



St. Helens Council

**St Helens SACRE
Annual Report 2022**

Section 1: Chair’s introduction and context

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Words from the Chair – Miss C Hughes

St Helens SACRE goes from strength to strength. We have used this year to really embed positive relationships and dialogue with the RE links in the borough. Termly meetings and CPD events have taken place with an input from the RE links. This has included, sharing good practice and completing a questionnaire for CPD needs. This is also a supportive environment.

The organisation and management of our SACRE is also developing and becoming more efficient and effective. We have completed the SEF together and this has formed the basis of our development plan for the coming year. Members play an active role in contributing ideas, resources and specialist opinions.

We have a clear vision and will continue to strive to support excellent Religions Education for all our students in St Helens.

Our key priorities from last year’s report were as follows:

Key priority 1: To use a range of methods to monitor standards and the quality of provision

This has been explored through teacher dialogue at RE leads meeting. This is continuing to be explored as we begin face to face meetings and can share examples of good practice within exercise books. This has also been explored through visits to Primary schools.

Key priority 2: To develop a calendar of CPL events based on local needs and to start termly RE led meetings.

This has been achieved through Worldview training – Humanism, termly CPD for RE leads on assessment and collective worship as well sharing good practice at RE lead meetings.

Key priority 3: To continue to develop key policies to support schools

St Helens SACRE produced and share two policies. One for collective worship and the other on SMSC and British Values.

Key priority 4: To utilise the expertise within the SACRE group to support school locally

This will continue as we move into the next year. Members have supported resources that were produced, in particular for Holocaust Memorial Day 22.

Section 2: RE

St Helens SACRE is supported the RE provision in St Helens by the following activities:

- There have been termly RE lead meetings run by the Chair. One for Primary and the other for Secondary / Sixth form. All meetings are an opportunity to share good practice, recent research, CPD opportunities and to focus on the AS. The minutes are shared with all members of SACRE and all RE leads in the borough. Each meeting drives the CPD opportunity and the next meeting.
- The Chair shares resources and CPD events to all RE leads when appropriate. This has included prospective funding from the Jerusalem Trust, CPD events from other RE networks and literacy resources focused on RE and worldviews.
- SACRE led CPD 1) Collective Worship 2) Worldview - Humanist
- There is only 1 withdrawal from RE
- One school is currently in the process of reapplying for the RE Quality Mark

Section 3: Collective Worship

St Helens SACRE has done the following in relation to collective worship:

- Produced borough wide resources to use within lessons and collective worship for Holocaust Memorial Day. This included activities produced by students from various schools.
- Produced and shared a sample Collective Worship policy for all schools
- Produced and shared a sample SMSC policy for all school's which links to collective worship
- Chair of St Helens SACRE led a CPD session on Collective Worship which all RE leads from all schools were invited to attend and resources shared
- No determinations were applied for

- There were 5 withdrawals from collective worship. 2 Students have permission to opt in or out and they opt in.
- **Action for 22/23** - Determination policy to be produced and shared with all schools

Section 4: Links to other bodies

Miss Catherine Hughes (Chair) – Member of NATRE, ATCRE and AREIAC, Liverpool Catholic Archdiocese

Mrs Pamela Potter – LA Consultant

Mrs Anna Clark – Member of NATRE, and PSHE association

Miss Sarah Daley – Member of NATRE, ATCRE and ACVIC RE (chair), Liverpool Archdiocese

Mrs Lisa Houghton – NAHT

Mr David Thorpe – Liverpool Diocese

Mrs Justine Kellet – NAHT, PASH

Section 5: SACRE and local involvement

- St Helens SACRE provided resources to all schools for Holocaust Memorial Day.
- Local councillor members are also governors to local schools

Miss Catherine Hughes (Chair) – Attended the NASACRE annual conference, attended NASACRE training, Culham St Gabriel Leadership stage 1 programme and will be completing stage 2

Mr David Thorpe - training on the new Questful RE Syllabus used by Liverpool Diocesan VA Schools, led RE Coordinator Cluster Meetings for Primary RE Coordinators within the diocese of Liverpool this term.

