

**The Surrey
Standing Advisory Council**

on

Religious Education



**Annual Report
Academic Year 2020-21**

Approved by Surrey SACRE March 2022

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I. INTRODUCTION by the Chair

What a year we have had! I, together with Liz our new chairman, would like to take this opportunity to thank all teachers and support staff for your perseverance and diligence during the pandemic.

We together would like to introduce the newly formatted Annual Report for your perusal and information. As usual we would also like to thank members of SACRE (many of whom have joined us during the pandemic, and not met us in person yet!) as well as support staff for their contributions to the work of Surrey SACRE, which we believe is outstanding.

Cllr Kay Hammond
Chairman of Surrey SACRE, to May 2021

Cllr Liz Bowes
Chair of Surrey SACRE, from May 2021

March 2022

Contacts

If you have any issues which you would like to raise with Surrey SACRE, please contact Liz Bowes, Chair, or Rachel Boxer, Associate RE Consultant, and Adviser to SACRE via Kate Woodhouse, Clerk to SACRE, by email at: kate.woodhouse@cofeguildford.org.uk

1.1 SACRE Meetings and Attendance

All meetings of the SACRE took place on Zoom during this academic year, due to the pandemic. Minutes of these meetings can be accessed from Surrey SACRE's webpages:

2020-21 Member Attendance at SACRE meetings (excluding Officers):

	October 14 th 2020	March 10 th 2021	June 13 th 2021
Group A (12)	8 (75%)	4 (33%)	6 (50%)
Group B (4)	2 (50%)	3 (75%)	2 (50%)
Group C (6)	2 (33%)	2 (33%)	2 (33%)
Group D (5 / 3*) *from June 2021	3 (60%)	4 (80%)	3 (100%)
% Average:	56%	48%	52%

1.2 Brief Summary of Issues Raised & Discussion Points for each Meeting:

Autumn Term 2020

- advice for schools on home & blended learning in RE;
- revision of SACRE's Collective Worship guidance for schools, 'Time to Reflect';
- new member proposals to fill current vacancies & approach from Ahmadiyya community;
- preparing for a new SACRE Chair, and new county councillors following elections in May;
- election of vice- and group chairs.

Spring Term 2021

- feedback from the NASACRE EGM;
- approval of the 2019-2020 Annual Report;
- support for schools during Autumn term, including Speakers' Forum virtual interfaith resources;
- approval of SACRE's Collective Worship guidance for schools, 'Time to Reflect';
- Group C teachers shared the reality of lockdown learning for them during the pandemic;
- national reports & resources that should influence the syllabus revision;
- preparing for the statutory review of the Agreed Syllabus – timeline & resourcing.

Summer Term 2021

- SACRE membership issues, including the impact of so many new members in group D;
- statutory review of the Agreed Syllabus: updates from Surrey RE networks & feedback from questionnaires & details of the process of the ASC for new members;
- impact on scale of syllabus revision of Ofsted research review for RE (May 21) & the various Worldviews reports;
- the committee was unable to enter the Agreed Syllabus Conference as planned, due to a lapse in communication from the local authority, which will cause a delay in the revision timeline. An extra meeting was scheduled for July 2021.

1.3 SACRE Development Plan 2020-2023

During 2020-21, SACRE continued its work in accordance with the development plan drawn up during the previous year, covering the second year of the SCC contract with the Diocese of Guildford, and setting targets for a further 2 years to ensure that the Surrey Agreed Syllabus (2017-2022) receives its statutory review during 2021 and 2022. This development plan also ensures that the work of the SACRE will continue regardless of who is awarded the contract for the years beyond 2022.

As well as fulfilling the requirements set out in the contract for each year of the development plan, further specific priorities have been identified for each year: 7 targets, reported on annually, relate to SACRE's statutory responsibilities, which are set out annually across the three-year plan, and further targets relate to specific projects supporting schools with RE and Collective Worship. These are outlined in [7.6: Appendices](#), by year.

