



# **Staffordshire Standing Advisory Council on Religious Education-**

**34<sup>th</sup> Annual Report  
September 2024 - September 2025**

# From the Chair of SACRE

## Chair's Introduction to SACRE's Annual Report for 2024-24



I heartily commend this Annual Report for the Academic Year 2024-5 to members of the County Council and to all schools within our County. It contains an account of the proceedings of your SACRE during the year, and offers an overview of the state of RE within Staffordshire schools, noting both the achievements and also the challenges schools and teachers face in delivering high quality RE. Staffordshire SACRE is keen to acknowledge and affirm the dedicated good work of RE teachers across the county, and thanks them warmly for all that they are doing.

This will be the last Annual Report which I will be presenting as your SACRE Chair. In 1988 the Education Reform Act required each local authority to set up a SACRE and to draw up a modern Agreed Syllabus in RE. As the then Director of Education for Lichfield Diocese, I was responsible with others for negotiating the new Staffordshire SACRE's constitution and for appointing its first Church of England representatives – including myself! I also contributed to the creation of Staffordshire's first Agreed Syllabus in the modern era, the forerunner of our present Agreed Syllabus in RE.

My link with Staffordshire SACRE has been almost continuous since then, and I have had the honour of chairing your SACRE during the last two decades and more. Throughout this whole period the County, its schools and its SACRE have been truly fortunate to have had the support of a notable sequence of highly competent and pro-active County Advisors in RE – Paul Bellingham, Heather Farr, Emma Senior, and latterly Mary Gale. Each has brought dynamic leadership to promoting good Religious Education across the County, and each has contributed significantly to the ongoing task of updating and enhancing the County's Agreed Syllabus in RE. It is good to have shared personally with them in this work.

Society does not stand still; neither does Religious Education. From its origins as a means of transmitting Christian faith, life and values to the next generation, Religious Education has evolved to become an invaluable opportunity in schools for pupils to understand and develop their own identities, and to encounter the diversity of faiths and non-faith stances in the world and in society, alongside engaging with the Christian tradition which is the foundation of our country and its institutions, and which continues to permeate our cultural life.

People naturally seek identity and security through belonging to a distinct "tribe", be it their family group, a clan, an ethnic/faith/political group, or some other linking feature. By itself, such tribalism can lead all too readily to conflict and division, and worse. If a plural society like ours is to achieve harmony and cohesion, it must enable its members to transcend these baser instincts. This process should begin early on and must be embedded in all schools and in each pupil's educational journey.

Religious Education is uniquely designed to meet this challenge and to play a central role in the life of every school. The vision behind Staffordshire's Agreed Syllabus is that all pupils should leave school ready and equipped to participate responsibly and authentically in the richness and diversity of the adult world - aware of who they are yet also committed to a wider set of values and perspectives that promote the wellbeing of society as a whole.

Finally, I wish to record my sincere thanks and appreciation to the members of Staffordshire SACRE for the time and care they give to the SACRE, and for the support they have given to me as Chair. We are all volunteers; in our own modest way we have sought to model the culture to which the Agreed Syllabus aspires. The work goes on.

A handwritten signature in black ink that reads "Michael R. Metcalf". The signature is written in a cursive style.

Rev. Prebendary Michael Metcalf Chair Staffs SACRE

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This report covers the work of the Staffordshire SACRE during the academic year from September 2024 to September 2025. Three meetings were held during the period covered by the report.

This report is sent to the headteachers of all schools in the County, to the teachers' associations, to the local faith communities and NASACRE.  
Further copies are available from:

The Clerk to SACRE,  
Democratic Services,  
Martin Street,  
Stafford ST16 2LH.

The statutory duties of the SACRE are given in Appendix 1  
The membership of the SACRE is given in Appendix 2

## 2. A summary of the work of the SACRE September 2024-2025

- The SACRE worked in line with the SACRE Development Plan. (See Appendix 5)
- Six face-to-face meetings were held in schools to give direct support.
- Three online meetings were held in conjunction with the local NATRE group and the AREIAC group, one per term. Eight- ten people attended these meetings.
- The Agreed Syllabus was monitored by SACRE.
- Long term planning grid has been provided for Middle schools (Year 5- Year 8)
- Early Years planning has been revamped to consider the changes to the EYFS framework.
- All planning grids have been well received by schools taking into account world views.
- Monitoring of Staffordshire schools RE provision was carried out through evaluations after workshops and training on the Agreed Syllabus (AS) and associated planning/resources. The outcome is that the AS supports effective RE. Monitoring is also carried out through a review of school websites and Ofsted/Section 48 reports.
- Monitoring of Staffordshire secondary school RE was carried out through scrutiny of the work force census data. In addition, reviews of school websites were carried out.
- GCSE and A Level results from 2024 were scrutinised. (See below for headline information)
- The Westhill Engage project in conjunction with YouthNet and an independent consultant supported over 800 pupils across Staffordshire to gain a greater understanding of Christianity and Islam and living with diversity.
- A face-to-face programme of CPD to support RE teachers in their schools was available. Four schools asked for this support. In addition, three webinars in conjunction with NATRE were provided which were moderately well attended. Bespoke support was provided in response to individual school requests; this was mostly addressed through email correspondence and school visits.
- Support for maintained schools and MATs who wished to further their understanding on Equality/Equity, Diversity and Inclusion was offered. This was either through webinars or through face-to-face meetings. This was partially sponsored by a charity grant from Culham St Gabriel.
- Staffordshire SACRE continues to be represented at the NASACRE (the National Association of SACREs) AGM, NATRE Conference and AREIAC meetings. Some of these meetings have been held in the virtual environment.
- The partnership with NASACRE remains strong. Two SACRE members and the advisor attended the annual conference in London.

- Self-reflection at the conclusion of each meeting has aided the development of all.
- No determinations have been requested during this academic year.

### **Summary Key outcomes at GCSE 2024**

The summary below states the key outcomes from examinations in 2024 and comparisons to previous years.

**Staffordshire** % achieving grades 9-4 for the full Religious Studies (RS) course in

2020 was 76.4%

2021 was 77.5%

2022 was 73.4%

2023 was 66.1%

2024 was 63.8%

**England** % achieving grades 9-4 for the full RS course in

2020 was 80.5%

2021 was 80.2%

2022 was 76.7%

2023 was 72.6%

2024 was 70.7%

Therefore Staffordshire % of students achieving grades 9-4 for the full RS course in 2024 was over 6.9% lower than the England average in 2024.