Mrs Justine Kellet – training on Christian Vision and Mission from Liverpool Archdiocese, briefings on the updated inspection changes to Church Schools

Section 6: Management of SACRE

i) Meetings

SACRE meets once a term via teams:

Meeting 1: Autumn Term (15th Dec 21)

Group A:

Group B: Glenys Chalk

Group C: Catherine Hughes (Secondary) (Chair), Anna Clark (secondary and 6th form)

Lisa Houghton (Primary)

Group D: Pam Potter, Cllr Bisi Osundeko, Cllr Michelle Sweeney

Main agenda items: 1) NASACRE Updates 2) Teaching and learning 3) Collective Worship 4) SACRE training 5) OFSTED updates / reports

Meeting 2: Spring Term (31st March 22)

Group A: Judith Prinsley, M Overend

Group B: Glenys Chalk,

Group C: Catherine Hughes (Chair) (secondary), Anna Clark (secondary and 6th form), L Houghton (Primary)

Group D: Pam Potter, Councillor Michelle Sweeney

Main agenda items: 1) NASACRE Updates 2) Teaching and learning 3) Collective Worship 4) SACRE training 5) OFSTED updates / reports

Meeting 3: Summer Term (29th June 22)

Group A: Justine Kellett

Group B: Glenys Chalk

Group C: Catherine Hughes (Chair) (secondary)

Group D: Pam Potter, Cllr Michelle Sweeney, Cllr Bisi Osundeko

Main agenda items: 1) NASACRE Updates 2) Teaching and learning 3) Collective Worship 4) SACRE training 5) OFSTED updates / reports

Action for 22/23 – Meetings to be hybrid

ii) Budget

SACRE's budget covers the cost of subscription costs for national organisations for RE and the resources from the Lancashire Agreed Syllabus. For the AS it is £5280 and for subscription to NASACRE it is £50 annually. We also spent £100 on Humanist Training. This is below the below the mean SACRE budget of £11,000 as stated in the NASACRE funding report (May 2021).

iii) Committees

Chair: Miss Catherine Hughes

Committee A: Christian denominations and other faiths

Dr Usama Munir (Islam)

Maria Overend

Judith Prinsley (Judaism)

Mrs Justine Kellett (United Reform Church)

Committee B: Church of England

Mr David Thorpe

Mr Iwan Williams
Miss Glenys Chalk
Rev Lynne Jackson

Committee C: Teacher Associations

Mrs Lisa Houghton
Miss Anna Costello
Miss Catherine Hughes
Miss Sarah Daley

Committee D: Local Authority

Mrs Pamela Potter (Local Authority Consultant)
Cllr Dave Banks
Cllr Anthony Burns
Cllr Michelle Sweeney
Cllr Michael Haw
Cllr Bisi Osundeko

Action for 22/23 – To explore membership for other faiths and other educational providers

Section 7: Appendices

- Table of GCSE results
- St Helens Collective Worship Policy
- St Helens SMSC and British Values Policy
- St Helens SACRE Development plan 22-23

Appendices

Entries and outcomes for GCSE qualifications in Religious Studies for St Helens Local Authority. This data is provisional and hence subject to change, in terms of exam entries and grade outcomes in 2022.

2022 GCSE Religious Studies outcomes

School	Total Entries	% 4+	% 5+
School A	96	75.0%	65.6%
School B	217	47.5%	32.3%
School C	24	91.7%	70.8%
School D	213	69.5%	55.4%
School E	64	85.9%	70.3%
School F	43	88.4%	69.8%
School G	126	33.3%	19.8%
School H	169	43.8%	27.8%
School I	14	100.0%	100.0%
Total	966	58.8%	44.4%



St. Helens Council

*Sample Collective
Worship
Policy*

2021

Collective Worship Policy

This model policy provides a framework for schools to adapt to reflect their own practice, it is important that the blank sections are completed with the correct information for the individual school. Copies of planning and evaluation documents should be kept alongside the policy document.

Introduction _____ School is a _____ school, in St Helens, catering for children aged from _____ to _____. This Collective Worship policy has been designed with our school population in mind. It is written in accordance with guidance from St Helen's Standing Advisory Council for RE (SACRE).