Specific focuses for 2020-21 were:

- *begin the statutory review of the Surrey Agreed Syllabus, including consultation with schools*
- *provide FREE induction training for new RE subject leaders in Primary schools*
- *provide the termly Surrey RE Networks for free (not traded, as previously) from the Summer term of 2021.*
- *working with a trial group of Primary schools to develop interfaith Speakers' Forum materials for the Primary phase.*

For this academic year, a significant amount of school-facing work was unable to happen due to the pandemic, including the Primary Speakers' Forum project. SACRE resources were redeployed to other targets to make the best use of the time and in some cases new technology was utilised to great effect to ensure that the work of the SACRE continued. There is more detail about this in section **2.7 Support for Surrey Schools**. We are very grateful to the members of the SACRE for their flexibility and creativity!

All the work of SACRE is undertaken with the aim of raising achievement in RE and improving the quality of teaching and learning, to improve the provision and quality of Collective Worship and to help promote pupils' spiritual, moral, social and cultural development, including Fundamental British Values. As a body representing various religions and beliefs in Surrey, it supports inter-faith dialogue and learning about religions for the promotion of respect and racial harmony.

1.4 Status of the Agreed Syllabus Review

The Surrey Agreed Syllabus for Religious Education entered its period of statutory review in July 2021, following a delay caused by a lapse in communication from the local authority at a crucial point in the timeline.

All schools were consulted by questionnaire during the Summer term of 2021 via the SCC Schools Bulletin system in order to consider key priorities for change from schools' point of view. Only 5 primary schools returned surveys, which was a very disappointing outcome. Further consultations have been planned through the Surrey Primary RE networks and SAfE Secondary RE Hub, as well as an invitation to engage in further Zoom consultations during the early stages of the revision.

The revision was planned to complete by the end of May 2022, with training for subject leaders during June & July for implementation from September 2022. However, at the time of writing this report, both Primary and Secondary writing teams have been severely impacted by COVID19, which is likely to affect this process. More detail about the proposed revision can be found in **Section 2.2**.

2. RELIGIOUS EDUCATION

It would be true to say that, as with the previous year, this academic year has also presented its fair share of challenges to both the work of the SACRE and for schools delivering statutory RE, but along with these challenges, there have also been many opportunities to connect virtually with schools and with each other, and find new ways of doing things. Much of SACRE's work this year has been in continuing to support schools using the Agreed Syllabus for Surrey (2017-2022), especially in regard to virtual, 'blended' and home learning in RE, as schools were hit with lockdowns and further restrictions. There is more information about SACRE's virtual resources in the section on p.7 '[Speakers' Forum](#)'.

All documents and guidance produced by Surrey SACRE can be accessed via their webpages [here](#). As a statutory part of Surrey County Council, there is also information about Surrey SACRE on [SCC's website](#).

2.1 The Agreed Syllabus for Religious Education in Surrey Schools (2017-2022)



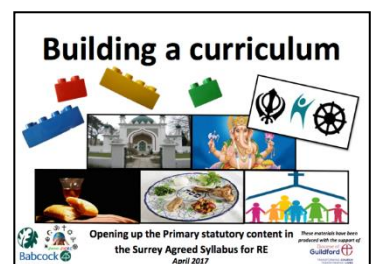
Until the end of August 2022, the Agreed Syllabus is the statutory document for maintained Surrey schools, including those church schools with Voluntary Controlled status (aided schools, of course, follow their relevant Diocesan Guidelines). Surrey SACRE again wishes to remind schools that this Agreed Syllabus has the equivalent legal standing of a National Curriculum order and that **RE continues to be a statutory entitlement for all registered pupils in all schools** (including academies), in addition to the National Curriculum. **This syllabus continues to be the statutory document for RE until the revised syllabus is formally adopted.**

Academies and free schools without a religious character may also use an agreed syllabus, and Surrey's Agreed Syllabus is available to them, enabling all schools which choose to use it to fulfil their statutory duty to provide RE for all pupils (unless withdrawn at the request of their parents). Schools wishing to seek guidance about the right of withdrawal should contact Surrey SACRE via the Clerk to SACRE, Kate Woodhouse (kate.woodhouse@cofeguildford.org.uk).

