



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

**30<sup>th</sup> Annual Report  
September 2020 - September 2021**

# From the Chair of SACRE

## Staffordshire SACRE Annual Report for 2020-21 – Chair's Foreword



In writing this Foreword, introducing Staffordshire SACRE's Annual Report for 2020-21, I am deeply aware that we have all just passed through the most strange and disconcerting school year we have ever experienced. Schools continued in lockdown; pupils' education had to be radically restructured to enable home learning and online tuition; social distancing and other measures had a profound impact on relationships, personal development and mental health. School management teams and subject leaders, and indeed all teachers, wrestled daily with the challenge of sustaining pupils' engagement and progress across the whole curriculum.

Inevitably, the delivery of Religious Education and Collective Worship in Staffordshire schools was likewise disrupted by the consequences of the coronavirus pandemic. Staffordshire SACRE therefore warmly thanks and commends RE teachers across the county, who strove faithfully to ensure pupils received their statutory entitlement. Anecdotal evidence suggests that some schools may even have been prompted to overhaul and refresh their RE or Collective Worship programmes, with pupils' activity and work materials being more immediately "visible" to parents!

Meetings of Staffordshire SACRE customarily include some interactive element, both to promote good relationships among SACRE members and also to engage in practical training or development. This element was lacking this year, with two SACRE meetings being held online, and the third taking place in the rather unsympathetic venue of the Council Chamber itself. Meetings sought to cover all relevant business, the most significant being the setting up of an Agreed Syllabus Conference to carry out the five-yearly review of the county's Agreed Syllabus in RE.

SACRE welcomed a new group of County Councill members in July, following the municipal elections in May, and continues to be appreciative of the support it receives both directly from the Council and indirectly through the Council's partnership with Entrust. Staffordshire in fact came out well in a National Association of SACREs survey, noted by the government, of how adequately local authorities were resourcing their SACREs, for which they have a statutory responsibility.

Staffordshire SACRE heartily applauds the county's RE Consultant and Advisor, Mary Gale, for the excellent support and encouragement she has been able to give to schools during lockdown. Necessarily there has been very limited contact in person with schools and teachers, but she has responded creatively and energetically to many online requests for resources and guidance and has ensured that SACRE itself has been furnished with as much data and documentation as could be collated, together with her invaluable advice and expertise.

I commend this Annual Report to the County Council and to all our county's schools.

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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## 1. Introduction

This report covers the work of the Staffordshire SACRE during the academic year from September 2020 to July 2021. Three meetings were held during the period covered by the report. Due to Covid-19 restrictions two meetings were held virtually and one meeting was face to face as Covid-19 restrictions started to lift.

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 report is also available on the Entrust Religious Education website at <https://www.entrust-ed.co.uk>

The statutory duties of the SACRE are given in Appendix 1           Page 16

The membership of the SACRE is given in       Appendix 2           Page 17

## 2. A summary of the work of the SACRE September 2020-2021

- Monitoring of Staffordshire primary school RE provision is normally carried out in late Spring but due to the COVID-19 pandemic this did not occur.
- Monitoring of Staffordshire Secondary school RE provision is normally carried out in late Spring but due to the COVID-19 pandemic this was did not occur
- The Staffordshire Agreed Syllabus recommends that students at KS4 study an approved examination syllabus. It was not easy for the SACRE to monitor provision and attainment in externally accredited courses in Religious Studies in 2020 due to the pandemic, the only information available states the following.

The aggregated national results of state funded schools in 2019 for Grade 9-4 in RE are at 72.4% compared to Staffordshire's 2019 Grade 9-4 at 64.7%

In 2020 Staffordshire results improved to 74% for Grade 9-4 compared to the National of 78% in 2020. (We know these results must be treated with some caution due to the anomaly over the awarding of grades). Staffordshire LA have been unable to provide a break down school by school of the RE grades. Scrutiny of school websites also does not provide these results. The results that are available are still the 2019 results.

- Historically the Westhill Engage project in conjunction with Youth Net and the Entrust MEAS team supported over 400 pupils across Staffordshire to gain a greater understanding of Christianity and Islam and of living with diversity. This work was suspended from March 2020 onwards due to Covid-19 restrictions.
- Originally Entrust offered a programme of CPD to support RE teachers across the year, but due to the pandemic this did not go ahead.

Bespoke support therefore was provided in response to individual school requests, this was mostly addressed through email correspondence and virtual Teams meetings.