Legal Requirements

The law requires the Headteacher and Governing Body of every school to provide a daily act of collective worship which, in community schools, should not be distinctive of the tradition and practice of particular religious denominations.

The legal requirements for collective worship are laid down in the 1988 Education Reform Act and in the Collective Worship Circular 1/94 (1993 – 1994), which was essentially an attempt to explain and enhance the 1988 Act. It states that collective worship: **'Should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes'**. It also states these acts of worship must be **"wholly or mainly of a broadly Christian Character"** for the majority of the time. They must also be **"appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils"**.

Also, the requirement to promote **British values** as part of SMSC (Ofsted, September 2014, DfE, November 2014).

Aims

Collective Worship within _____ offers opportunities to:

- consider and celebrate the values of the gospel
- offer opportunities for reflection, meditation and prayer
- experience the sacred and to develop an awareness of the presence of God in others and in oneself

- encourage an awareness of and a compassion for the needs of the world community
 - foster a sense of joy awe and wonder in all creation
 - affirm and develop the individual and to build and encourage community
 - develop a sense of enquiry and to encourage a search for human meaning
 - explore social, moral and spiritual values in a cultural context
 - support students and staff on their personal spiritual and religious journey
 - inclusive of others faiths and beliefs
- promote and encourage British Values of Democracy, Rule of Law, Respect and Tolerance, and Individual Liberty to reflect life in modern Britain.

Principles

Acts of Collective Worship should be:

- ✓ related to the age, ability and background of students
- ✓ designed to actively engage students, and elicit a response
- ✓ resourced and planned
- ✓ memorable and enjoyable
- ✓ an educational activity
- ✓ a sense of occasion
- ✓ flexible and able to respond to special occasions

Co-ordination

In community or foundation schools without a religious character, the arrangements for collective worship are the responsibility of the Headteacher after consultation with the governing body. In foundation schools with a religious character or voluntary schools, the arrangements for collective worship are to be made by the governing body after consulting the head, and must be in line with the schools' Trust Deed or Diocesan guidelines in the case of church schools. SACRE's responsibilities include the monitoring and support of collective worship in county schools.

Withdrawal

In accordance with legal requirements, parents have the right to withdraw their children from acts of collective worship on religious grounds. Parents should make their wishes known to the Headteacher who will ensure that any pupils who are withdrawn are appropriately supervised while the act of collective worship takes place. Pupils can be withdrawn wholly or partly from acts of collective worship only by parents. Schools should not use this time to withdraw pupils for other activities.

Organisation

Describe when collective worship takes place on each day and the way in which pupils are grouped e.g. whole school / class etc.

For example:

Assembly - Each day of the week one Year group has a full assembly in the Drama Theatre. In each of these assemblies the act of worship is led by a member of staff, chaplain or visiting speakers. The business elements of assembly are led by the Head of Year or Assistant Head of Year in order to make a clear distinction between the worship and practical aspects of the assembly. There are no business announcements after the religious element of the assembly.

Form Time Prayer & Worship - The form tutor leads a daily act of worship based on the theme for the week. This act of worship takes place in the 'Sacred Time' during morning registration.

Strategies

Describe how collective worship will take place.

For example:

Prayer Themes

Prayers themes are based around national/international days of awareness. However, they also link to scripture as well as British Values and cultural capital.

It should be noted that there will be times when the theme is wholly inappropriate - times of celebration, disaster or tragedy will be explored in worship as they arise.

Themes and Form Group Worship

Digital resource sheets for the themes are provided each week. These sheets are not intended to be prescriptive. Ideally they should be used as a source of ideas or as a framework on which to develop worship that is appropriate and relevant to the particular form tutor and class.

- Materials can also be used as a resource for assembly providers.
- Resource sheets are digital, and contain links to YouTube videos, daily scripture reading and creative activities.

Student Involvement

Students are encouraged to take an active part in the planning and delivery of acts of worship. *Describe examples.*

Visiting Speakers

Visiting speakers form an important, if occasional, part of the collective worship program. They can offer a breadth and variety of worship experiences for students.