The Surrey Agreed Syllabus (2017-2022), along with all the support resources (including guidance for shaping each unit into a series of lessons) and key guidance documents, can be accessed using [this link](#). From here, schools can also access the portal for booking onto the Surrey Primary RE networks for subject leaders.

The current Ofsted school inspection handbook explicitly states that in schools without a religious character, a section 5 inspection includes RE [para 33], that all pupils in maintained schools are expected to study religious education and that academies are expected to offer all pupils a broad curriculum that must include religious education [para 174].

It should also be noted by schools that Ofsted has specific requirements in regard to curriculum information which must be published on school websites, including RE as part of the statutory curriculum for all pupils and that Ofsted expects to see details of RE curriculum information as it relates to each year group. A copy of SACRE's advice in relation to RE and school websites can be found on [SACRE's main webpage](#), in the 'Resources' section, along with other key documents and guidance.



Academies:

Currently, there are only 3 maintained secondary schools in Surrey that have not converted to academy status. Whilst academies are officially outside the remit of the LA (and therefore SACRE), NASACRE states that many are increasingly opening up their previous contacts, or establishing new relationships with the academies in their area. Two of our current teacher-members work in successful academy schools using the Agreed Syllabus, and their contribution and experience are valuable insights to the ongoing work of SACRE across both the Primary and Secondary phases.

2.2 Statutory Revision of the Surrey Agreed Syllabus for RE

SACRE convened the Agreed Syllabus Conference at an extra meeting in July 2021 and commissioned it to review the current agreed syllabus, and to take account in this review the key findings of two significant national reports, which were the focus of discussion during the Summer term:

Ofsted RE Research Review (Dr Richard Kueh, chief HMI for RE), May 2021

- There are three types of knowledge in RE: **substantive** (subject content), **disciplinary** ('ways of knowing') & **personal**, building an awareness of pupils' own presuppositions and values about the religious and non-religious traditions they study.
- **'Getting better' at RE** both at primary and secondary level comprises knowing more and remembering more of these types of knowledge as they are set out within the RE curriculum.
- **'The curriculum is the progression model'**: if an RE curriculum is structured and sequenced in a way that ensures that key concepts are revisited and built on and pupils' schemata added to, then pupils will make progress in RE.



Worldviews in RE (Theos – Cooling, Bowie and Panjwani), 2020

- Helping pupils to appreciate the influence of beliefs (including their own) on the way individuals view the world; that the notion of **personal worldview**, with its emphasis on the heart as well as the head, needs to be central to this new approach to RE.
- Appreciating that **'nobody stands nowhere'**
- Responding to the reality that people's lived experiences are diverse, both across and increasingly within religions and beliefs; that in order to understand the worldviews being taught, the focus should not be so much on the institutional version as on the **lived experience** of adherents, appreciating that the boundaries between different traditions are fluid and dynamic. Resources for pupils should reflect this – and avoid stereotyping.
- RE should not only help pupils acquire information, but teach them how to become **interpreters** of that information and that this worldview proposal should not be seen as a focus on the content to be taught, but as **a way of framing** how that content is introduced to pupils.



At the end of July 2021, the members of SACRE Group C (with their working knowledge of the agreed syllabus) met to begin considering how the revised syllabus should be structured in the light of these findings, and it was concluded that:

- *schools need a syllabus that will allow teachers to confidently plan learning that helps pupils to make progress in RE, whilst also allowing schools the freedom to craft RE that fits with their wider curriculum aims and local context. Schools need to be able to narrate both their RE & whole curriculum in terms of **intent, implementation & impact**;*
- *substantive content should be clarified into key concepts, both within and across units of study. It is envisaged that members of groups A&B will be significant partners in developing these concept maps;*
- *the curriculum should be sequenced in a way that revisits key concepts over time and aims for deeper understanding of less content;*
- *the curriculum should help pupils (and teachers) to make connections within and between concepts in order to build schemata, better enabling the recall of 'sticky' knowledge;*
- *disciplinary knowledge ('ways of knowing') would be approached through the subject 'lenses' of theology, philosophy and sociology, in the development of pupils' understanding of 'God' (including 'no god'), 'Identity' and 'Community';*
- *units of work would also reflect not just the 'theology' of religion or belief, but the lived experience of different communities and draw on the rich diversity of global and cultural influences in developing both organised ('institutional') and personal worldviews;*
- *through their learning in RE, pupils should also be encouraged to think about how their own personal worldviews develop – and what influences this.*

