

Rochdale SACRE Annual Report to NASACRE 2023-2024

1. Chair's introduction and context

Words of Welcome from our Chair – Reverend Margaret Smith

This last year has been an interesting year for RE in Rochdale. We implemented our current syllabus in 2019. Due to the challenges of Covid we decided to delay the new syllabus for 12 months to facilitate the schools workloads. The new syllabus will be implemented in 2025. During this year we have prepared for changes in the Education Departments, more schools becoming academies, some SACRE members have left and new ones have joined. Despite many challenges facing RE provision, our LA advisors, Hub Co-ordinators and teaching staff have worked hard to produce some positive results and developments. We hope that this has prepared the ground for our new refined and improved syllabus so RE standards and results will go from strength to strength.

During this year I have visited several schools especially around the seasons of Easter, Christmas, Harvest and Remembrance. It was good to be able to involve some of our schools in civic events and services and I look ahead to developing these opportunities. So 2024/5 promises to be an interesting year!



Context



Rochdale SACRE (Standing Advisory Council for Religious Education) serves a borough with a mixed faith community, with high percentages of Christian and Muslim followers, and smaller groups of Hindu, Humanist, Jewish and Mormon followers. Non-conformist Christian denominations are also well-represented (Methodist, Baptist, URC and Unitarian). Two of the Local Authority's thirteen secondary schools are Roman Catholic Voluntary-Aided schools and one is a joint Anglican/Roman Catholic Voluntary-Aided school. Eighteen of the Local Authority's sixty-eight primary schools are Church of England Voluntary-Aided schools (one is a joint Church of England/Methodist school) and eleven are Roman Catholic Voluntary-Aided schools.

Rochdale's history of the last few years makes it particularly important for local faith communities to be integrated and co-operative, and this is one of Rochdale SACRE's highest priorities. Rochdale SACRE has good representation from all four groups (Church of England, other faiths and denominations, teaching associations and the Local Authority) and enjoys strong links with the local Anglican community and with Rochdale Council of Mosques. There is good

representation from Primary and Secondary sectors and Rochdale SACRE works collaboratively with neighbouring Local Authorities and other SACREs in the North-North-West SACRE Hub.

The current Chair of SACRE is Rev Margaret Smith, Rochdale's Town Centre Chaplain, who was elected Chair in December 2015. New appointments in 2023-24 included Terry Hart (Manchester Diocese), Rev Kirsty Smith (Incumbent of St John's Hopwood and St Luke's Heywood), Irfan Chishti MBE (Muslim representative) Anne Gilbert (Acting Area Dean, Vicar of St Chad's, St Mary in the Baum and St Edmund's Rochdale with St Luke's Deeplish and St Peter's Newbold) and Nadia Caserta (RE co-ordinator Holy Family Catholic Primary School). The current Local Authority representative to SACRE is Esther Logue/Erica Field (Early Help and Schools) and the current Clerk to SACRE is Mazeda Khanom (LA Business Support).

Membership of SACRE

It is required by law that each Local Authority has its own Standing Advisory Council on Religious Education (SACRE). SACRE is a statutory body, made up of people from a wide range of faith groups who volunteer, and LA officers who advise SACRE to advise and clerk its meetings. The structure of Rochdale's SACRE is defined by law, and is made up of four groups or committees.

Committee membership

Committee A: Christian denominations and other religions reflecting the principal religious traditions of the area

Committee B: The Church of England

Committee C: Professional Teaching Associations and RE networks

Committee D: The Local Authority

Membership 2023-2024

Group A: Christian denominations other than Church of England and other religions

Rev Margaret Smith (Town Centre Chaplain and Chair of SACRE)

Guy Otten (Humanist representative)

Graham Gordon (Jewish Representative Council)

Ghulam Rasul Shahzad (Rochdale Council of Mosques)

Irfan Chishti MBE (Muslim representative)

Group B: Church of England

Anne Gilbert (Acting Area Dean, Vicar of St Chad's, St Mary in the Baum and St Edmund's Rochdale with St Luke's Deeplish and St Peter's Newbold.)