It is to be noted that results are now in line with the pre-pandemic results of 2019, and this serves as a benchmark for further comparisons.

### **Key outcomes at A level in 2024**

23 schools in Staffordshire entered pupils for A levels in 2024 a decrease of 2 schools from 2023. This represented all types of schools with a total of 181 entries a decrease of 45 pupils from 2023.

The average grade was B, which is in line with the national average

- The table later in this report shows that Staffordshire in comparison with the top grades is now only 1.7% below the National at A\*-A which is a great improvement on 2023 where we were 7.5% below the National
- Staffordshire, in comparison is just below the National comparing A\*-C grades in 2024, similar to 2023.
- It is to be noted that these results are now broadly in line with the pre-pandemic results of 2019 and serves as a benchmark for further comparisons.

## **3. Standards and quality of RE and Collective Worship (CW) provision**

### **3.1 Monitoring**

Monitoring for this academic year continued to take place via email conversations, three online meetings, face to face school visits with evaluation questionnaires regarding the revised Agreed Syllabus, and scrutiny of examination results and school websites.

Where SACRE is concerned about the provision offered by schools then a formal procedure is followed. See Appendix 3.

## General comments

- The Staffordshire Agreed (AS) syllabus is used in the majority of Staffordshire schools of which there are 409, those who do not use the syllabus are Catholic or Church of England Aided schools, or in a Multi Academy Trusts. (Many MATS use the AS)
- Schools are exploring ways to assess learning of RE. Many feel the revised syllabus provides support in this area.
- Local faith leaders contribute to CW in some areas of the county particularly where there are youth or family leaders to support this.
- Staff confidence in delivering collective worship continues to develop well.
- Leader confidence in Church of England schools regarding the delivery of CW improved with the help of resources from SACRE.
- Some leaders stated that the delivery of CW continues to improve.
- Worship teams (pupils) organise worship more compared to 2023.
- Varied weekly timetables of collective worship are the norm in schools.
- Allocation of budget resources to RE has decreased in many schools due to a general lack of funds.
- Schools have been sign posted to charity grants to support them e.g. Jerusalem Trust Grants
- RE makes a positive contribution to SMSC in most schools, as evidenced through face-to-face meetings and training evaluations.
- Three schools have achieved the Gold award for the RE quality Mark. (REQM)

## Primary and Secondary Monitoring headlines:

- Collective worship (CW) is led by a variety of staff.
- The variety regarding the provision for CW varies from school to school with schools operating across key stages or class/form or whole school.
- CW continues to take many forms including thought for the day, with the inclusion of Relationship and Health Education, and well-being aspects.
- Withdrawal from CW took place in a handful of schools mostly involving Jehovah Witnesses.
- The majority of schools have reviewed their CW provision in the past 2 years,
- Schools agreed that the Revised Agreed Syllabus of 2023 clearly provides what is required by their school in RE.
- The majority of schools contacted stated that they had reviewed their RE provision due to the Revised Agreed Syllabus and that planning now covered World Views

## Provision monitoring of High schools/Workforce Data.

The Workforce Data report was shared with SACRE members for 2023 relating to hours of teaching RE/RS at Secondary/High schools and some Middle schools deemed Secondary. This report is always one year out of date.

This data was reported by schools to the DfE as part of the school census in November. Hours taught for years 7 to 13 in all subjects is reported by state-funded secondary schools are published.

There has been an increase in provision of RS/RE in some schools since the previous years and a decrease in others. More schools recorded the subject data in 2023.

61 schools previously recorded their data, and in 2023 this increased to 73 schools out of a possible number of 101 schools. (2024 data has not yet been released)

The members' attention was drawn to those schools where there are no hours recorded for RE/RS, but there are GCSE results. The conclusion is that must be a clerical error.

The following schools record no teaching hours for RE/RS and no exam results :-

- Leek High School. No RE on website
- The Cheadle Academy- but website states it teaches RE at Key Stage (KS) 4. Advisor has been working with this school very recently- hence the website information.
- The Weston Rd High School. No RE on website
- The JCB Academy. No RE on website
- Norton Canes High School is not included in the data base at all, but the website shows that RS is taught throughout the school but not offered as a GCSE option.

The advisor concluded that it was pleasing that 98% of schools were teaching RE/RS in year 7 and 8 which is generally in line with previous figures. Figures for 6<sup>th</sup> form are variable.

It is the general feeling that this is not essentially a true account of the teaching of RE/RS as the census form may have been populated incorrectly.

Some of the schools recording 0 taught hours are Catholic schools and we are certain that RE/RS is taught as they have examination results.

### **3.2 Standards- more in-depth information**

In the Staffordshire AS for Religious Education, legal requirements state that RE should be provided as part of the basic curriculum for all registered pupils attending a maintained school, this includes high schools.

Academies and Free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE. They are able to choose to do this by using a syllabus which best suits their needs- this may not be the Staffordshire Agreed Syllabus.

#### **Background**

At Key Stage (KS) 4 all pupils should fulfil their entitlement by following as a basis an accredited specification (from a recognised examination board) in Religious Studies. Schools should provide reasonable time for pupils to complete this and if appropriate, to attain an external qualification.

At KS5 pupils may follow the programme of study provided within the Agreed Syllabus or an accredited specification (from a recognised examination board) in Religious Studies.

Schools that do not offer this opportunity to their students are requested to apply to the SACRE for a variation of practice.

#### **Standards at GCSE and A levels 2024 information- released April 2025 for 2024**

##### **Update on summer 2024 external examination results**

###### **i) Overall RS GCSE results and aspects to note**

The National GCSE system continues to use the grading of 9-1, with 9 being the exceptional grade. Across the UK, a greater proportion of students achieved good passes in Religious Studies (RS) in 2024 compared to all GCSE subjects.

Nationally in 2024 RS had the 4<sup>th</sup> highest proportion of grades at 7-9 at 30.9% an increase from 30.5% in 2023.

