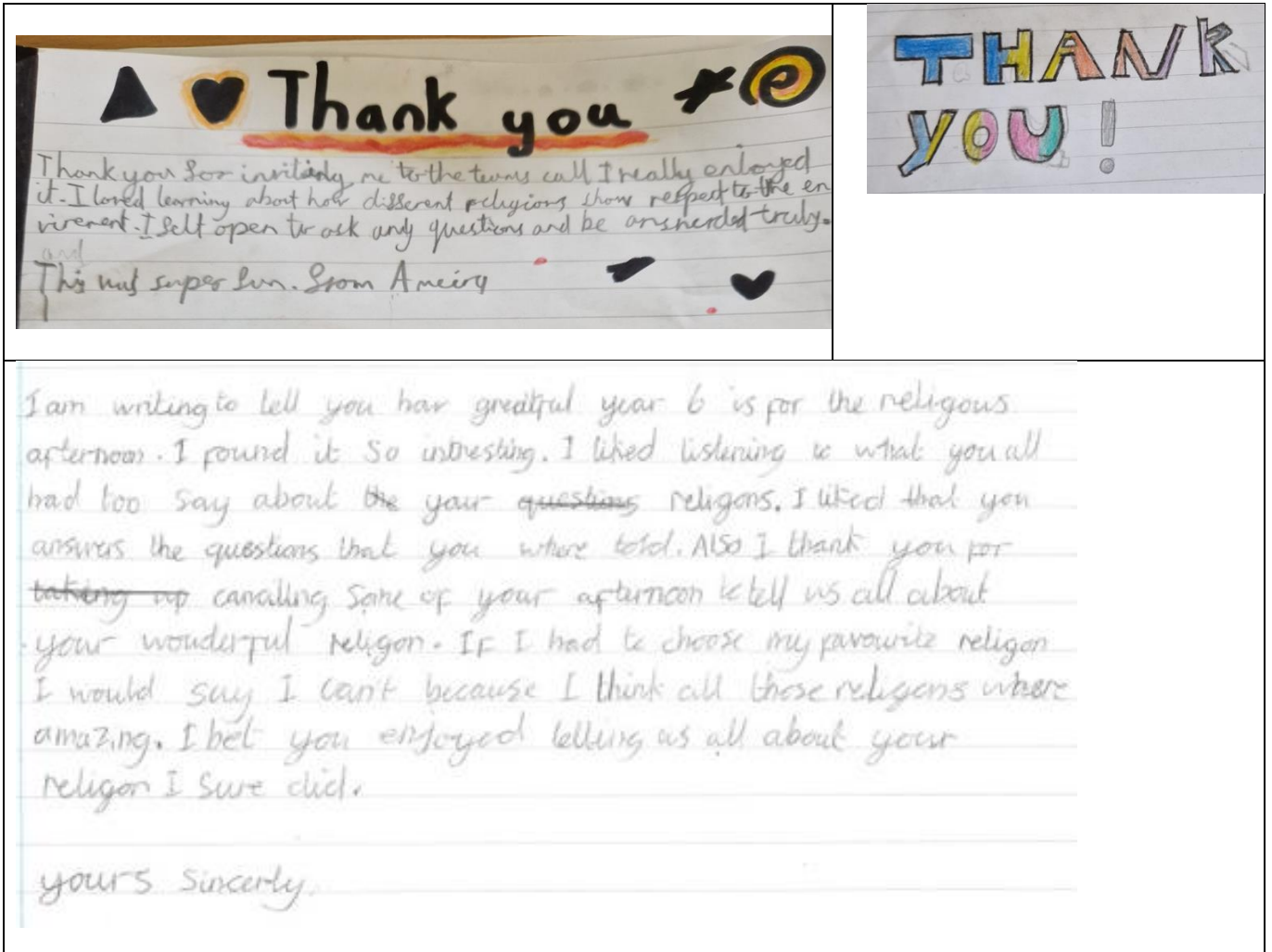
12. 2022/2023 Budget

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: Photos - Redbridge Ambassadors of Religion and Belief Scheme



Above: AFaBs talking to SACRE members during a meeting.
Below: Letters of thanks from children in Yorkshire who participated in outreach sessions with our AFaBs.



Appendix B: SACRE WORK PLAN

Redbridge Standing Advisory Council on RE - Action Plan

From Religious Education in English Schools DCSF (2010)

A SACRE must:

- advise the LA on RE given in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the LA or as it sees fit
- publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the LA, broadly describe the nature of that advice, and set out reasons for offering advice on matters not referred to it by the LA
- send a copy of the report to the DfE
- meet in public unless confidential information is to be disclosed
- make minutes of its meetings available for inspection at the LA's offices (so far as the minutes relate to the parts of meetings that were open to the public). There are also provisions about public access to the agenda and reports for meetings.