Group C: Associations representing teachers

Ruth Merrick (RE Co-ordinator St Andrews CE Primary School)

Stacey Searle (Head of RE Falinge Park High School)

Fay Lowe (Head of RE Middleton Technology School)

Clair Kitching (Regional Schools Worker for The Young Leaders Award)

Group D: Local Authority

Muhammed Abdulaleem (LA Equality and Community Cohesion Officer)

Councillor Rachel Massey (Lead Portfolio for Children's Services and Education)

Councillor Angela Smith (Rochdale Borough Council)

Meetings 2023-2024

Rochdale SACRE met three times in 2023-2024, and meetings were conducted face to face and via Zoom.

Wednesday September 20 th 2023	Thursday 15 th February 2024	Monday 10 th June 2024
Attendance of 8 members	Attendance of 11 members	Attendance of 14 members
<ul style="list-style-type: none"> • Membership review (Rev Margaret Smith) <ul style="list-style-type: none"> ○ New members ○ Resignations • Update on documentation and council approval • Feedback from NASACRE & AREIAC • Feedback from the HUB • Visit from Germany • Budget • Planning and Priorities for 2023/24: Allocation of responsibilities • Curriculum plans • Future training 	<ul style="list-style-type: none"> • Membership review (Rev Margaret Smith) <ul style="list-style-type: none"> ○ New members ○ Resignations • Update on documentation and council approval • Diocesan Updates • Annual Report • Hub Updates • Responsibility allocation • Upcoming Conferences • Recent Reports papers on RE • Collective worship • Feedback Germany 	<ul style="list-style-type: none"> • Membership review (Rev Margaret Smith) <ul style="list-style-type: none"> ○ New members ○ Resignations • Diocesan Updates • Academies Updates • NASACRE updates <ul style="list-style-type: none"> ○ Conference Feedback • Hub Updates • Recent Reports <ul style="list-style-type: none"> ○ Ofsted ○ REC • Budget Sub Groups <ul style="list-style-type: none"> ○ Audit ○ Celebrate faith ○ Syllabus ○ Strategic Planning ○ Collective Worship

2. RE (statutory responsibilities)

Local Authority

Rochdale SACRE advises Rochdale Local Authority on quality and standards of Religious Education in the schools of the borough as follows:

- i) Ofsted inspection reports on any Rochdale schools who have been inspected are read and scrutinised by the Local Authority School Improvement Team for comments on SMSC, Religious Education, collective worship, British Values, PSHE or any comments in the Personal Development, Behaviour and Wellbeing section which may have comments of judgments relevant to Religious Education.

During the period of this report 36 schools received inspections. The following table highlights where there were mention of comments relevant to RE.