More girls than boys were entered for the RE GCSE exams in 2024, there has been no change in this for a number of years.

ii) **Religious Studies GCSE 2024**

**Key outcome**

**Historically**

**2019 National Average 9 to 4 72.3%**

**2019 Staffordshire Average 9 to 4 65.9%**

2020 National Average 9 to 4 80.5%

2020 Staffordshire Average 9 to 4 76.4%

2021 National Average 9 to 4 80.2%

2021 Staffordshire Average 9 to 4 77.5%

2022 National Average 9 to 4 76.7%

2022 Staffordshire Average 9 to 4 73.4%

2023 National Average 9 to 4 72.6%

2023 Staffordshire Average 9 to 4 66.1%

**2024 National Average 9 to 4 70.7%**

**2024 Staffordshire Average 9 to 4 63.8%**

7.3% for previous year

a fall of 2.1%,

fall of 2.3%, but better than the fall of

Therefore Staffordshire % of students achieving grades 9-4 for the full RS course in 2024 was 6.9% lower than the England average in 2024.

Comparisons are best made against the pre pandemic % of 2019. See above in bold print.

The data shows the following. The reference to higher means higher than the National % Schools which had the highest number of entries and their grades include the following

School	2023 Entries	2023 9 to 4	2024 Entries	2024 9 to 4
John Taylor High	246	78%	231	88.30% (higher)
Thomas Alleyne's High	224	51.4%	237	46%
Painsley Catholic	211	81%	208	85.10% (higher)
Wolgarston High	200	69%	201	60.2%
Alleyne's academy	218	64.7%	247	53.4%
Erasmus Darwin Academy	183	60.1%	183	63.90%
King Edward VI	192	62%	219	70.30% (higher)
St John Fisher Catholic	192	55.2%	192	53.10%

College				
The Rawlett School	176	59.7%	76	76.30% (higher)
Cardinal Griffin Catholic College	171	57.3%	128	53.90%
The Kings CE Academy	146	30.1%	126	38.1%
Blessed William Howard	146	78.8%	169	82.2% (higher)
Sir Thomas Boughey High			11	90.90% (higher)
Blythe Bridge High			55	89.1% (higher)

The total overall entries for the county for 2024 was 1872 out of a total of students on roll of 9603.

Here are some additional comments:

Grade 5 plus in:

2022 for Staffordshire was 61% compared to the National of 65%

2023 was at 54% compared to the national of 62.2%

2024 was 52.4% compared to the national of 60.3%

High performers

- **John Taylor High School:** (231 entries)
  - 9-5 = 83.1%, consistently above national benchmarks.
- **Painsley Catholic College:** (208 entries)
  - 9-5 = 71.2% – strong across the board and above national benchmarks
- **Blessed William Howard Catholic School:** (169 entries)
  - 9-5 = 73.4%, high proportion of top grades.
- **Blythe Bridge High School:** (55 entries)
  - 9-5 = 83.6% vs National = 60.3%
- **Kingsmead School:** (22 entries)
  - 9-5 = 86.4%, very strong results with excellent high-grade distribution.
- **The Friary School:** (57 entries)
  - 9-5 = 77.2%, higher than national benchmarks
- **The Orme Academy:** (46 entries)

**Smaller Cohorts with Excellent Results (Potential Best Practices):**

- **Wombourne High School** (13 students):
  - 9-5 = 69.2%
- **Sir Thomas Boughey Academy** (11 students):
  - 9-5 = 81.8%

**Red Flags and Concerns**

**Underperformance in Average Points and High Grades:**

- **Moorside High School** (136 entries):
  - 9-5 = 33.8% — well below national.
- **Paget High School** (116 entries):
  - 9-5 = 36.2%

- **The King's CofE Academy** (126 entries):
  - 9-5 = 24.6%
- **Tamworth Enterprise College** (31 entries):
  - 9-5 = 35.5%

**Skewed Grade Distributions – High % in Lower Grades or Failures:**

- **St John Fisher Catholic College** (192 entries):
  - 25% got a grade 3,
  - 9-5 only 37.5%
- **Alleyne's Academy** (247 entries):
  - 9-5 = 39.7%, lots of grade 3s and 2s.
- **The King's CofE Academy:** (126 entries)
  - 20.6% of grades were a 2,
  - 15.1% a 1.
  -

**High Entries but Below Benchmark Outcomes:**

- **Wolgarston High School** (201 entries):
  - 9-5 = 46.3% — low yield for high entry.
- **Alleyne's Academy** and **Thomas Alleyne's** both show similar high entry but low average scores.
  - 9-5 = 71.7%, higher than national benchmarks

## a) Religious Studies (RS) A-level 2024 in comparison to 2023

	Number of entries	A*-A	A*-C	A*-E	Average Grade
Staffordshire 2022	164	32.6%	88.2%	97.8%	B
National 2022	15,220	36.2%	87.5%	97.7%	B
Staffordshire 2023	226	18%	77.2%	97.5%	B
National 23	14,720	25.5%	78.5%	97.3%	B
Staffordshire 2024	181	24.35%	75.6%	97.4%	B
National 24	16,680	26%	77 %	97.4%	B

At Key Stage (KS) 5 the information in the table shows the picture for A level results in 2024 in comparison to previous years.

23 schools in Staffordshire entered pupils for A levels in 2024 a decrease of 2 from 2023.

This represented all types of schools with a total of 181 entries. This is a decrease of 45 pupils from 2023.

- The table shows that Staffordshire in comparison with the top grades is now only 1.7% below the National at A\*-A which is a great improvement on 2023
- This shows that Staffordshire, in comparison is just below the National comparing A\*-C grades in 2024, similar to 2023.
- Here are some noteworthy results....
- ✓ John Taylor High School entered the most candidates- 35 entries (a decrease of 2 from 2023). 28.6% achieved A\*-A (an increase from 27% in 2023) and 62.9% achieved the A\*- B a slight decrease from 65.8% in 2023) but 91.5% achieved A\*- C compared to the National of 77.7%
- ✓ King Edward VI entered 10 candidates a decrease of 6 from 2023, 30% compared to 18.8% in 2023 achieved A\*-A and 70% achieved the A\*-B, and 80% achieved A\*- C compared to the National of 77.7%
- ✓ Walton High School entered 13 candidates a drop of 7 from 2023. But only 7.7% achieved A\*-A, this is a decrease of 17% from 2023 and 38.5% achieved the A\*-B, a drop of 6.5% from 2023 but 73% achieved A\*- C an increase from 2023 where only 55% achieved this grade.
- ✓ Newcastle and Stafford Colleges group entered 19 candidates in 2024 a decrease from 26 candidates in 2023. 42.1% achieved A\*-A compared to 15% in 2023 and 68.4% achieved the A\*-B, a slight dip from 2023 but 90% achieved A\*- C compared to the National of 77.7%.
- ✓ The Friary school improved its scores this year with 12 entries and 25% achieved A\*-A and 41.7% achieved A\* to B. in 2023 there were fewer entries.
- ✓ The remaining schools entered between 9-10 candidates.
- ✓ 14 out of 23 schools achieved gradings of A\*-A- the same as 2023
- ✓ 18 schools achieved gradings of A\*- B.