It should be noted that the scope of this review is significantly larger than the 'light touch' review that had been previously planned for, which may have repercussions for both resourcing this review and the timeline. SACRE considers that it has a duty to provide schools with a syllabus that is both fit for purpose and reflects current educational theory, even if it takes longer than planned.

2.3 Standards in RE

Ofsted's current inspection framework follows a model where inspectors may conduct a 'deep dive' of specific subjects, of which RE may be one, or where RE may be used as evidence of 'preparing pupils for life in modern Britain' or to triangulate elements of schools' whole curriculum, for example, assessment practices across all subjects. During this academic year, SACRE has received no information from the local authority in relation to schools inspected under these areas.

In communications during this year (through SCC's Schools Bulletins), SACRE has recommended that schools using its Agreed Syllabus should ensure that they understand and can articulate the **intent** of their current RE curriculum, to **implement** the syllabus in ways that meet statutory requirements, as well as being creative and age-appropriate, and also to reflect on the **impact** of the RE that is being taught in classrooms as part of pupils' entitlement to a broad and balanced curriculum. This has been an ongoing focus of discussion at the Primary RE networks.

Discussions about **expected attainment** have been continuing through regular RE Subject Leader Networks, so that future revisions of the syllabus can benefit from good practice at ground level. As schools now have more control over the assessment arrangements in all subjects, it is now much more difficult to determine what assessment in RE should 'look like' because of the wide range of different practices reflecting schools' own curriculum context. There are, outlined within each section of the Agreed

Syllabus, clear expectations of pupil attainment, at the end of each phase and within each unit, and also throughout the support materials which accompany the syllabus. Schools are encouraged to use these statements to help them assess the progress of their pupils. Primary subject leaders across Surrey have also been involved in creating some end of year statements for each year group, but these have yet to be properly trialled, due to the pandemic.

2.4 Advice to Schools

Advice to schools this year has been predominantly related to home and blended learning in RE, reminding schools in as supportive a way as possible that RE is a statutory subject and that pupils are entitled to learning which includes RE whether at home or at school. The RE community across the country has been very generous in sharing resources, which have been passed on to schools through the SCC bulletin system. This was supplemented by further advice in July 2020, ahead of the new term in September, as schools began to reshape their learning to take account of curriculum 'gaps', reminding schools that a broad and balanced curriculum should include RE. The impact on pupils' learning was felt particularly at Primary level, so SACRE's advice included a toolkit to help capture which elements of the RE curriculum had been covered and what might need revisiting in future units. You can find further information on SACRE's 'Support for Surrey schools' page [here](#), along with other guidance documents. In addition, the RE community nationally has been very open-handed in supporting schools with virtual resources, so this information has also been shared with schools during the year.

2.5 Religious Studies Examinations:

Due to the pandemic, GCSE and A-level examinations were again suspended and no local data was available from Surrey County Council for SACRE's scrutiny.

It remains SACRE's recommendation in the Agreed Syllabus that all secondary pupils follow the full RS GCSE exam course, with the expectation that pupils be entered for an exam at the end of KS4. If there are pupils who are not taking (or have already taken) an RS GCSE, the teaching of RE still remains **statutory** at KS4 and it should be published on schools' websites how this is being provided. Schools are reminded that Ofsted makes use of website information as a means of monitoring whether schools are teaching a broad and balanced curriculum, which promotes fundamental British Values and includes RE.

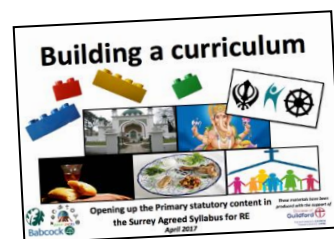
2.6 SACRE Partnering Visits

During this academic year, planned partnering visits were suspended due to the pandemic. It is hoped that these will resume after the syllabus has been reviewed, to help SACRE to understand how the new syllabus is being implemented, and how SACRE can best support schools.