Ofsted Reports	
School	Mention of comments relevant to RE

Our Lady & St Paul's RC Primary School	It makes sure that pupils learn about a range of important issues, such as equality and fundamental British values.
Brownhill	Pupils learn about democracy and the importance of having a vote. They discuss and reflect on some challenging topics locally and globally, including equality, human rights and responsibilities. They learn to listen to opposite views and to respect others' opinions.
St Anne's CE Academy	The school has designed a comprehensive programme to support pupils' personal development.
Heybrook	The school provides carefully chosen opportunities to support pupils' personal development.
Moorhouse	Pupils are accepting of those who are different to themselves. They embrace learning about cultures and faiths that are different to their own. They understand the importance of tolerance.
Smithy Bridge	Pupils also visit different places of worship. These activities help them to build up a secure understanding of the world's religions and cultures.
Whittaker Moss	The school places a great emphasis on making sure that pupils are prepared for life in modern Britain. This extends beyond their academic success. Pupils are active members of their local community through the charity work that they carry out.
Bowlee	The school's support for pupils' personal development is praiseworthy. Staff have woven together a broad, rich set of opportunities into their 'experience passports'.
Castleton	The school has carefully considered its programme to help pupils prepare for life in modern Britain. This includes participating in a wide range of recognition days, such as the International Day of Disabled Persons and learning about various cultural and religious celebrations, such as Diwali.
Newhouse	Pupils benefit from regular and well-delivered opportunities that support their personal development.
St Patrick's RC	The school prioritises pupils' wider development. Pupils learn about the different lives that people live. This includes different types of relationships and different beliefs.
Edgar Wood	The programme to promote pupils' wider development is strong. Pupils learn about the importance of the fundamental British values. They understand and respect the different opinions and beliefs that others may hold.
All Souls	Their learning about different cultures and religions is enhanced by the school's careful consideration of the authors and visiting speakers that pupils encounter
Elm Wood	The school ensures that pupils are well prepared for life in modern Britain. Pupils value diversity and they celebrate the many differences that people have.
Broadfield	Pupils celebrate the diverse range of cultures and religions within the school and the local area. They learn how to treat one another with kindness and respect.
Hopwood Community	The school has designed a highly effective programme for pupils' wider development.
St Gabriel's RC	Pupils have a deep-rooted knowledge of fundamental British values. They pride themselves on making everyone feel welcome in their school, regardless of differences. However, pupils do not learn enough about different religions. As a result, pupils' knowledge of this aspect is limited.
Meanwood	Pupils are passionate about their community; they regularly sing in the local church and a residential care home. Pupils learn about appropriate personal relationships. They know how to keep themselves healthy, both mentally and physically. However, pupils are not as well prepared for life in modern Britain as they could be. For example, some pupils' understanding of spirituality and cultural diversity is lacking
Hollin	The work that the school does to promote pupils' personal development is exemplary.
Harwood Park	Pupils benefit from the many activities that the school provides to support their personal development.
St Margaret's CE	Some aspects of the school's programme to support pupils' personal development are less effective than others. This includes teaching pupils about the importance of fundamental British values and of religions that differ from their own. This means that some pupils are not as well prepared for life in modern Britain as they could be
Hamer	Pupils celebrate differences. They visit different places of worship to enhance their learning about a range of cultures and faiths.
Caldershaw	The school's provision to support pupils' personal development is exceptional.

Alice Ingham	Visits to the local area and further afield assist pupils' learning across a variety of subjects. These visits include trips to the church, museums, zoos and the Houses of Parliament.
Matthew Moss	The school supports pupils' wider development through its bespoke 'change curriculum'.
Sacred Heart	Pupils' education goes beyond the academic curriculum. They take on a variety of leadership roles in school, for example as school councillors, subject ambassadors and leaders in worship and play.
Middleton Technology College	The school provides a suitable programme of personal development.
St Gabriel's CE	Pupils also learn about different families, cultures and faiths in readiness for life in modern Britain.
Spotland	The school has given greater thought to pupils' personal development. They visit places of worship to better understand different religions.
Lowerplace	Pupils benefit from a range of trips and visits, which are designed to broaden their horizons and expose them to a range of careers, role models and faiths.
Kentmere	The school's approach to supporting pupils' wider development is exceptional. Pupils learn a wealth of important information that prepares them well for life in modern Britain.
Brimrod	Pupils benefit from a well-considered programme to support their personal development. They show a strong awareness of fundamental British values.

- ii) SIAMS (Statutory Inspection of Anglican and Methodist Schools) reports and Roman Catholic Diocesan reports from inspections carried out on Ofsted's behalf are read and scrutinised by the Local Authority School Improvement Team.

The Roman Catholic schools inspected during the timescale of the annual report are detailed below: we have been informed that 3 Roman Catholic schools have had a Diocesan inspection during that time frame. One has had the top 'Excellent' grade and two were rated 'Good'.