### Other Observations

- Smaller entries (e.g., schools with 1–2 students) tend to show 100% – typical due to sample size effect.

Schools that had larger cohorts still performed well.

### 3.3 Quality of teaching, quality of leadership and management

Informal monitoring revealed a picture in the primary schools that responded with a high number of schools engaging in regular reviews of their RE provision. The picture was equally positive for provision in the secondary sector with most schools demonstrating that they reviewed their provision.

Schools have the option to purchase further bespoke support and evaluation of their leadership of RE from Entrust. This is a voluntary option. A number of schools in 2024-2025 requested face-to-face support for leadership, and email support for leadership was provided to twelve schools following requests. The majority of requests involved support for planning and support regarding whether their RE provision met the needs of the AS.

Schools request support from the advisor- Mary Gale. A number of schools asked for specific support. Support has ranged from support on how to achieve the RE Quality Mark, improve resources, planning, collective worship/assembly ideas/ music support, ideas for community engagement and Ofsted support. Here is an example of an evaluation which sums up the support provided.

*I recently met with Mary for support and advice on implementing and improving our current RE curriculum. Mary's advice was invaluable in helping me to gain a clearer understanding of how best to meet the requirements of the Agreed Syllabus whilst also giving some flexibility to our curriculum. Mary provided me with great resources, ideas and links to further support our teaching of the RE curriculum. She reassured me about the importance of studying in depth rather than breadth, so children leave our setting with a deeper knowledge and understanding of the beliefs of others, as well their own place in the world. I left feeling excited and 'armed' with more resources to enable us to develop our curriculum further as well as some further contacts to enrich the curriculum. Thank you, Mary!*

### 3.4 Teacher recruitment and retention, level of specialist provision

Information regarding monitoring, recruitment and retention continues to be reliant on the collation of evidence from advertisements in the educational press. There is no established method of gathering data within the LA.

Information gleaned from the national press indicated that there was a relatively low turnover of subject leaders at the end of the academic year with few changes taking place.

Newly qualified teachers are now referred to as Early Career Teachers (ECTs)

### 3.5 Resources

The work of the Entrust consultant for RE was carried out both virtually and through face to face contact this past year. This involved support for Religious Education planning and Collective Worship. Resources were sent to schools to support online RE and CW. These were well received by schools. Schools were sent information about Black History month, Interfaith week and Holocaust Memorial day. They were also informed about the curriculum and assessment review by the government, and this information included a letter the SACRE sent to MPs regarding this review.

The chair and the advisor wrote the following letter:

*We are writing to you on behalf of the Staffordshire Standing Advisory Council for Religious Education (SACRE), a local government body that advises authorities on Religious Education (RE) and collective worship in schools. We seek your support in ensuring that Religious Education is given the recognition and status it deserves in association with the current review of the school curriculum. While Religious Education is part of the basic Curriculum, to which every pupil is entitled, it is not part of the National Curriculum. We understand that the current Curriculum and Assessment Review covers only the National*

*Curriculum. The outcome of this review will feed into the Government's plans for a new (i.e. updated and revised) National Curriculum. At present, Religious Education will not be part of that dynamic. The review process offers a major and unique opportunity for Religious Education to be brought alongside the subjects of the National Curriculum by establishing nationally agreed parameters for a core content for RE and developing a set of national benchmarks by which progress, and standards can be measured. The materials and tools for this have already been developed by the Religious Education Council. See e.g. the REC's National Content Standard (2023). We urge you to make representations to the Department for Education (DfE) to highlight the crucial role of RE/Religious Studies (RS) in preparing young people for life in our diverse, multi-faith, and belief-rich society, and to demand that the current review finds an effective route by which Religious Education can be included within a new National Curriculum.*

The Entrust and SACRE websites for RE continued to be accessed by schools and professionals.

Schools were reminded of the links to these websites three times per year.

### **3.6 Collective Worship (CW)**

### **3.7 Practice and provision for Collective Worship**

An advice booklet continued to be made available to Staffordshire schools to support their statutory duties regarding CW. This was available on the website.

Some schools sought clarification regarding time allocations. They enquired if collective worship/assembly time could be counted towards the RE/RS time allocation.

Schools also emailed the commissioned consultant advisor for Religious Education at Entrust for additional support. This academic year there have been no specific training opportunities for CW although email targeted advice has been provided.

### **3.8 Monitoring determinations for Collective Worship**

There are no existing determinations in Staffordshire.

No determinations have been applied for or granted in this academic year. This is a standing item on the SACRE agendas in three meetings throughout the year.

## **4 Managing the SACRE and partnership with the LA and other stakeholders**

### **4.1 SACRE meetings**

Three meetings were held during the year. They were held on 13<sup>th</sup> November 2024, 5<sup>th</sup> February 2025, and 25<sup>th</sup> June 2025, at the Council Chambers in the County Buildings Stafford, ST16 3AD. All meetings were held at 2pm and were quorate.

At the autumn term 2024 meeting the Rev. Prebendary Michael Metcalf was elected as chair for the following year.

### **4.2 Membership**

There was a review of membership and steps taken to recruit new members to fill vacancies. Several changes to the membership of the SACRE were noted during the year. See Appendix 2 for full details including the vacancies.

All new members are required to sign the SACRE Code of Conduct on appointment and read the Safeguarding policy. They were also provided with training on SACRE, the terms of reference and EDI aspects.

## 4.3 Training

During 2024-2025 professional development activities were offered virtually or face to face to teachers, these activities centred around email support for planning and advice regarding the Agreed Syllabus planning and Collective Worship. Governors and Trustees were updated three times by way of a general update webinar over the year to support their link governor roles, which was well received.

Three general face-to-face meetings were also made available to governors.

Training on Equality, Equity, Diversity and Inclusion was also provided for the SACRE and 12 schools throughout the county. This training was free to schools and subsidised partly by the grant from Culham St Gabriel and the SACRE budget.