2.7 SACRE's Support for Surrey schools



Agreed Syllabus Support Materials: Alongside the statutory content of the Surrey Agreed Syllabus, Surrey SACRE also produced support materials to complement the Agreed Syllabus which are being well-used by schools. These are in place for each unit within the Primary phase, and for selected units within KS3. The complete syllabus and the accompanying support materials can be found on the [Agreed Syllabus pages](#) of Surrey SACRE's website.



The enquiry cycle of learning within the syllabus follows the pattern of **engage** → **enquire & explore** → **evaluate** → **express** and promotes opportunities both for more creative responses to the subject matter and for pupils to practise cross-curricular skills. Feedback from the RE Subject Leaders who attend the Surrey RE networks & provided responses to the review questionnaires would suggest that this approach continues to have positive effects both on pupils' (and teachers'!) experiences of RE and on their capacity for deeper learning.

RE Training:

RE training for teachers offered by Surrey SACRE's professional adviser during 2020-21 has included a full day course (this year, on Zoom, which presented a new challenge!) as part of the **Surrey South Farnham SCITT programme**, repeated for up to 60 students at each of four sessions. This is not funded by Surrey SACRE, but is an important insight for them in the development of teachers in training within Surrey. Part of the day included a brief introduction to Collective Worship as part of pupils' spiritual, moral, social and cultural development. For many trainee teachers this is the only input that they receive to equip them to teach RE and deliver collective worship. The mode of delivery obviously impacted on many of the practical elements that would usually be included, e.g. handling artefacts and sharing stories together, and it would be fair to say that Zoom is not an ideal platform for delivering training of this nature.

A half-day training session for **new RE subject leaders** was also delivered virtually in November 2020, with 8 new subject leaders attending. This session aimed to give teachers an understanding of the statutory role of RE within Primary schools, including its contribution to SMSC and British Values, an appreciation of the 'big ideas' in the RE curriculum, an insight into what good teaching and learning and expected attainment in RE looks like and enabling subject leaders to understand their role in leading and managing RE. It is expected that this training will be repeated during the Autumn term of each new academic year.

In May 2021, 34 Primary RE subject leaders attended a session on **Anti-Racist RE**, run (on Zoom, and in partnership with the Diocese of Guildford) by Saima Saleh, who is a member of the SACRE teacher group (C), a Surrey RE subject leader and part of the NATRE executive committee. This excellent training was very well-received by all and included many examples

from Saima's own classroom that demonstrated the impact of the discussions that had taken place. Schools have been encouraged to access the free resources created by NATRE to support their classroom learning in RE. These resources will also be referenced in the revised syllabus.

Surrey Primary RE Network Groups:



The well-established Surrey Primary RE Network Groups for Subject Leaders met termly during 2020-21 on Zoom. These can be booked through the training portal: [Courses \(gdbeonline.org\)](https://www.gdbeonline.org). These networks are run by Rachel Boxer, RE Adviser for Surrey SACRE, whose other work as an adviser in Diocese of Guildford means that she brings a broad professional expertise that is much valued by schools. These sessions were able to be offered for free for the first time in the Summer term, and it is hoped that this will generate further interest. The opportunity for subject leaders to attend on Zoom has

already resulted in an increase in attendance.

During the academic year 2020-21:

- In the Autumn term, the networks focused on the principles of 'knowledge organisers', including current thinking about their role in helping develop 'sticky' knowledge in RE – and the benefits of these for both pupils and teachers! The group sampled a range created to support the Christmas units of work in the Agreed Syllabus. These 'infographic' resources can be accessed from this link: [Christmas Infographics](#)
- In the Spring term, the group shared strategies and resources to support home and blended learning in RE, a very 'live' need at the time – and we again shared dual-coded resources developed to support subject knowledge relating to the Easter units in the Agreed Syllabus. These are accessible from this link: [Easter Infographics](#);
- In the Summer term, we focused on 'Worldviews in RE', reflecting on the findings and principles outlined in various academic reports and considering what impact this should have on classroom practice. We thought about the things that influence someone's worldview and agreed that this is a hugely complex, but fascinating, area! Subject leaders attending this session were also consulted about the impending syllabus review.