Diocese of Salford - Catholic Schools Inspection Outcomes	
School	Outcome
St Cuthbert's Roman Catholic High School	2
St John Fisher Catholic Primary School	2
St Mary's Catholic Primary School, Middleton	1

SIAMS inspectors take the particular context of the school into account and base their evaluation on the outcomes rather than the process. Inspectors make one of two judgements:

- The inspection findings indicate that the school is living up to its foundation as a Church school, and is enabling pupils and adults to flourish.
- Or
- The inspection findings indicate that the school has strengths, but that there are also issues that leaders need to address as a matter of priority.

SIAMS Inspection Outcomes	
School	Outcome
All Saints Church of England Primary School,	School is living up to its foundation as a Church school, and is enabling pupils and adults to flourish
All Souls' Church of England VC Primary School, Heywood	School is living up to its foundation as a Church school, and is enabling pupils and adults to flourish
Middleton Parish Church of England VA Primary School	School is living up to its foundation as a Church school, and is enabling pupils and adults to flourish
St Luke's CE Primary School	School is living up to its foundation as a Church school, and is enabling pupils and adults to flourish

- iii) Pupil Outcomes in Religious Education are monitored by the Local Authority School Improvement team by considering the outcomes for GCSE Religious Education when these are available, via the unvalidated Secondary ASP (Analyse School Performance) in December and the FFT Aspire reports on each school. The Local Authority representative on SACRE, who is also a member of the School Improvement Team, advises the Local Authority on SACRE's behalf (as well as reporting to SACRE on the Local Authority's behalf regarding GCSE results in Religious Education in Rochdale's Secondary Schools).
- iv) Any issues reported to the Local Authority regarding the Teaching, Learning and Assessment of Religious Education in Rochdale schools, whether via an Ofsted inspection or via an independent complaint, will be followed-up by a discussion between the School Improvement Team and the LA SACRE representative, who will then report to SACRE regarding any appropriate action to be taken.
- v) In their role as School Improvement Officer, the Local Authority SACRE representative regularly conducts reviews and monitoring visits at Rochdale primary and secondary schools where Safeguarding, SMSC, British Values and PSHCE are a focus. During these reviews or monitoring visits there may be a focus on the provision or teaching of Religious Education, and if there are comments on this in the written report, these will be shared with the School Improvement Team and with SACRE.
- vi) Requests from parents regarding withdrawal from Religious Education (or from schools who have received such requests) are passed to the Local Authority SACRE representative. Any such inquiries are referred to SACRE (time permitting and depending on whether there is a SACRE meeting in the period immediately following the inquiry). In dealing with any such requests, SACRE and the LA representative to SACRE provide advice and guidance to Local Authority officers as well as to the school or parents.

Schools

Rochdale SACRE advises Rochdale schools on quality and standards of Religious Education as follows:

Agreed Syllabus

The Rochdale Agreed Syllabus for RE was last reviewed and revised in summer 2019 and launched in Rochdale schools from September 2019 onwards, so that syllabus was due for review in 2024. Rochdale SACRE began the review process in late 2024 and the process continued into 2024-2025.

Rochdale SACRE is able to offer a five-year syllabus to all schools for a very reasonable cost. The cost includes (a) online copy of the syllabus; (b) ongoing online support from RE Today; and (c) attendance for two school representatives at the launch of the syllabus, which will also constitute a valuable day of RE CPD.

Rochdale SACRE has been mindful of its statutory responsibility to provide a Locally Agreed Syllabus to all LA-maintained and Voluntarily-Controlled church schools.

Rochdale SACRE acknowledge that the process of sourcing a new Locally Agreed Syllabus has been slightly delayed due to a restructure within the LA and the appointment of new SACRE officers.

Following the launch of the new Locally Agreed Syllabus in summer 2025, SACRE would anticipate schools implementing it fully from September 2025 onwards. Consequently, the new syllabus will run

2025-2030 and SACRE will begin the process of reviewing the syllabus in its first 2030 meeting which will take place in January or February 2030.