Reverend Preb. M.R. Metcalf, H Haroon- Iqbal OBE and M Gale (Advisor to SACRE) attended the NASACRE conference **on 19<sup>th</sup> May 2025** in Stratford London. Feedback was provided and also feedback on associated webinars.

M Gale (Advisor to SACRE) attended three of AREIACs regional meetings in 2024-2025. She also attended three NATRE virtual meetings, one per term.

## 4.4 SACRE developments

### Development Projects

The Explore-Engage-Reflect pupil workshops provided for pupils across Staffordshire were delivered and supported by of a member of SACRE- Hifsa Iqbal OBE. She delivered workshops on Islam. YouthNet also supported on occasions delivering workshops on Christianity.

S. Dennis, the local NATRE representative, delivered a virtual update on the work of NATRE locally and the support for school.

Here is an evaluation from one of the schools of the Explore-Engage-Reflect workshops

#### Islam

*Hifsa visited Ravensmead Primary school on 9th May 2025. Ravensmead Primary school is a predominantly white school in a rural-ish village in Staffordshire. As RE subject lead, I have wanted to focus on diversity and ensure children have a greater understanding of different this year.*

*Hifsa delivered a great day on just that. She started the morning with a whole school assembly to our roughly 350 strong school, involving reception to year 6 children. She began the assembly talking about herself and what she was like as a person - her favourite things, family etc. Straight away the children were able to identify that they had many things in common with Hifsa and that although she may look very different, she was just like them in many important ways. This was a fantastic and important message to leave with our pupils. She then shared about her religion, Islam in an easy-to-understand way. The assembly was the perfect length. Hifsa then spent the rest of the day sharing more about her religion with classes throughout the school. We are a big school, so not all classes could benefit from her time, but we focused on year groups that had a specific unit on Islam in the curriculum that year. Hifsa shared some great resources that she allowed all children to touch and explore. They particularly enjoyed trying on the headscarves and Muslim prayer caps - we took some lovely photos, shared on our Facebook page. I would highly recommend Hifsa to another school and greatly appreciate SACRE for funding this event.*

Some quotes from children from that day:

*"I liked that she let us wear the scarves on our heads." Millie, Y3*

*"I liked finding out about how unique the Hajj is." Poppy, Y3*

*“It was fun and interactive, which I liked. I loved trying on the clothes! It felt like we’d gone into a different religion.” Eliza, Y5*

*“It was a good way to learn about Islam because we got to touch the things - even the pages of the Quran.” Athealia, Y5*

*“I liked it because she told us about her beliefs and it’s better to know about Muslim from someone who actually is a Muslim! Then you get to know what they actually feel too.” Harry, Y4*

*“I think it was quite good. I liked the model of Mecca best.” Henry, Y4*

James Bateman Middle school included the following evaluation

*Well, I think it goes without saying that 6AF really enjoyed the session.*

*I would say that Hifsa was engaging, informative and brought lots for the pupils to look at and experience. The fact that the sessions coincided with the pilgrimage to Mecca was fantastic and the pupils have been asking if we can look at some footage of the Hajj! A really good workshop.*

*If you would like to see our pictures they are here:*

<https://www.facebook.com/share/p/1EsFTgMbsK/?mibextid=wwXlfr>

## **Additional Support**

### **Culham St Gabriel (CSTG) charity grant**

Last year Staffordshire SACRE received a charity grant alongside the current SACRE budget to promote a specific RE project in schools, supporting leaders, Trustees and governors. This project provides support for strategic training on Equality/Equity, Diversity and Inclusion (EDI) aspects in connection with the Staffordshire 2023 Agreed Syllabus and the wider curriculum. The charity praised the success of the project and were pleased that the project would live on with the support of Staffordshire SACRE in one form or another. Four schools have requested support from the advisor on these aspects. This involves a webinar delivery on EDI aspects bespoke to their school- evaluating their current provision. Additional support will be provided in Spring 2026.

## **4.5 LA support for the SACRE**

The LA continues to commission its support for Religious Education from Entrust. Support for SACRE 2024/25 was provided by Mary Gale, director of Mary Gale Consultancy. She was commissioned to provide this support and advice to SACRE and schools. This commission continues.

## **4.6 Financial support**

£6,850 was made available to support the work of SACRE during the financial year 2024-2025 as approved by the Service Delivery Agreement (SDA) between Staffordshire County Council and Entrust. Some of the funds were provided to support the Culham St Gabriel project. A monthly amount of one day per month was also paid to the advisor to support RE and the work of the SACRE.

Continuing priorities for the year were identified through the SACRE Development Plan, This included supporting schools to be aware of their statutory responsibilities with regard to the revised AS and to provide support in relation to fulfilling the statutory functions for SACRE including but not limited to:

- (i) provision of advice and guidance on teaching and learning on the Religious Education syllabus.
- (ii) providing updates to maintained school RE teachers with a refresh on the

requirements to the RE Syllabus.

- (iii) Support for specific projects in a selection of schools ranging from support for resources for CW and RE including advice on application for the RE quality mark. (Gold award successful)
- (iv) Workshops for pupils in all phases and stages on the delivery of the AS requirements.
- (v) Delivery of the Culham project up to Dec 2024.

The budget was a standing item on the agenda at each meeting see Appendix 4.

### **Additional information shared in meetings**

Training on EDI, Training on being a member of SACRE.

## **4.7 Partnerships with other Key Stakeholders**

### **NASACRE**

The Chair of Staffordshire SACRE, Michael Metcalf, was until May 2022/23 the treasurer of the National Association of SACREs (NASACRE). He continued to support the incoming treasurer during 2024-2025

A report from NASACRE is a standing agenda item at each meeting.

At each of the three meetings, the Chair gave a brief update on key issues raised by the NASACREs

SACRE subscribes to NASACRE, paying the annual subscription and receiving updates as appropriate, attending the annual conference and

### **AREIAC (Association for Religious Education Inspectors, Advisers and Consultants) and NATRE (National Association for the Teaching of RE) and AULRE.**

SACRE subscribes to these organisations, receiving updates as appropriate. The consultant advisor also attends meetings and conferences with members of these organisations ensuring SACRE receives regular information which supports them in carrying out their core duties. These continue. Mary Gale the advisor has attended 3 such meetings.

### **NATRE**

Mary Gale continues to communicate with NATRE on a number of topical RE aspects. She receives publications and news as appropriate and disseminates this information to schools and governors. She has attended two virtual NATRE meetings and meets, when necessary, with the local representative to explore RE issues.