- 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. Members of SACRE are also representatives on other SACREs and on bodies such as Stafford and District Friends.
- No determinations have been requested during this academic year.

### **3. Standards and quality of RE and CW provision**

#### **3.1 Monitoring**

Monitoring for this academic year took place via email conversations, online conversations and face to face conversations where deemed safe due to Covid-19.

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

#### **General comments**

- The syllabus is used in most schools that provided information, those who do not use the syllabus are Catholic or Church of England Aided schools, or in an Multi Academy Trusts.
- Schools are currently exploring best practices, to ensure consistency across the school.
- Schools are exploring ways to assess learning of RE but feel the syllabus provides support in this area.
- Local faith leaders contribute to Collective Worship in some areas of the county through the virtual environment, particularly where there were youth leaders to support this.
- Staff confidence in delivering collective worship is developing but dipped in community schools during Covid-19.
- Leader confidence in Church of England schools regarding the delivery of CW improved with the help of resources from SACRE and the Diocese. Some leaders stated that the delivery of CW improved because it was more consistent in its approach and well planned. Pupils, parents and staff contributed through online platforms.
- Worship teams (pupils) organise worship occasionally but due to Covid-19 opportunities were limited mostly to small class or bubble-based worship.
- Varied weekly timetables of collective worship were the norm during Covid-19
- RE has become less effective in the sample of schools evaluated during Covid-19, except in Faith school.
- Allocation of resources to RE has decreased in some schools since last year, but online resources have been researched and utilised.
- RE makes a positive contribution to SMSC in most schools especially during online support for learners.

#### **Primary and Secondary Monitoring headlines:**

- Collective worship is led by a variety of staff. Online worship and assemblies were led mostly by members of the Senior Leadership Team. Many of these were pre-record and received positive feedback.

- The methods regarding the provision for collective worship varies from school to school with schools operating CW in their bubbles or online for the class or whole school.
- Collective worship continues to take many forms and often includes school values, Bible stories, thought for the day, Relationship and Health Education, and well-being aspects.
- Withdrawal from CW was not an issue due to Covid-19
- Many schools have reviewed their collective worship provision in the past 2 years, especially during Covid-19.
- Schools agreed that the Agreed Syllabus clearly presents what is required by their school in RE.
- Provision of RE for pupils has decreased due to Covid-19 lockdown as schools concentrated on Maths and English and wellbeing aspects.
- The majority of schools contacted stated that they had reviewed their RE provision during lock down as they had more dedicated time to carry out this task.

## 3.2 Standards

Staffordshire SACRE reviews and discusses standards and achievement in RE during meetings as appropriate. There were no external examination results from the summer of 2020 due to the pandemic.

Throughout 2020-21 Religious Education network meetings which schools can choose to attend would have included moderation of standards across year groups and schools to support schools with the judgements they make against the 2016 Agreed Syllabus Age Related Expectations. There were no face-to-face courses due to the COVID-19 pandemic. The advisor offered to provide support information through an online virtual webinar, but no schools took up this offer.

### a) Public examination entries in Religious Education (RE) and Religious Studies (RS)

In the Staffordshire Agreed Syllabus 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.

#### Background

At Key Stage 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. This academic year no schools have applied for, or been granted, a variation.

Staffordshire SACRE recognises the independence of Academies and Free Schools.

However, it commends the Agreed Syllabus to them as a constructive and collaborative way to meet their legal requirements in Religious Education.

#### Update

During lock down due to the Covid-19 pandemic this was a not a priority for schools, although schools made reasonable adjustments to adhere to the requirements. In summer

2021 there were improvements to the delivery of RE and RS. Schools are now in the autumn term offering their normal RE and RS delivery.

They spent the time during Covid-19 evaluating their planning and as a result some schools are reporting that their delivery is now improving.

### **b) Overall GCSE results 2020-21 not just for RE**

The GCSE system continues to use the new grading of 9-1, with 9 being the exceptional grade. There were no external public examinations in 2020-21. Grades were awarded following different processes in 2020 and 2021 after public exams were cancelled for all schools in the UK. This led to a large increase in the share of top grades.

### **c) Religious Studies GCSE 2020**

#### **Background information**

The number of pupils taking GCSE Religious Studies in England has remained stable in 2020 despite ongoing challenges, reflecting the relevance of the subject and its popularity among young people.

In England, RS GCSE entries for the full course fell by less than 1% to 225,719 compared to 227,913 in 2019. Overall entries in England, including both full and short courses, fell by 2.3% to 243,786, compared with 249,443 in 2019.