Monitoring

Describe how collective worship will be monitored and evaluated

Training or Advice available: St Helens SACRE is pleased to give advice on collective worship when asked. SACRE will also make known any training events through the usual channels.

Outcomes

The positive educational outcomes of collective worship at **xxx** School include opportunities for:

- the whole community to celebrate;
- sharing and experiencing differences;
- building a sense of group identity;
- encouraging a sense of personal and social responsibility;
- a break from the busyness of life (for stillness and quiet);
- learning how to behave in a large social group;
- exploring feelings and emotions;
- learning how to perform in front of an audience;
- learning how to respond to a performance;
- making visible the school's leadership;
- developing inner awareness.

Conclusion

Prayer and worship is central to the Christian life. Through clear aims and principles, and a shared vision and strategy, we hope to provide students with experiences of collective worship that are relevant, appropriate and life-giving. In so doing we would strive as a community to recognise "the faithful God's initiative of love" and to encourage and enable a true and genuine response.



St. Helens Council

*Sample
Spiritual, Moral,
Social and Cultural
Capital development
with British Values
Policy*

Introduction about school

Every aspect of school life, including the curriculum, has a role to play in the development of the whole child, especially in the areas of Spiritual, Moral, Social and Cultural Capital development.

Within our school we review and evaluate the role of the curriculum in SMSC development. Naturally, within the curriculum / subjects, there are departments that make a more explicit and defined contribution to students' SMSC such as Religious Education, Citizenship, PSHE and Sex and Relationships Education. All other subjects make a valuable contribution to the SMSC development of students through the delivery of their curriculum and Schemes of Learning. We use Twitter, Instagram, Facebook and our school website to share and raise awareness of all issues so that our students and parents/carers are kept informed and updated.

Since the 1988 Education Act, schools now have the responsibility to promote
“..the spiritual, moral, social and cultural development of students... and of society.”

(Education Reform Act Part 1 Chapter 1.)

Spiritual Development

For Catholic schools

“We are bearing witness to God’s presence in society, but we are also being a sign and touching the lives of those around us, in many undiscerned and perhaps unintended ways.”
(CESEW document ‘Spiritual and Moral Development’ pg. 7)

Our core principles of Spiritual Development are:

- excitement, generosity of spirit, reflection, creativity, enthusiasm, happiness, wonder, imagination, exhilaration and pride
- sharing thoughts, feelings and views in conversation and making perceptive, reflective and inspired comments
- addressing the questions of life, grasping the idea of wonder, experiencing deep feelings and understanding how beliefs and values shape motivation

Spiritual development at _____ is grounded in and draws life from the rich and varied spirituality of the Christian Church. Students and staff are given the opportunity to reflect and develop their spirituality in **the regular celebration of the liturgical life of the Church, through the sacraments, through collective worship, in Religious Education, in Citizenship, in PSHE and also through opportunities within the wider curriculum and life of the school.**

Conscious of the backgrounds of some members of the school community, it is recognised that though spirituality is closely linked to and is a key element of Christianity, it is not exclusively a religious term. For some their spiritual development will not be explicitly religious, but will be a natural human response to God, to themselves, to the world and to the society around them. For those people of faith, spirituality is a fundamental aspect of their lives and helps to deepen the personal response to God of every individual. Every legitimate activity from this perspective has a spiritual dimension.

This view is further supported by part of the OFSTED definition of Spiritual Development.

Spiritual development is the development of the non-material element of a human being which drives and sustains us and...is about the development of a sense of identity, self-worth, personal insight, meaning and purpose...

For Catholic schools:

The CESEW offer the following definition of Spiritual Development

the continuing search for “more penetrating truths”, “the quest and love of what is true and good”, are what spiritual development is all about. It is in this sense of “The spiritual” that we must help our students, each in their own unique way, to think, appreciate, question, struggle, suffer, wonder, love, reflect and indeed work!” (CESEW Document Pg11).