The provision of regional RE hubs has been a new initiative, this is proving to be beneficial for schools and organisations.

### **Local Authority**

The Staffordshire Agreed Syllabus 2023 (AS) for Religious Education is the key document for the provision of RE in local schools. Schools receive reminders regarding the statutory status of this syllabus three times per year. As the key curriculum document for pupils in all Staffordshire's maintained schools and in some Multi Academy Trusts (this at the discretion of each Trust board) the local authority is responsible for ensuring that guidance is in place. The advisor to Staffordshire SACRE and the Assistant Director for Education Strategy &

Improvement have continued to remain in regular contact and work together to ensure that schools are clear about their statutory responsibilities for Religious Education.

## **5 The effectiveness of the local agreed syllabus**

### **5.1 Guidance/monitoring and evaluation of the agreed syllabus**

Ongoing guidance was provided in the following formats:

- RE news was provided through the headteacher Electronic Bag (e-bag) and through the Governor Information Pack (GIP) at the start of each term together with targeted emails to schools to support them with aspects of teaching and learning.
- Schools have been invited to phone/email the commissioned consultant advisor for Religious Education at Entrust for advice and support on all aspects of their RE provision- there have been a number of queries.
- Religious Education Quality Mark (REQM) support has also been provided.
- Revised long and medium-term plans have been made available to schools to support high quality Religious Education. These plans were further revised.
- The Entrust RE website was launched and provides support for schools and can be accessed by following this link. <https://www.entrust.education/Page/35474>
- The SACRE website was also launched and provides support and can be accessed by following this link. **SACRE Link**
- <https://www.staffordshire.gov.uk/Education/SACRE/Home.aspx>

## **6 Contribution of the SACRE to the wider community**

### **6.1 Representative nature of the SACRE**

The membership of the SACRE indicates that it is representative in nature. There are currently vacancies which the SACRE are seeking to fill.

### **6.2 Knowledge and understanding of the local religious, cultural and ethnic minorities.**

A number of the SACRE members are also representatives on the Stafford Friends of Faith Forum, a local interfaith network. Where opportunities arise, SACRE members and members of Stafford Friends of Faith Forum support each other's events to promote positive community relations. This relationship supports SACRE members knowledge and understanding of the local religious, cultural and ethnic minority.

The commissioned consultant/advisor for RE works alongside the local YouthNet team and RE-ENGAGE offering support for COUNTER-TERRORISM & COUNTER-RADICALISATION Prevent – Legislation, guidance & general information & support.

RELIGION & WORLD VIEWS - THE WAY FORWARD classroom-based sessions for students as well as sessions aimed at teachers to explore their understanding of religion and world views.

EQUALITY, DIVERSITY & INCLUSION discussions based on the 9 protected characteristics for young people.

CONTEXTUALISING ISLAM & EXPLORE ISLAM EXHIBITION

There are several inter faith/cultural experiences/workshops available for schools to book which aim to enhance RE in Staffordshire schools in line with the AS 2023 syllabus. These offer the opportunity for an interactive experience for pupils where they meet with members of a faith and learn about what that faith means to them. These workshops support the previous Westhill Legacy project and the Culham Sr Gabriel project.

Support for schools, particularly around diversity and race relations had been provided through information on Black History month, on the Holocaust Educational Trust learning support tool and Interfaith support.

Emphasis had been put on the schools embedding all such aspects in all that they do, not just during the national awareness periods.

### **6.3 Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to the wider community.**

The Staffordshire AS for Religious Education 2023 affirms that the role of RE is to foster in each pupil a growing level of religious literacy, through three complementary aims, encapsulated as Exploring, Engaging, Reflecting. This is emphasised in the revised 2023 Agreed Syllabus.

These three aims call for pupils to “acquire a growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society, by reflecting on the reality of religious diversity and on the issues raised by living in a diverse world”.

Pupils studying RE are now specifically required to reflect on the issues raised by living in a diverse world, through studying world views in addition to studying Abrahamic and Dharmic religions. These aims highlight the key role played by Religious Education in developing, supporting and promoting a knowledgeable society with respect for and sensitivity towards the beliefs and life choices of others. The 2023 revised syllabus emphasises that, in a civilised society, difference can be celebrated when we also seek out and build on shared values and experiences.

The SACRE is committed to the syllabus and to the role it plays in building a cohesive community.

The training on Equality/Equity, Diversity and Inclusion emphasises the importance of the 2023 AS.

### **7.0 Self-reflection impact**

At the conclusion of each meeting, SACRE members are invited to engage in structured self-reflection, considering both their actions to date and the ways in which the information discussed will influence their knowledge, understanding, and professional skills moving forward. This reflective practice encourages members to think critically about their roles, responsibilities, and contributions, while also identifying areas for personal and collective development.

This approach has created an inclusive environment in which all attendees are given the opportunity to contribute meaningfully and share their perspectives. The exchange of reflections has enriched discussions, strengthened collaboration, and supported a deeper understanding of the issues considered during meetings. Members have reported that this process enhances learning, promotes accountability, and helps to embed new knowledge into practice.

As a result, self-reflection has become a valuable and integral component of each meeting, supporting continuous improvement and professional growth across the group. Given its positive impact, this reflective element will remain a standing feature on future agendas, ensuring ongoing evaluation of practice and sustained development for SACRE members.

### **8.0 Training and increasing/enhancing knowledge of the role of members.**

Throughout the year, SACRE members have been offered a range of opportunities to develop and enhance their knowledge and understanding of their roles and responsibilities. This has included access to NASACRE webinars, as well as targeted training and development activities delivered during SACRE meetings.

Training sessions provided within meetings have covered key areas, including Equality, Equity, Diversity and Inclusion and information on the RE provision in schools. These sessions were very well received by members and contributed to increased awareness and confidence in these important areas. In addition, dedicated training on the role of SACRE members has been delivered, ensuring that members have a clear and shared understanding of their statutory responsibilities and expectations.

As part of this process, the SACRE Terms of Reference and Code of Conduct were reviewed collectively. This review encouraged constructive discussion and reflection, leading to agreed amendments to ensure the documents remain current, relevant, and effective in supporting the work of the SACRE. Overall, these training opportunities have strengthened members' understanding, supported good governance, and enhanced the effectiveness of SACRE as a whole.