Withdrawal from RE

Rochdale SACRE guides and advises Rochdale schools regarding parental applications to withdraw their children from Religious Education as follows:

Rochdale context

Several schools have contacted SACRE regarding parents' intention to remove their children (partly or wholly) from RE, from collective worship or from religious activities which form part of the school's curricular and extra-curricular provision (carol services, faith celebration days). In several instances this has centred on proposed visits with pupils to Mosques or Churches, and there have been instances of Christian parents wishing to remove their children from Mosque visits, and Muslim parents wishing to remove their children from Church visits.

These instances are all unique in their own way. SACRE has consistently offered advice and guidance to schools drawn from statutory documentation (principally Section 71 of the *School Standards and Framework Act* (1988). SACRE has also collaborated with the Church of England, the Roman Catholic Diocese and the Local Authority Community and Cohesion Team in terms of their advice and guidance in these situations.

Where a parent makes a request to the school to withdraw their child from Religious Education in whole or in part, or from any aspect of the school's spiritual or religious activities, schools contact Rochdale SACRE via the Local Authority representative to SACRE (who is also a School Improvement Officer). Until 2015-2016 advice and guidance was given to schools on a case-by-case basis, incorporating advice from the Local Authority, the Community Cohesion team, the Diocese and Section 71 of the *School Standards and Framework Act* (1988). From 2017-2018 onwards SACRE is prepared a package and guidance that can be provided for all schools to support them with parental requests to withdraw.

Rochdale SACRE advises Rochdale schools on the provision of Religious Education via regular teacher networks and hubs (see below) and by invitation to shared events with other SACREs and Local Authorities (predominantly Oldham). The network and hub meetings are co-ordinated by serving members of SACRE (who are also teachers in Rochdale schools) and provide bespoke training, guidance and support on the preparation, delivery and assessment of Religious Education in Primary and Secondary schools.

SACRE has prepared a set of documentation which (a) clarifies the legal position, (b) reinforces statutory advice, (c) explores links with Manchester Diocese's policy statement and guidelines and (d) provides guidance on handling such situations and on raising the profile of Religious Education and visits to religious centres.

The purpose of the guidance package is to advise schools of their statutory obligations if a parent does request the withdrawal of their child from RE or collective worship, but also to offer a range of actions, drawn from our experience and from the advice of the Local Authority Community Cohesion Team, which would reduce the likelihood of such a situation arising.

Training and Advice

Rochdale's Chair of SACRE, Rev Margaret Smith, undertakes an annual programme of visits to Primary and Secondary schools in Rochdale, providing bespoke advice and guidance, and taking assemblies, acts of worship and Religious Education lessons to support schools in their delivery of Religious Education.

Government or other statutory bodies

Rochdale SACRE has not provided any specific advice to the government, to any government bodies, or to any other statutory bodies in the academic year 2023-2024.

SACRE advice and LA responses

Rochdale Local Authority (School Improvement Team and Community Cohesion Officers) have responded to Rochdale SACRE's advice as follows.

- i) Rochdale Local Authority refers all requests for determination and all school inquiries (or parental inquiries) regarding the withdrawal of children from Religious Education to Rochdale SACRE via the LA representative to SACRE and supports any advice and guidance given to schools or parents by SACRE and its representatives.
- ii) Rochdale Local Authority refers any specific inquiries from schools regarding the teaching of Religious Education, collective worship or the celebration of festivals to SACRE and accepts SACRE's advice and guidance on all such matters.
- iii) Rochdale Local Authority refers any FOI (Freedom of Information) requests regarding Religious Education or collective worship to SACRE via the LA representative to SACRE and accepts and implements SACRE's advice on a case-by-case basis.
- iv) Rochdale LA's Community and Cohesion Officer collaborates with SACRE representatives on reviews and monitoring visits of schools, and the LA Community Cohesion Officer served as a member of SACRE in 2023-2024 to increase and strengthen the arrangements which exist between the LA (Early Help and Schools) and SACRE.

Rochdale Primary and Secondary Schools have responded to Rochdale SACRE's advice as follows.