A SACRE should:

- monitor the provision and quality of RE taught according to its agreed syllabus, together with the overall effectiveness of the syllabus
- provide advice and support on the effective teaching of RE in accordance with the locally agreed syllabus; provide advice to the LA and its schools on methods of teaching, the choice of teaching material and the provision of teacher training
- in partnership with its LA, consider whether any changes need to be made in the agreed syllabus or in the support offered to schools in the implementation of the agreed syllabus, to improve the quality of teaching and learning of RE
- offer advice to the LA, and through the LA to schools, concerning how an existing agreed syllabus can be interpreted so as to fit in with a broad, balanced and coherent curriculum.

A SACRE may:

- require its LA to review the agreed syllabus and, if after discussion a vote is taken on this matter, the LA group on SACRE is not entitled to cast a vote. A majority decision by the three other committees is sufficient
- decide to advise the LA on matters related to its functions to the LA – equally, an LA may decide to refer matters to its SACRE
- co-opt members who are not members of any of the four groups
 - such co-opted members may provide educational expertise, young peoples' views or religious and non-religious views that reflect a diverse multi-cultural society.
- However, on any question to be decided by a SACRE, its constituent groups each have a single vote but co-opted members do not have a vote.
- Decisions within a group do not require unanimity. Each group must regulate its own proceedings, including provision for resolving deadlock. Many SACREs have chosen to adopt a constitution to regulate their proceedings and ways of working.

SACRE WORK PLAN
To meet the statutory duties of a SACRE
2022-23

Objective	Action	Responsibility	Date	Success criteria
1. 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 <ul style="list-style-type: none"> • issues affecting RE in the area • the Agreed Syllabus for RE • an understanding of the responsibilities of SACRE
2. 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	<ul style="list-style-type: none"> • Agreed Syllabus, support materials launched and well received by schools
3. 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
4. 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

5. 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
6. 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
7. 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 – Surveys of provision and of issues such as withdrawal, use of agreed syllabus, who teaches RE etc (local) – Review school websites – Write to schools about findings – Sample collective worship policies	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
8. Evaluate SACRE work and establish priorities	Item at summer term meeting	All SACRE members	Summer term meeting	Evaluation identified success criteria are met

Activities identified from the completion of the NASACRE self-evaluation toolkit:

SACRE should consider:

1. Making clearer links between its plans to other local work and projects, and wider LA priorities.
2. Creating a strategic, costed development plan with clear objectives and success criteria
3. Arranging for papers to be distributed well in advance of the meeting and draft minutes circulated within three weeks of the meeting
4. Establishing procedures so that meaningful contact can be made with and between members outside of SACRE meetings
5. Extending opportunities for members to take part in induction and other training activities (perhaps via NASACRE – but cost implications?)

6. Sharing examples of good practice including different models for fulfilling pupil entitlement within local schools
7. Identify means of measuring and reporting on the quality of learning and teaching and reporting to SACRE
8. Advise the LA on where support is needed to secure high quality RE and Collective Worship
9. Communicate more effectively with senior leaders in schools
10. Improve the public profile of the work of SACRE including through the use of media e.g. Spirited Arts?
11. Reinststate the regular programme of visits to observe RE and Collective Worship by SACRE members
12. Review the membership of SACRE and advise the LA accordingly. Discussion of the census will provide an opportunity for review

Appendix C: School workforce and GCSE data 2023

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 2022

Redbridge Schools continue to perform significantly higher than the National Average for attainment at grades 9-4 on GCSE Religious Studies. Disappointingly however, many schools do not enter their pupils for a GCSE Short or Full course as required by the Local Agreed Syllabus. Some of these schools are Academies and exempt from this requirement however, they are still required to make provision for RE in all key stages and year groups including year 11.

Given the diverse nature of the borough and the high performance of pupils given the opportunity to take the GCSE full course, it might be expected that Redbridge would feature higher in the ranking of LAs in the country for rate of entry for RS than 41/151. Likewise, Redbridge rate of entry is position 23 of 32 London Boroughs when other factors might predict the borough to feature more highly.