Explicit spiritual development and formation involves the whole school community. It is integral to the very fabric of the building and remains one of the key drivers for school improvement. Although the Religious Education Programme in both Key Stages plays a fundamental part in spiritual development, it is the wider life of the school which has the most influence and impact. Examples include: [examples](#).

Moral Development

The core principles of Moral Development are:

- being honourable, respectful, ethical and fair
- appropriate use of new technologies and social networking sites – E Safety
- recognising the need for rules to govern right and wrong conduct.
- appropriate questioning of all that goes on around them.
- understanding the importance of human worth
- an ability to exercise compassion, forgiveness, humility and kindness

Our aim is to enable students to build a framework of moral values for themselves so as to help them regulate their personal behaviour. Also, we develop our students’ understanding of shared and agreed values held in society as a whole. Students need to recognise that society’s values can and do change and they need to understand the reasons for this.

Social Development

According to OFSTED, social development is,

“...about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about developing the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society using the inter-personal skills necessary for successful relationships.”

The core principles of Social Development are:

- developing politeness, courtesy, self-discipline, self-awareness and caring approach to others and our world
- promoting social cohesion
- being able to tolerate, function within and understand a multi-cultural Britain and a global society
- understanding appropriate use of emerging technologies and social networking sites – E safety
- developing emotional intelligence to be able to work through the journey of life
- valuing others and understand the need to be able to work with others
- addressing their own difficulties and the difficulties of others

Our aim is to enable students to recognise their own personal worth and the worth of other people. The school seeks to develop positive relationships, a sense of personal and corporate responsibility, participation in the various aspects of the life of the school community and the values attached; thus supporting students on their way to becoming responsible citizens. All subjects have a contribution to make to the social development of students, sometimes through the subject material but equally on a daily basis through the interaction of students and staff. Relationships and Sex Education explores many aspects of social development i.e. personal relationships.

Other areas where students experience personal growth and the development of social skills are: through [examples here](#).

Diversity & Cultural Development

We have International School Award - Intermediate

The core principles of Diversity and Cultural Development are:

- application of the Single Equality Policy
- an awareness of their own culture and of other cultures. Recognition of the interaction between cultures. Being able to function in a multi-cultural and global society
- respect, tolerance and understanding regardless of culture or background
- embracing the individual who has a valuable contribution to make in enriching our own lives and experiences
- recognising a person's needs and the needs of others for a wide intellectual development.

Conscious of the diverse cultural nature of modern society in the United Kingdom, [school name](#) seeks to equip members of the community with an increasing understanding and appreciation of the rich variety and expression of different cultures.

Through the curriculum the school offers, staff and students, the opportunity to appreciate and understand a range of cultural experiences.

There are also a large number of activities that enable SMSC education e.g. [examples here](#).

In all of these activities, the students learn to, as OFSTED put it,

“understand their own culture, other cultures in their town, region and in the country as a whole. To understand about cultures represented in Europe and elsewhere in the world. To understand and be comfortable in a variety of cultures and to be aware of the shared experiences provided by television, travel and the Internet...”

The government set out its definition of **‘British values’** in the ‘Prevent Strategy’ (2011), which was designed to prevent the extremism and religious radicalization of young people. British values are considered by the government to be

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

For Catholic Schools:

The promotion of ‘British values’ is central to Catholic education because British values have their origin in the Christian values of our nation.

“We are proud that Catholic schools promote values that are both Catholic and British, including: respect for the individual, democracy, individual liberty, respect, tolerance and inclusiveness. Our schools promote cohesion by serving more ethnically diverse and poorer communities. Catholic schools provide high standards of education which are popular with parents from all social, economic and faith backgrounds.”

Paul Barber (Catholic Education Service 15 December 2014).