Full course entries in 2020 were still almost one third higher than in 2010.

Full and short course entries reached a high of 461,795 in 2011 but declined rapidly as schools in England opted not to enter pupils into the short course following Government policy changes, despite a requirement among all schools, including Academies, to provide Religious Education to all pupils at all key stages.

**The key outcomes** for Religious Education in England at Key Stage 4 in 2020 are as follows:

There were 225,719 entries in England, a fall of less than 1% from 2019 (227,913 England) Despite a decline since the peak in entries, the number of pupils receiving a full course GCSE in Religious Studies in England in 2020 (225,719) is still 32% greater than in 2010 (170,767).

#### **Staffordshire information**

We cannot yet report to SACRE precisely the data for our schools regarding RE and RS however the following information provided by the Religious Education Council of England and Wales and the National Association of Teachers of Religious Education gives the national picture for A-level and GCSE entries this year.

Staffordshire LA have been unable to provide a break down school by school of the RE/RS grades. However, there are some overall figures to report.

#### **Key outcomes**

**Staffordshire** % entries for the full RS course in 2020= 46%.

**England** % entries for the full RS course in 2020 = 39%

Therefore, Staffordshire entered 7% more than England.

**Staffordshire** % achieving grades 9-4 for the full RS course in 2020= 74%

**England** % achieving grades 9-4 for the full RS course in 2020= 78%

Therefore Staffordshire % of students achieving grades 9-4 for the full RS course in 2020 was 4% lower than the England average.

## Historically

2019 National Average 9 to 4 was 72.4%

2019 Staffordshire Average 9 to 4 was 64.7%

Therefore Staffordshire % of students achieving grades 9-4 for the full RS course in 2020 improved by 9% compared to the England results which improved by 6%.

Caution- grades were awarded following different processes in 2020 and 2021 after public exams were cancelled for all schools in the UK. This led to a large increase in the share of top grades.

### d) Religious Studies A-level

The number of Religious Studies A-level exam entries has declined at a lower rate than other humanities in 2020, performing better than some subjects despite a backdrop of overall declining entries and changes to the examination system.

15,692 RS A-level entries were recorded in England and Wales this year, compared with 17,490 in 2019. This represents a decline of 10.3%.

The overall number of A-Level entries in England and Wales fell in 2020 year by 2.6% from 768,217 in 2019 to 748,905 in 2020. The reduction reflects both a smaller cohort of 18-year-olds (599,393 in 2020 compared with 618,873 in 2019 [Office for National Statistics]) and changes to the assessment of A level and AS examinations that had an impact in 2018, when most schools changed their policies to recommending three A-levels, versus four in previous years.

The number of AS exam entries also declined by 24.6% following AS and A-level reforms. The demographic shift and changes to the examination system mean that it is difficult to draw concrete conclusions from comparisons with previous years.

**The key outcomes** of the 2020 A level results in England and Wales for Religious Education are as follows:

15,692 RS A-level entries were recorded, a decrease of 10.3% on 2019.

Despite the decrease in entries for RS, there are still 41% more entries than in 2003 (11,132 entries were recorded in 2003).

The relative stability of entries suggests that candidates continue to recognise the value of RS A-level for Higher Education entry, graduate employment, and as a valuable life skill. It has not been possible to access the 2020 A level results for Staffordshire schools to date.

## 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. This was due to Covid-19, as schools used time to review their RE provision so that on return to full time education, the curriculum would be fit for purpose. The picture was equally positive for provision in the secondary sector with the majority of 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. One school in 2020 requested face to face support, and email support was provided for twelve schools following requests.

There has also been a programme of CPD available for schools. Schools did not book on this programme of CPD. Schools preferred to access support through email.



### **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.

This could be attributed to Covid-19.

In future, newly qualified teachers will be referred to as Early Career Teachers- ECTs

### **3.5 Resources**

The work of the Entrust consultant for RE was carried out virtually due to Covid-19, with one face to face meeting. 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. Four school received grants from SACRE to support new projects such as developing global links and the purchase of updated RE and/or CW resources.

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

### **4.1 SACRE meetings**

Two virtual meetings were held on November 18<sup>th</sup>, 2020, and February 3<sup>rd</sup>, 2021. The final meeting of the year on July 1<sup>st</sup>, 2021, was held as face to face at the Council Chambers in the County Buildings Stafford, ST16 3AD. All meetings were held at 2.00 p.m.