School name	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	Entry 2023 GCSE Full Course	GCSE Short Course Entry 2022	Entry 2023 GCSE Short course	9-4 Full Course % Achieving grades 2022	9-4 Full Course % Achieving grades 2023
Ark Isaac Newton Academy	Academy sponsor led	3.0	2.0	2.5	4.3	4.7	33%	50%			93%	88%
Atam Academy	Free schools (Sikh)	6.3	3.9	3.2	2.4	z	0%					
Beal High School (report Phil not RE)		3.7	3.4	3.4	3.2	2.7	33%	28%			92%	85%
Caterham High School	Community school	z	z	z	z	z	12%	12%			65%	89%
Chadwell Heath Academy	Academy converter	5.4	5.7	5.2	3.0	4.8	29%	44%			87%	89%
Forest Academy		4.0	3.9	3.7	1.7	0.0	0%					
Ilford County High School	Community school	6.3	5.8	6.0	3.9	0.0	0%	0	100%	100%		
King Solomon High School	Voluntary aided school (Jewish)	7.3	5.6	6.3	6.5	7.1	96%	94%			83%	72%
Loxford School	Academy converter	4.1	4.0	8.0	3.6	4.2	100%	97%			82%	81%
Mayfield School	Foundation school	4.1	4.1	4.1	0.9	0.8	12%	8%			76%	88%
Oaks Park High School	Community school	3.6	3.6	1.8	1.7	1.8	8%	18%			76%	88%

Seven Kings School	Community school	5.4	5.1	4.7	3.1	4.2	36%	42%			88%	92%
The Palmer Catholic Academy	Academy converter(RC)	10.5	10.5	10.5	9.6	9.6	94%	92%			78%	91%
The Ursuline Academy Ilford	Academy converter (RC)	9.7	9.5	9.4	10.3	9.6	98%	99%			89%	87%
Trinity Catholic High School	Voluntary aided school (RC)	0.0	0.0	9.3	0.0	0.0	99%	100%			82%	83%
Valentines High School	Community school	3.1	2.5	2.2	1.3	1.2	51%	45%			93%	95%
Wanstead High School	Community school	4.2	4.2	4.3	2.2	2.7	15%	23%			24	92%
Woodbridge High School	Community school	2.9	3.0	2.4	0.9	0.9	10%	10%			93%	87%
Woodford County High School	Community school	5.2	5.2	4.9	6.5	6.5	29%	27%			100%	100%
NATIONAL AVERAGE 2023 (2022)							34%	33%	2.60%	3%	76.8	72%
REDBRIDGE AVERAGE 2023(2022)							41%	41%	4%	4%	84.2	86%
23/32 London Boroughs 49/151 National Las												

Appendix D – 2021 Census – Religion question

Figure 1: Redbridge: Religion question in %	2011	2021	Change	England	2011	2021	Change
Christian	36.83	30.40	-17.46	Christian	59.38	46.32	-21.99
Buddhist	0.66	0.50	-24.24	Buddhist	0.45	0.46	3.21
Hindu	11.36	11.10	-2.29	Hindu	1.52	1.81	18.79
Jewish	3.66	2.100	-42.62	Jewish	0.49	0.48	-3.28
Muslim	23.30	31.30	34.33	Muslim	5.02	6.73	34.10
Sikh	6.23	5.70	-8.51	Sikh	0.79	0.92	16.15
Total Pagan Traditions ⁱ	0.05	0.03	N/A	Total Pagan Traditions	0.14	0.18	24.07
Total other religions excluding Pagan Traditions	0.43	0.62	44.19	Total other religions excluding Pagan Traditions	0.29	0.41	43.39
Humanist	0.016	0.010	N/A	Humanist	0.03	0.02	-36.95
No religion other excluding Humanists	11.0	12.56	14.18	No religion excluding Humanists	24.71	36.65	48.33
Religion not stated	6.5	5.70	-12.31	Religion not stated	7.18	6.02	-16.11
Figure 2: Redbridge: Religion question in numbers	2011	2021	Change	England	2011	2021	Change
Christian	102,755	94,473	-8,282	Christian	31479876	26167904	-5311972
Buddhist	1,840	1,611	-229	Buddhist	238626	262437	23811
Hindu	31,699	34,372	2,673	Hindu	806199	1020539	214340
Jewish	10,213	6,412	-3,801	Jewish	261282	269295	8013
Muslim	64,999	97,068	32,069	Muslim	2660116	3801182	1141066
Sikh	17,377	17,622	245	Sikh	420196	520090	99894
Total Pagan Traditions	143	107	-36	Total Pagan Traditions	76336	100920	24584
Total other religions excluding Pagan	1917	1,416	-501	Total other religions excluding Pagan	151489	231470	79981
Humanist	45	31	-14	Humanist	14252	9575	-4677
No religion excluding Humanists	30,646	38,970	8,324	No religion excluding Humanists	13099980	20706073	7606093
Religion not stated	18,048	17,675	-373	Religion not stated	3804104	3400553	-403551

ⁱ Pagan Traditions include the following categories: Other religion: Animism, Other religion: Druid, Other religion: Heathen, Other religion: Mysticism, Other religion: New Age, Other religion: Occult, Other religion: Pagan, Other religion: Pantheism, Other religion: Reconstructionist, Other religion: Shamanism, Other religion: Thelemite, Other religion: Vodun, Other religion: Wicca, Other religion: Witchcraft