St Helens SACRE Development Plan 2022-23

Section 1: Management of the SACRE and partnership with LA and stakeholders

Success criteria	Actions	Timescale	Evidence	Responsibility	Cost	Monitoring	Impact
1d) Established practice with improvement and development planning	To produce development plan for the year 22-23	Ongoing throughout the year	Development plan produced for 22-23	Chair / all		Chair / PP	
	To review development plan and its progress at each meeting		Evidence of development plan being updated and reviewed at meetings	Clerk			
	To ensure all members are on 'Governor Hub' to access information		Minutes of meetings	All when appropriate			
	To share / update members on national projects and initiatives		Minutes of meetings / agenda items				
1e) Established practice in information and advice <i>Linking to the LA strand of attendance</i>	To develop present / attend LA meetings	Ongoing throughout the year	Minutes of meetings / agenda items	Chair / PP		Chair / PP	
	To visit schools to see good practice		Minutes of meetings / agenda items	All	Travel expenses	Chair / PP	
	To produce	Termly	Minutes of meetings / agenda items	Chair / Clerk		Chair / PP	

Success criteria	Actions	Timescale	Evidence	Responsibility	Cost	Monitoring	Impact
<i>and the right of all students to have the best quality education</i>	<p>termly headteacher letters to provide information, updates and good practice from schools</p> <p>Chair to continue to meet RE leads termly</p> <p>Chair to continue to provide termly CPD for RE leads</p>	<p>Termly</p> <p>Termly</p>	<p>Headteacher letters</p> <p>Minutes / resources / agendas</p> <p>Minutes / resources / agendas</p>	Chair	<p>£90</p> <p>£90</p>		
<p>1f) Established practice in partnerships with key stakeholders</p> <p><i>Linking to the LA strand of well being and the needs and well being of all children</i></p>	<p>Members attend NASACRE conference</p> <p>To explore ways to gain student voice on RE / CW</p> <p>To visit schools to gain student voice on RE / CW</p>	<p>Summer term</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Feedback from conference in minutes</p> <p>Minutes / agenda / student voice feedback</p> <p>Minutes / agenda / feedback</p>	At least one member	£200	Chair / PP	

Section 2: Standards and quality provision of Religious Education

Success criteria	Actions	Timescale	Evidence	Responsibility	Cost	Monitoring	Impact
2b) Established practice with standards of achievement and public examinations entries Linking to the LA strand of attendance and the right of all students to have the best quality education	To obtain data for GCSE / A Level results To obtain data / information on KS1-3 through visits, RE lead meetings and student voice	Ongoing throughout the year	SACRE Report with data Minutes / agenda / feedback from meetings / student voice data			Chair / PP	
2e) Relations with academies and other non-LA maintained schools	To meet with RE leads in academies at least once	Term 1	Minutes / agenda / resources / feedback from meeting			Chair / PP	

Section 3: Effectiveness of the locally agreed syllabus

Success criteria	Actions	Timescale	Evidence	Responsibility	Cost	Monitoring	Impact
3a) Established practice with the review process Linking to the LA	To begin to review the current agreed syllabus (AS) To explore teacher views on the AS	Ongoing throughout the year	Teacher feedback Costed action plan for re-launch			Chair / PP	

Success criteria	Actions	Timescale	Evidence	Responsibility	Cost	Monitoring	Impact
<i>strand of attendance and the right of all students to have the best quality education</i>	To monitor the implementation of the AS		Teacher feedback / minutes				

Section 4: Collective Worship

Success criteria	Actions	Timescale	Evidence	Responsibility	Cost	Monitoring	Impact
4c) Established practice with responding to requests for determinations <i>Linking to the LA strand of inclusion and reducing inequality</i>	To produce a St Helens SACRE Determination policy for schools	Policy produced in Term 1 and sent out to schools in Term 2	SACRE Determination on policy			Chair / PP	

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

Success criteria	Actions	Timescale	Evidence	Responsibility	Cost	Monitoring	Impact
5a) Established practice with SACRE Membership <i>Linking to the LA strand of inclusion and</i>	To review SACRE membership inline with CENSUS data 2021 To explore membership linked to	After Census data is released First term of 22-23	Membership of SACRE Attendance at meetings Minutes of meeting Attendance at meetings			Chair / PP	

Success criteria	Actions	Timescale	Evidence	Responsibility	Cost	Monitoring	Impact
<i>reducing inequality</i>	ITT, nurse providers		Minutes of meeting				

Notes:

Chair – Miss Catherine Hughes PP – Mrs Pamela Potter RE – Religious Education CW – Collective Worship