- i) Schools have responded well to the provision of the Locally Agreed Syllabus and to the provision of network and hub support for Religious Education. For the 2019, SACRE made a charge to schools for the provision of a Locally Agreed Syllabus. Despite this, every LA-maintained Primary School, every LA-maintained Secondary School, and every Voluntarily-Controlled Church School signed up for the 2019 syllabus. Rochdale anticipates a similar picture for the updated 2025 syllabus and launch.

Standards and quality of provision of RE

Public examinations

In Rochdale, only Redwood Special School did not enter any students in year 11 for GCSE Religious Education in 2024. Redwood has no GCSE Religious Education provision as only a very small percentage of their students take GCSE. Redwood has been visited by the Chair of SACRE, Rev Margaret Smith, to discuss its Religious Education provision and SACRE's support for RE in Rochdale schools.

During the last academic year, Edgar Wood Academy did not have a KS4.

GCSE RE Examination Results 2024

School	Number of Pupils Entered	% Grade 1+	% Grade 4+	% Grade 5+	Pupil Premium % Grade 4+	SEN K % Grade 4+	EHCP % Grde4+
Cardinal Langley RC High	192	96%	58%	46%	52%	30%	0%
Falinge Park	247	96%	60%	47%	57%	29%	33%
Hollingworth Academy	86	100%	87%	72%	74%	67%	N/A
Holy Family RC and CE College	148	98%	65%	52%	43%	20%	60%
Kingsway Park High	75	100%	53%	47%	50%	0%	N/A
Matthew Moss	42	100%	69%	57%	64%	0%	50%
Middleton Technology	17	94%	71%	59%	57%	50%	N/A
Newhouse Academy	67	99%	52%	34%	40%	75%	N/A
Oulder Hill Leadership Academy	105	94%	55%	43%	42%	44%	N/A
Rochdale Pupil Referral Service	2	100%	0%	0%	N/A	0%	N/A
St Anne's CE Academy	25	100%	64%	52%	64%	25%	N/A
Rochdale LA	1205	97%	61%	49%	52%	33%	40%