# Appendices of the



# 34<sup>th</sup> Annual Report September 2024-September 2025

## Appendix 1

### The Statutory Duties of a SACRE

All LAs are required to establish a SACRE.

A SACRE's main function, as set out in the 1996 Education Act is:

"to advise the local education authority upon such matters connected with religious worship in county schools and the Religious Education to be given in accordance with the agreed syllabus as the authority may refer to the council or as the council may see fit". [s.391(1)(a)]

Such matters include:-

"methods of teaching, the choice of materials and the provision of training for teachers".

A SACRE also:

- can require the local authority to review its current agreed syllabus [s.391(3)]
- must consider applications made by a headteacher, that the requirement for collective worship in county schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils in a particular school ('determinations'). [s.394(1)]

Every SACRE must, by law, produce an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the local authority, broadly describe the nature of that advice and set out reasons for offering advice on matters not referred to it by the local authority. [s.391 (6) and (7)]

A copy of the report should be sent to The National Association of SACREs (NASACRE)

## Appendix 2

### SACRE Membership

#### *Attendance at Meetings and Vacancies 2024/2025*

	13 Nov 24	5 Feb 25	25 Jun 25
<b>Committee A - Christian and other religious Denominations</b>			
<b>Free Churches (4)</b>			
<b>Sam Phillips</b>	A	-	✓
<b>Maddy Belle – Resigned from February 2025</b>	-	-	NA
<b>Pastor Samuel Smith – Joined from November 2024</b>	✓	-	✓
<b>Vacancy</b>			
<b>Hindu (2)</b>			
<b>G. Devadason</b>	-	-	-
<b>Vacancy</b>			
<b>Jewish (1)</b>			
<b>Vacancy</b>			
<b>Muslim (2)</b>			
<b>Mohamed Sedky</b>	-	-	-
<b>Hifsa Haroon-Iqbal OBE</b>	A	✓	✓
<b>Quakers - (1)</b>			
<b>Gabi Oldfield</b>	✓	A	✓
<b>Roman Catholic (2)</b>			
<b>Lisa Gretton</b>	A	✓	✓
<b>Vicki Wayman</b>	A	✓	A
<b>Sikh (2)</b>			
<b>Tajinder Singh</b>	-	-	-
<b>Vacancy</b>			

<b>SaS Salvation Army (1)</b>			
<b>Va Vacancy</b>			
<b>B Buddhist (1)</b>			
<b>Ve Ven Dr Phramaha Laow Panyasiri</b>	-	-	-
<b>Hu Humanist</b>			
<b>I Ian Horsewell</b>	-	-	-
<b>Ba Baha'i</b>			
<b>Jac Jaqueline Bandha</b>	✓	✓	A

<b>Committee B - Church of England (5)</b>	<b>13 Nov 24</b>	<b>5 Feb 25</b>	<b>25 Jun 25</b>
<b>L Lynsay Jennings – Joined November 2024</b>	✓	✓	A
<b>V Vicky Priestley – Resigned in June 2025</b>	A	A	A
<b>L Lauren Nicholson-Ward</b>	A	-	-
<b>R Rev. Preb. Michael Metcalf</b>	✓	✓	✓
<b>Z Zoe Cahalan – On Maternity leave from April 2025</b>	A	A	A

<b>Committee C - Teacher Associations (5)</b>	<b>13 Nov 24</b>	<b>5 Feb 25</b>	<b>25 Jun 25</b>
<b>S Samantha Kirwan (NEU) – Resigned in July 2025</b>	A	A	A
<b>J Judy Wyman (ASCL)</b>	-	-	-
<b>S Shaun Miles (NAHT)</b>	A	A	A
<b>L Linda Goodwin (NEU)</b>	✓	✓	✓
<b>H Harold Gurden (NASUWT)</b>	-	-	-

<b>Committee D - Local Education Authority (5)</b> <b>( Membership change in November 2021)</b>	<b>13 Nov 24</b>	<b>5 Feb 25</b>	<b>25 Jun 25</b>
<b>Councillor Philip Atkins, OBE – Term ended Feb 25</b>	✓	✓	NA
<b>Councillor Paul Northcott - Term ended Feb 25</b>	A	A	NA
<b>Councillor Kath Perry - Term ended Feb 25</b>	A	A	NA
<b>Councillor Paul Snape - Term ended Feb 25</b>	✓	✓	NA

<b>CCouncillor Mike Wilcox - Term ended Feb 25</b>	<b>A</b>	<b>A</b>	<b>NA</b>
<b>CCouncillor Lynn Dean – Term started June 25</b>	<b>NA</b>	<b>NA</b>	<b>✓</b>
<b>CCouncillor Neil Parton– Term started June 25</b>	<b>NA</b>	<b>NA</b>	<b>✓</b>
<b>CCouncillor Conor Wileman– Term started June 25</b>	<b>NA</b>	<b>NA</b>	<b>✓</b>
<b>Councillor Paul Williams– Term started June 25</b>	<b>NA</b>	<b>NA</b>	<b>✓</b>
<b>Councillor Barry Martin – Term started June 25</b>	<b>NA</b>	<b>NA</b>	<b>-</b>

<b>Co-opted - Spiritualist National Union</b>	<b>13 Nov 24</b>	<b>5 Feb 25</b>	<b>25 Jun 25</b>
<b>Vacancy</b>			

<b>Clerk to SACRE:</b>	<b>13 Nov 24</b>	<b>5 Feb 25</b>	<b>25 Jun 25</b>
<b>Si Simon Humble</b>	<b>✓</b>	<b>N/A</b>	<b>✓</b>
<b>Jo Piech</b>	<b>✓</b>	<b>✓</b>	<b>A</b>

<b>O Officer</b>	<b>13 Nov 24</b>	<b>5 Feb 25</b>	<b>25 Jun 25</b>
<b>Mary Gale</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>

**✓ = Attended**

**A = Apologies Submitted**

**- = No Response**

**NA = Not a member at the time of the meeting**

## Appendix 3

### Procedures for schools causing concern.

Where, in carrying out its statutory duty to monitor the provision of Religious Education as appropriate within the Local Authority, the SACRE has identified a cause for concern:

1. The SACRE or a sub-committee will request that a letter be sent from the Consultant Adviser for RE or an appropriate LA officer to outline concerns to the school and offer support.
2. Any responses will be referred to the SACRE or a sub-committee for consideration.
3. Where no reply is received, a further letter will be sent by the chair of SACRE reiterating concerns and offering the support of the Senior Adviser or appropriate LA officer.
4. Any responses will be referred to the SACRE or a sub-committee for consideration.
5. Where no reply is received, the SACRE, through the chair, will send a further letter to the school reiterating concerns and alerting the school to further action:
  - a) Concerns to be raised with relevant LA officers with a request that the SACRE be informed of the outcome of any ensuing discussion.
  - b) A note of concern be sent to the Senior LA officer with responsibility for SACRE.