At the autumn term 2020 meeting the Rev. Prebendary Michael Metcalf was elected as chair for the following year.

### **4.2 Membership**

There was a full review of membership in the previous year. It was noted at that time that there were several vacancies which the SACRE tried to fill over the year. Covid-19 halted aspects of this.

Several changes to the membership of the SACRE were noted during the year. See Appendix 2 for full details.

All new members are required to sign the SACRE Code of Conduct on appointment.

### **4.3 Training**

During 2020-2021 professional development activities were offered virtually to teachers, due to the pandemic these activities centred around email support for planning and advice regarding the Agreed Syllabus planning and collective worship. Governors were updated

three times by way of a general update webinar over the year to support their link governor roles- this was well received.

Reverend Preb. M.R. Metcalf and M Gale (Advisor to SACRE) attended the 2021 virtual NASACRE conference on 24<sup>th</sup> May 2021.

M Gale Advisor to SACRE attended two of AREIACs regional meetings in 2020-21. She also attended the virtual two-day AREIAC conference in July 2021

Members scrutinised an Ofsted research report into Religious Education in July 2021

## **4.4 SACRE developments**

### **Development Projects**

The Explore- Engage -Reflect pupil workshops provided for pupils across Stafford, Stone, Burton and Newcastle were all cancelled due to Covid-19.

The proposed High school conferences in conjunction with the Youth Net entitled Christianity: The Big Picture were also postponed until Autumn 2021.

### **Additional Support**

The advisor to SACRE provided support on remote learning for schools during the pandemic.

In addition, advice was provided on Collective Worship and planning for RE including short term and long-term planning with a rewrite of some of the units eg Sacre Texts,

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

The LA continues to commission its support for Religious Education from Entrust. Support for SACRE 2020/21 was provided by Mary Gale, director of Mary Gale Consultancy. She was commissioned to provide support and advice to SACRE and schools for 2020/21 This commission continues into 2021-22.

## **4.6 Financial support**

£6,180 was made available to support the work of SACRE during the financial year 2020-2021 as approved by the Service Delivery Agreement (SDA) between Staffordshire County Council and Entrust. Continuing priorities for the year 2020-21 were identified as supporting schools to be aware of their statutory responsibilities 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 small selection of schools ranging from support for resources for CW and RE to enhancing global links.

The budget was a standing item on the agenda at each meeting see Appendix 4. Looking forward to 2021-22 the SACRE hopes to realise its plans to support the

- Westhill Legacy project (continuation of project)
- Commencement of the Youth Net projects (delayed due to Covid-19)

SACRE provided information to NASACRE regarding their funding from the LA. This resulted in a report of all LA support for SACREs. It is pleasing to note that our funding is average for SACREs around the country receiving approximately 2%. SCC also fund the support of the advisor.

The results from various SACREs was varied but showed that most SACREs did not receive the share of the Combined Schools Support Block Grant (CSSBG) that they should in order to support SACRE. The report had provided useful evidence in NASCREs discussions with Government.

## **4.7 Information and advice**

During the period covered by this report, the SACRE received information on the impact of Covid-19 on schools within the county and the steps being taken to ensure RE and CW remained in the curriculum of schools. Members were advised of the national picture with regard to RE. SACRE has used this information effectively to advise the LA on the range of issues covered elsewhere in this report.

## **4.8 Partnerships with other Key Stakeholders**

### **NASACRE**

The Chair of Staffordshire SACRE, Michael Metcalf, is also treasurer of the National Association of SACREs (NASACRE). A report from NASACRE is a standing agenda item at each meeting. At each meeting, the Chair gives a brief update on key issues raised by the National Association of SACREs. Matters for 2020-21 are included in the minutes from each meeting. SACRE subscribes to NASACRE receiving updates as appropriate. The SACRE received a number of reports including: -

- Supporting a pilot project about developing local RE and further exploration of the publication 'RE and World Views' Work had started to develop thinking around this and the implications of delivering RE in schools.
- A substantial paper was being prepared by the Religious Education Council (REC) looking at mapping out the future of school collective worship.

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

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.

Due to Covid-19 all communication has been through online platforms. It is hoped that face to face meetings will resume as and when it is deemed safe to do so.

### **NATRE**

Chris Giles, regional ambassador for the NATRE joined the November meeting to discuss the development of a West Midlands Hub for Teachers/SACRE's and professionals. The Hub would provide information and advice on, amongst other things:

- Information on places of worship in Staffordshire
- National/local and regional events

- Local group meetings and university resource centres- the adviser attends these meetings.