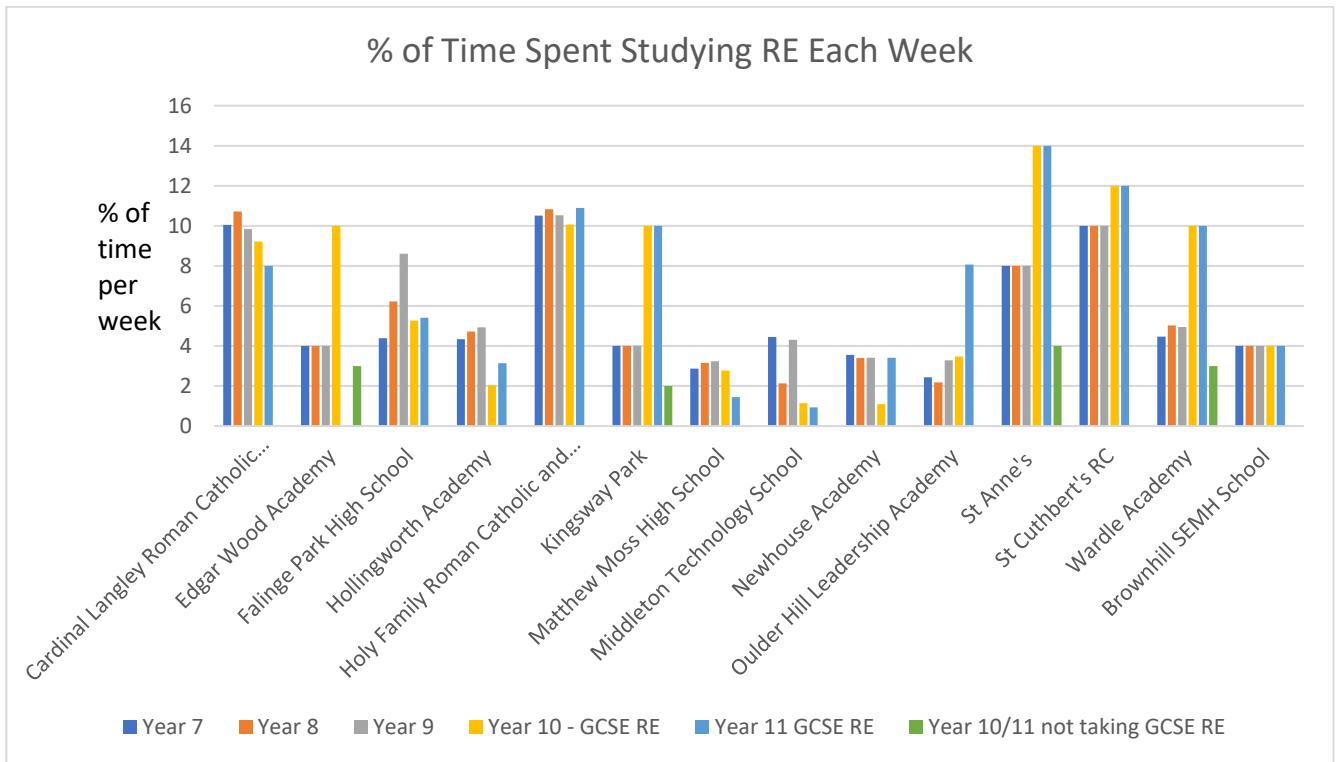
Provision of RE in special schools

In Rochdale we have a number of special schools providing an adaptive curriculum for children and young people. These are school specially organised to make special educational provision for pupils with SEN. These schools provide an education for children with special educational needs or disabilities and access to appropriate Religious Education remains an essential part of their provision.

“At Brownhill SEMH school we use an adaptive curriculum so that our learners can access Religious Studies. We use a range of strategies to engage young people in moral and ethical discussions, visual images, debates, artefacts, videos.” - Narda Sestanovic, Head Teacher, Brownhill SEMH School

“RE is good I really enjoyed learning about Hitler and the Holocaust and how the Jews worked together. It has given me a better understanding.” – Year 9 learner from Brownhill SEMH School

Study of RE in secondary schools



The quality of Religious Education provision in schools

Twenty one schools responded to Rochdale SACRE's annual return for Religious Education in 2024. Of those, Twenty one were Primary schools and none were Secondary schools.

SACRE believes this is a reasonable data-base from which to draw some conclusions about: the teaching and assessment of RE: the delivery of, and provision for, collective worship: and the relationship of RE to whole-school policy, broad and balanced curriculum, SMSC and British Values in Rochdale schools.

The strengths of Religious Education in Rochdale primary schools include:

- A project/ themed approach to RE, teaching with a focus on similarities between different faiths to discuss and learn about values through looking at celebrations, stories from special books, clothes people wear and special buildings.
- Developing Catholic Social Teaching and SMSC as embedded characteristics of all of the school's curriculum areas.
- Children in Years 5-6 acting as Worship Leaders, setting up the hall for assemblies and collective worship and leading whole-school collective worship each half-term.
- Children in all years being given the opportunity to participate in leading worship, which has a positive impact on other children and promotes dialogue, understanding and respect.
- Combining a project/themed approach with stand-alone projects such as 'Who is a Christian and what do they believe?'
- Using RE topics in Key stage 2 as a platform to discuss values, moral dilemmas and important controversial topics that had an RE focus (for example, what is so special about marriages?) which created a platform to talk about relationships, people we trust, and the difference between forced and arranged marriages.