## Appendix 4 2024-2025 Summary Budget 2024-2025

GL Account Codes for : Enquiry Group: Curr Budget (v2) v Act + GRNI/GL Account Code Range: EM1100/\*\*\*\*\* to EM1100/\*\*\*\*\* / Enquiry Year: 2023Period: 00 to 12

<u>GL Account Code</u>	<u>Description</u>	<u>Current Budget (v2)</u>	<u>Actual + Grni</u>	<u>Actuals</u>	<u>Variance Bud v(Act +GRNI)</u>	<u>Excl Grant</u>	<u>Variance</u>
EM110010002	SACRE Teachers Gross	0.00	0.00	0.00	0.00	0.00	0.00
EM110044316	SACRE CONSULTANTS FEES	0.00	9,740.00	9740,00	(9740.00)	5,690	(5,690.00)
EM110044038	SACRE QLS Curriculum Advice	0.00	0.00	0.00	0.00	0.00	0.00
EM110046204	SACRE Conference Fees	0.00	0.00	0.00	240	240	240
EM110047017	SACRE Grants to third parties	0.00	0.00	0.00	0.00	0.00	0.00
EM110047202	SACRE Subscriptions General	0.00	510	510	(510)	510	(510)
EM110048342	SACRE Contingency	6,720.00	6720	6720	6,720.00		6,720.00
EM110063008	SACRE General Grants (Culham)	0.00	(3,00.00)	(3,00.00)	3,00.00	0.00	0.00
EM110064550	SACRE Tfrs to Oth Accounts	(11,610.00)	(11,610.00)	(11,610.00)	0.00	(11,610.00)	0.00
		<b>(4,890.00)</b>	<b>(5,170.00)</b>	<b>(5,170.00)</b>	<b>280</b>	<b>(5170.00)</b>	<b>280</b>
	<b>Total Available before commitments</b>				<b>280</b>		<b>280</b>

## Appendix 5

Staffordshire SACRE							
<b>Chair</b>	Michael Metcalf			<b>Date Range for completion:</b>	February 25 -February 26		
<b>Commissioned support adviser</b>	Mary Gale						
<b>Self-evaluation:</b>	Amber board			<b>Self-evaluation:</b>			
<b>Objective</b>	<b>Activities</b>	<b>Time scale</b>	<b>Led by</b>	<b>Success criteria</b>	<b>Evidence</b>	<b>Evaluation Nove 2022</b>	<b>RAG in Feb 2025</b>
1. New members become familiar with roles and responsibilities	Attendance at 3 annual meeting	Feb 25- Feb 26	Chair, consultant and Clerk.	SACRE members are familiar with roles and responsibilities and Terms of Reference are considered and amended as appropriate. Induction is provided for new members	Through meetings, knowledge is evidenced of the process and procedures of SACRE. Terms of reference are revisited	As meetings are convened then new members become familiar with their roles.	RED

2. SACRE are made aware of current philosophy regarding RE and CW and	Update information received at meetings	Feb 25- Feb 26	Chair and consultant	SACRE members are aware of current philosophy regarding RE and CW and resources to assist. They are aware of possible changes to the present national curriculum and how that might impact on RE. They hear from pupils their thoughts about RE	Through meetings, knowledge is increased.	There is always an update at each meeting and is ongoing	Amber
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resources under key issues							
3. SACRE scrutinise standards at GCSE and A level- they make comparisons between results and amount of time spent on teaching RS in High schools.	Update information received at meetings	Feb and June 25	Consultant	GCSE and A level results are evaluated and comparisons made to previous years	Through meetings, knowledge is increased.	Updates provided at Feb and June 2025 meetings	Red
4. Support for the Agreed Syllabus (AS)	Workshops delivered on diversity aspects through Engaging with Islam resources and Christianity resources	Nov 24- Nov 25	Trainer x2	Target schools receive half day or full day support	Through workshops, knowledge is increased in line with AS	This is underway	Amber +

5. Culham St Gabriel grant utilised	Training of leaders on EDI aspects in schools x6 workshops	Jan 24- Feb 2025	Trainer-consultant	School leaders become more aware of AS and its connection with EDI aspects	Evaluations and dissemination of information	This will start in February and March 2024 and be completed by Feb 2025	GREEN
6. Understanding of Equity/Equality, Diversity and Inclusion	SACRE members to increase their knowledge of these aspects	Feb 24- Feb 25	Consultant	SACRE members become more aware of AS and its connection with EDI aspects	Evaluations and dissemination of information	This will be highlighted in February, June & November 2024	Amber +
7. Development of websites to share resources including AS and reports. Entrust and SACRE	Information shared with website providers. Resources updated	Nov 24 Nov 25	Clerk and consultant	Websites up and running x2 SACRE members able to access information through one website for SACRE information and one for resources through Entrust. Link for Entrust <a href="https://www.entrust.education/Page/35474">https://www.entrust.education/Page/35474</a> Link for SACRE <a href="https://www.staffordshire.gov.uk/Education/SACRE/Home.aspx">https://www.staffordshire.gov.uk/Education/SACRE/Home.aspx</a>	Stakeholders use of website	Feedback is presented at all meetings	Amber +

8. Engagement with RE Hubs and stakeholders	Attendance at Hub meetings and NATRE meetings and NASACRE and AREIAC meetings	Nov 24- Nov 25	Consultant and RE HUB leaders	Increased engagement and quality assurance of information shared	Up to date resources utilised in schools.	Feedback is presented at all meetings	Amber+
<b>Area/s for further development</b>				<b>Gather information from pupils about their thoughts about RE-ongoing- see reports in key issues agenda item</b> <b>Pupils share these thoughts with the SACRE- online report provided.</b> <b>Share impressions of teachers of RE with the SACRE- to be included in key issues agenda item</b> <b>Celebration of great RE throughout the county.- references to REQM reports and Ofsted reports.</b>			