Numbers attending sessions have fallen during this academic year, to just 11 teachers by Spring 2021: Whether this is due to the pandemic, teacher workload, changed school priorities, reduction in available funds from schools, or other factors, remains to be seen. It is part of SACRE's strategic development that these sessions remain available to schools, but the challenges that lie ahead, post-lockdown, are considerable. The good news, however, is that thanks to SACRE funding, the networks will be free to attend from Autumn 2021, and that this will continue at least during the syllabus review period, but it is also hoped beyond that. Dates and booking links can be found here: [Courses \(gdbeonline.org\)](https://www.gdbeonline.org)

Surrey Primary RE E-Newsletter:

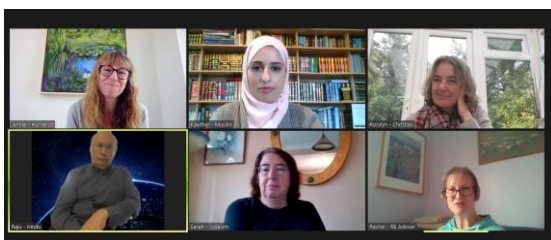
During this academic year, significant efforts have been made by the professional adviser to secure better communication with Surrey Primary subject leaders – and through them, with their schools – via an E-Newsletter, as it clear from conversations with schools that the SCC Schools Bulletin does not always find its way into the hands of subject leaders. This has been slow starting, but now has a growing (free!) subscription, with 50 schools currently signed up to receive regular updates. It is hoped that this will generate a greater engagement with schools, especially vital during the period of the Agreed Syllabus review. For more information about the newsletter, please email Kate Woodhouse, clerk to SACRE kate.woodhouse@cofguildford.org.uk



Secondary RE 'Hub':

As part of their support for secondary schools, the Schools Alliance for Excellence (SAfE) run a range of subject 'hubs' which provide discussion forums for heads of department. Within this network, there is an RE 'Hub' community, with which SACRE is connected and provides a channel of communication for SACRE with schools, and schools with SACRE. The RE adviser joined the hub during the summer term to provide some updates about the syllabus review. More information about the RE 'hub' can be accessed here:

[Schools Alliance for Excellence](#)



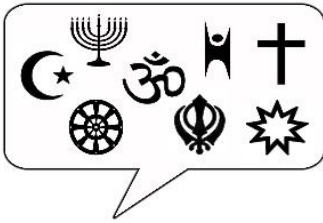
Virtual Speakers' Forum: This year, Surrey SACRE's 'Speakers' Forum' venture continued to build on its successes of last year, supporting (for the 4th year running) an Interfaith Day at **George Abbot School, Guildford**, during Interfaith Week, November 2020, working with Year 9 & 10 students. This year, however, Speakers' Forum provided materials for use virtually, due to the pandemic, including videos of answers to questions posed by students, which fitted with their Y9 and Y10 curriculum in RE. It would be fair to say that the group missed the chance to engage with students in 'real life', but did manage to host

a more informal Q&A session via Zoom, in the school hall (to the manage social distancing of the students). The team were very impressed with the insightful questions posed by students, which stimulated some very vibrant discussion. We are very grateful to George Abbot School for pioneering this approach, (which took some considerable time for both sides!). This school provided this feedback in their school newsletter:

'Students had the opportunity to hear from local speakers about their beliefs and values. They discussed some big questions such as 'How do you know what you believe is true?', 'What impact has COVID19 had on your community?', 'Is war ever right?' and 'What

does your religion/belief teach about gender?' We also spoke about diversity within traditions and how others might answer the question differently.... We have been so impressed with how the students have engaged with the discussions in RE lessons this week and the feedback from students has been overwhelmingly positive. We are incredibly grateful to the SACRE and all their speakers for their time in making the videos and for taking part in the live session too!