- g) A Year 6 topic ‘why are inter-faith relations important to strengthen our community?’ in which pupils learn about living and working together, how you can practise your faith in the community, and what religions say about respecting others, neighbours and the environment.
- h) Having RE mainly taught by the RE Co-ordinator (during PPA time) to ensure progression and sound subject knowledge.
- i) Visits to places of worship (churches, synagogues, mosques) and visitors to school representing different faiths within the community.
- j) Teaching British Values through RE and SMSC and covering key skills in discrete RE lessons.
- k) Giving Collective Worship a high profile in school, with themed assemblies which reflect British Values and skills learned in RE.
- l) Children leading British Values assemblies after a specific class lesson on each of the values, and assemblies for different celebrations of different faiths (Harvest, Diwali).
- m) Children completing pre-learning challenges, giving them the opportunity to reflect on what they already know about different religions and what they would like to know.
- n) A good range of resources (religious artefacts) so that children are able to develop their experiences of other faiths in a classroom setting.
- o) A strong philosophical approach to thinking about moral issues and the content of prayer, discussed regularly in the classroom but also forming part of the collective worship.
- p) The use of Philosophy-4-Children training in which they share some interesting and useful resources for RE, enabling children to discuss subjects such as Harvest Festival in a debate and discussion-type lesson.
- q) Celebrations of Faith throughout the year where children celebrate religious events from the faith calendar (supported by inviting community leaders of different faiths into assemblies).
- r) Some church schools have focal areas where a cross is displayed, a Bible is available (for collective worship time and children to access), reflective displays and copies of prayers.
- s) A timetable of visits to the church for key religious festivals; joining in special services such as Holy Week and Easter.
- t) Strong links to other faiths in the community with local faith leaders regularly invited into school to take part in assemblies and Religious Education lessons.
- u) Using online assessment and tracking systems (for example, FROG) to monitor, track and evaluate RE lessons.

3. Collective Worship

Standards and Monitoring of Collective Worship

Rochdale schools are committed to offering high quality collective worship. They are places that recognise and value collective worship as central to fostering a sense of community and to expressing the school’s Christian vision.

‘Collective Worship is highly inclusive and valued as a time to come together, reflect and explore the vision and core of Christian values. This results in pupil’s spiritual growth’ – All Saints CE School – SIAMs 2023

'Thoughtful and inclusive collective worship provides valuable opportunities for all pupils to grow and flourish.' -
St Lukes CE School – SIAMs Jan 2024

Determinations

Rochdale SACRE advises schools on the procedure whereby they should apply for a determination (which lifts the requirement for the school's worship to be 'wholly or mainly of a Christian nature'). Rochdale SACRE provides advice and guidance about the circumstances under which a school may apply for a determination and a pro-forma for that application. The pro-forma is submitted to SACRE as that school's application for a determination and SACRE makes a decision accordingly.

One school has applied for a determination in 2025.

Complaints about Religious Education

No complaints have been received about Religious Education provision in Rochdale schools and no complaints have been received about Rochdale SACRE by the Local Authority or Ofsted.

SACRE Projects

Supporting teachers

In September 2024 RE resource boxes were organised for schools. All the information and contacts were later circulated to all schools. SACRE continues to support the Primary and Secondary RE teacher networks. The Primary RE teacher network, and the Secondary RE teacher network operates flexibly as a series of small group meetings on particular topics, including shared moderation activities.

SACRE Chair activities

During 2023-24 Chair of SACRE has visited several schools to discuss RE with Heads of RE and Headteachers. Chair of SACRE has been involved in undertaking some assemblies and teaching. SACRE continue to work hard to encourage a wide representation of different faiths, schools and geographical areas that accurately reflect Rochdale. This is not easy as many members are busy and heavily committed. We are also trying to increase the profile of SACRE by regular news-mails, letters to schools and by developing a resource-base.

This report was submitted to NASACRE and to the Department for Education March 2025 and constitutes the annual report for Rochdale SACRE for 2023-2024. The report will also be submitted to Rochdale SACRE at their next meeting on

Rev Margaret Smith
Town Centre Chaplain
Chair of SACRE

Esther Logue & Erica Field
School Improvement Officers
LA Representative to SACRE

Mazeda Khanom
Business Support
Clerk to SACRE