## **Local Authority**

In September 2016, the revised Staffordshire Agreed Syllabus for Religious Education was introduced into schools. Schools receive a reminder regarding the statutory status of this syllabus each year. As the key curriculum document for pupils in Staffordshire's maintained schools the local authority is responsible for ensuring that guidance is in place.

The Advisor to Staffordshire SACRE and the County Commissioner for School Quality Assurance and Intervention have continued to remain in regular contact and work together to ensure that schools are clear about their statutory responsibilities for Religious Education.

The review of the Staffordshire Agreed Syllabus commenced in July 2021 in line with legislation which advises that the AS is reviewed every 5 years. It is hoped that the revised syllabus will be ready for September 2022.

The advisor provided a report on the impact of SACRE to the LA.

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

### **5.1 Additional guidance/monitoring and evaluation of the agreed syllabus**

In September 2016, the revised Staffordshire Agreed Syllabus for Religious Education was formally adopted by Staffordshire County Council and introduced into Staffordshire's schools. As writers of the syllabus, Staffordshire SACRE worked to ensure a sharply focused syllabus to support high standards of Religious Education in Staffordshire schools.

Additional guidance was provided in the following formats:

- RE news was provided through the headteacher E Bag Governor Information Pack and emailed to schools to support them with aspects of teaching and learning.
- Home school learning information for RE was provided for schools during the COVID-19 pandemic. This was also provided via Radio Stoke when Mary Gale was asked to provide a broadcast to that effect.
- Schools have been invited to phone/email the commissioned consultant for Religious Education at Entrust for advice and support on all aspects of their RE provision- there have been a number of queries.
- Long and medium-term plans have been made available to schools to support high quality Religious Education.

### **5.2 The Agreed Syllabus Conference (ASC).**

This took place in July 2021 where each of the four SACRE Committees with the support of the Staffordshire Local Authority, agreed to the Religious Education Agreed Syllabus Review and the work to be undertaken

Rev Metcalf was appointed as the Chair of the Conference.

The review stages were outlined including feedback from schools and stakeholders on how the current syllabus was being used. The second stage of the review would take into account any developments or changes in RE since the previous syllabus was written.

## **6 Collective worship**

### **6.1 Practice and provision for collective worship**

An advice booklet was made available to Staffordshire schools to support their statutory duties regarding collective worship.

Schools can also email the commissioned consultant advisor for Religious Education at Entrust for additional support. This academic year there have been no specific training courses for collective worship although email advice has been provided. Several schools have requested face to face meeting with the commissioned consultant to discuss these aspects, it is hoped that this support will resume in 2021-2022

### **6.2 Monitoring determinations for collective worship**

There are no existing determinations in Staffordshire.

No determinations have been applied for or granted in this academic year.

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

### **7.1 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.

### **7.2 Knowledge and understanding of the local religious, cultural and ethnic minority**

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 has been difficult during Covid-19. This relationship supports SACRE members' knowledge and understanding of the local religious, cultural and ethnic minorities.

The commissioned consultant/advisor for RE works alongside the MEAS (Minority Ethnic Achievement Service) employed by Entrust and the local the Youth Net team.

There are several Inter faith/cultural experiences available for schools to book as Covid allows, which aim to enhance RE in Staffordshire schools.

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. The MEAS team support the Westhill Legacy project. The SACRE are pleased to be associated with the work of the MEAS team.

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.

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

The Staffordshire Agreed Syllabus for Religious Education 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**.

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 specifically required to **reflect** on the issues raised by living in a diverse world. These three aims namely 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 current 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. Further virtual guidance was provided to schools experiencing difficulties fulfilling the third syllabus aim in 2020-21

The SACRE considered the research paper produced by the Jubilee Centre for Character and Virtues from the University of Birmingham which was published in Autumn 2020. The report focused on pupil character development as defined by Ofsted and the influence a teacher of RE could have on character development of pupils’ dependent on their own views.

The report found that:

- Personal worldviews informed RE teachers approaches in the classroom.
- RE teachers were found to have fair and tolerant views of other religions and worldviews.
- There was strong agreement among RE teachers that RE contributes to pupils’ character development.
- RE teachers that have a religious faith were more likely to think religions promote good character.