Any school interested in a live, or virtual, visit from the **Speakers' Forum** group should email Kate Woodhouse, Clerk to SACRE, at: kate.woodhouse@cofeguildford.org.uk or use the links here: [virtual-speakers'-forum-resources-november-2021.pdf](#) to view the materials created for this session.



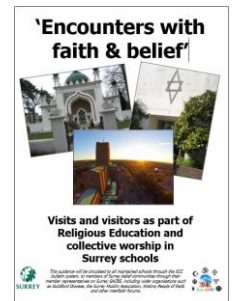
During this academic year, SACRE was approached by several other interfaith groups either currently involved in work with schools, or wanting to develop work with schools, requesting some training. This took place in November 2020 with the aim of developing consistency of approach, learning from others' experiences and ensuring that the schools that they visit receive high quality input that supports the Agreed Syllabus. More information can be found in [Section 6.3 'Training'](#).

It was also hoped that during this year, members of Speakers' Forum would facilitate free CPD visits for Primary teachers to places of worship in Surrey, but this was not possible due to the pandemic. This venture will form an important part of subject knowledge development going into the implementation training for the revised syllabus when it happens.

2.8 Other Guidance:

Surrey SACRE has also produced comprehensive guidance relating to visits and visitors as part of RE and Collective Worship, **'Encounters with Faith and Belief'**. This document establishes some important principles for schools and belief communities to adhere to in order to establish and maintain good relationships and ensure high quality learning for pupils, bringing the authentic voice of a believer into the classroom – either within or outside of school. This guidance can be accessed from the SACRE website or via this link: [Visits and visitors to RE and collective worship in Surrey schools](#)

This guidance also contains advice to schools about the parental right to withdraw their child(ren) from RE. Schools are also reminded that their school prospectus and/or website should display clear information about withdrawal and how any parents might make such a request.



During the past academic year, SACRE has received several communications from schools in relation to RE provision in the agreed syllabus, as well as some queries about the revision process. The RE adviser, to whom these queries were sent, ensured an appropriate outcome for all emails and phone calls. Further information about the support that SACRE can offer can be found [here](#).

2.9 Complaints Concerning RE

Every school governing body and LA is required by law to have an accessible and easily understood route through which parents and others can make a complaint about school or other educational matters, including RE. A copy of this procedure should be available in each school and the school prospectus must make reference to it. Local Authorities can seek advice from their SACREs in addressing complaints about RE. No complaints have been made and no such consultations have taken place during this academic year.

3. COLLECTIVE WORSHIP

3.1 Time to Reflect – SACRE’s guidance for Collective Worship in Surrey Schools

This guidance was recently reviewed, as part of SACRE’s strategic development plan, and contains new material for schools’ use, such as a self-evaluation tool for school collective worship.

Although there are other reports & guidance relating to Collective Worship in schools, schools are strongly encouraged to read Surrey SACRE’s Guidance on Collective Worship in community schools, ‘Time to Reflect’. This document outlines what the law requires of this important element of school life, and how schools might realistically interpret these requirements. The law states that Collective Worship is to be “wholly or mainly of a broadly Christian character” and may, to many, seem very restrictive. However, it does in fact allow schools a wide scope for the variety and breadth of approach to reflect the religious and non-religious traditions of those who form a part of their school community. It also reflects the challenge to craft collective worship that is inclusive and inspiring, and which embraces the increasingly diverse communities of which we are a part.

This guidance also contains advice to schools about the parental right to withdraw their child(ren) from collective worship. Schools are also reminded that their school prospectus and/or website should display clear information about withdrawal and how any parents might make such a request.

As part of Surrey SACRE’s monitoring role, partnering visits in previous years have provided a valuable ‘window’ into schools’ arrangements for Collective Worship. Where it is valued, it is evident that collective worship provides many opportunities for pupils’ spiritual, moral, social and cultural development, forming a cohesive school community, united around shared values, and enabling pupils to talk about the impact that these values have on the life of their school and for themselves as individuals.