# Appendices



**30<sup>th</sup> Annual Report  
September 2020-September 2021**

## 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

## Membership

### SACRE Membership

#### Attendance at Meetings and Vacancies 2020 / 2021

✓ = Attended

A = Apologies Submitted

Blank = No Response

NA = Not a member at the time of the meeting

	18 November 2020	3 February 2021	1 July 2021
<b>Committee A</b>			
<b>Christian and other religious denominations</b>			
<b>Free Churches (4)</b>			
Vacancy			
Sam Phillips	✓	A	✓
Maddie Bell		A	A
Vacancy			
<b>Hindu (2)</b>			
Vacancy			
Mr. G. Devadason			
<b>Jewish (1)</b>			
Vacancy			
<b>Muslim (2)</b>			
Mohamed Sedky	✓	✓	
Mohamed Parekh	✓	✓	✓
<b>Quakers - (1)</b>			
Gabi Oldfield	A	A	A
<b>Roman Catholic (2)</b>			
Vacancy			
Vacancy			
<b>Sikh (2)</b>			
Mr Tajinder Singh	✓		A
Vacancy			
<b>Salvation Army (1)</b>			
Lydia Bartlett	A	✓	A
<b>Buddhist (1)</b>			
Ven. Dr Phramaha Laow Panyasiri		A	
<b>Humanist</b>			
Ian Horsewell	NA	NA	A
<b>Baha'i</b>			
Julie Thompson	✓	✓	A
<b>Committee B</b>			
<b>Church of England (5)</b>			
Vickie Longson	✓	✓	✓
Vicky Priestley	NA	NA	✓
Lauren Nicholson Ward	✓	✓	A
Rev. Preb. Michael Metcalf	✓	✓	✓

Zoe Cahalan	NA	NA	A
<b>Committee C Teacher Associations (5)</b>			
Samantha Kirwan (NEU)	✓	✓	A
Judy Wyman (ASCL)	✓	✓	A
Shaun Miles (NAHT) (Appointed end Nov 2018)	✓	✓	A
Linda Goodwin (NEU)	✓	✓	✓
Harold Gurden (NAHT)	NA	NA	A

<b>Committee D Local Education Authority (5) (Membership change in May 2021)</b>			
Ian Lawson, replaced by Philip Atkins in May	✓	✓	✓
Syed Hussain replaced by Paul Northcott in May	✓	✓	✓
Mark Sutton replaced by Kath Parry in July 2021	✓	✓	NA
Bob Spencer replaced by Samantha Thompson in May	✓	✓	✓
Kyle Robinson replaced by Mike Wilcox in May	✓		✓
<b>Co-opted</b>			
<b>Spiritualist National Union</b>			
Vacancy			
<b>Clerk to SACRE:</b>			
Mandy Pattinson	✓	✓	✓
<b>Officers:</b>			
Mary Gale	✓	✓	✓

## 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 Advisor 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 Advisor 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.
  - c) The SACRE to hold a note of concern on its records

# Appendix 4

## Budget for 2020-21 Total available to spend £6160

NML400

Total allocation  
£6160

GL Account Codes for : Enquiry Group: Curr Budget (v2) v Act + GRNI/GL Account Code Range: EM1100/\*\*\*\*\* to EM1100/\*\*\*\*\* / Enquiry Year: 2020/21

<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>
EM110010002	Grants/contingency	1003.50	0.00	0.00	0.00
EM110041008	SACRE Catering Provisions	0.00			
EM110044038	SACRE QLS Curriculum Advice	4600.00			
EM110046204	SACRE Conference Fees	0.00			
EM110047202	SACRE Subscriptions General	210			
EM110048342	SACRE Contingency				
					<b>346.50</b> <b>underspend</b>

0.00

0.00

**Screen Data Export - SACRE (2021-22)**

Total allocation  
 £6220 an  
 increase of £40

**GL Account Codes for : Enquiry Group: Curr Budget (v2) v Act + GRNI/GL Account Code Range: EM1100/\*\*\*\*\* to EM1100/\*\*\*\*\* / Enquiry Year: 2020/21**

<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>
EM110010002	Grants/contingency	00000	0.00	0.00	0.00
EM110041008	SACRE Catering Provisions	00000			
EM110044038	SACRE QLS Curriculum Advice				
EM110046204	SACRE Conference Fees	40.000			
EM110047202	SACRE Subscriptions General				
	SACRE Contingency				
EM110048342	<b>£6220</b>				

<b>£6180</b>
<b>to</b>
<b>spend</b>