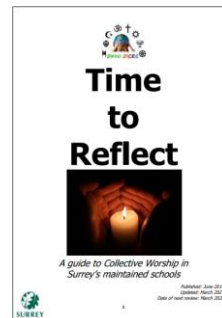
Ofsted continues to confirm the value of Collective Worship as part of schools’ SMSC provision in its current Education Inspection Framework. Surrey SACRE believes that ‘Time to Reflect’ can help schools, parents and governors to fully understand (and meet) the legal requirements for Collective Worship.

3.2 Determinations

No Surrey maintained schools currently have determinations in regard to Collective Worship. SACRE provides details of the process and criteria for applying for a determination, linked both from the guidance document above and via this link: [Applying for a determination](#)

3.3 Complaints

As with RE, every school governing body and LA is required by law to have an accessible and easily understood route through which parents and others can make a complaint about collective worship. A copy of this procedure should be available in each school and the school prospectus must make reference to it. Local Authorities can seek advice from their SACREs in addressing any complaints. No complaints have been made and no such consultations have taken place during this academic year.



4. LINKS WITH OTHER BODIES

4.1. Links with Other Agencies – National

Surrey SACRE is a member of NASACRE (National Association of SACREs), and a representative attends national meetings, with the professional adviser. A representative also attends any regional meetings for SACRE.

Surrey SACRE’s adviser for RE is a member of AREIAC (The Association of RE Inspectors, Advisers and Consultants) and NATRE (National Association for Teachers of RE) and attends regional and national meetings whenever possible.

4.2 Links with Local Bodies

Through membership on SACRE, there are also established links with:

- Surrey Muslim Association [Home \(surreymuslims.org\)](http://surreymuslims.org);
- Jewish Board of Deputies;
- Humanists UK;
- Local interfaith forums: Guildford & Godalming Interfaith Forum, Elmbridge Multifaith Forum, Woking People of Faith and Surrey Heath Faith Forum;
- Diocese of Guildford.

5. OTHER AREAS OF LOCAL INVOLVEMENT

The Role of the Governing Body

The role of the Governing Body in monitoring coverage of the Agreed Syllabus is critical for its successful implementation. Governors also have a key role in providing a challenge to schools to raise standards in specific areas and SACRE believes that this can have a significant impact on standards in RE. Schools are encouraged to identify a governor with specific responsibility for RE. There is now an information leaflet for governors about RE in schools, SACRE and its work. This can be found in the section '[SACRE support for Surrey schools](#)' on the SACRE website.

Advice to Schools with Muslim Pupils

We are hugely indebted to Kawther Hashmi, who represents the Surrey Muslim Association on SACRE, for helping to support schools with queries about Ramadan, SRE (Sex and Relationships Education) PE & dance during this academic year. Her wisdom and experience are invaluable! All queries were successfully resolved and parents reassured.

Advice from the Jewish Community about the Holocaust

During this academic year, Surrey SACRE have received a request through Sarah Harris, Jewish member, to produce some guidance and links to resources for schools to support learning about the Holocaust, being all too aware that this requires some careful handling. We are currently responding to this request and will be able to release guidance to schools before HMD in January 2022.

6. SACRE'S ADMINISTRATIVE ARRANGEMENTS

6.1 SACRE Contract – Professional Adviser and Administrative Support

The academic year 2020-21 has straddled the two years of the contract (and an extension to that contract, granted in January 2021) with the Diocese of Guildford to provide management support to Surrey SACRE. The contract provides for the efficient operation of the work of SACRE which undertakes its statutory duties autonomously and independent of the Diocese of Guildford whose sole engagement with SACRE is through its membership of Committee B of Surrey SACRE.

Operational management of Surrey SACRE is exercised through SCC's commissioning officers and Diocese of Guildford Diocesan Director of Education Alex Tear. There has been a succession of commissioning officers during this academic year which has not been without impact.

The professional adviser to Surrey SACRE is Rachel Boxer, who has been working with the SACRE since 2011 and administrative clerking support is provided by Kate Woodhouse, as part of the contractual agreement.

6.2 SACRE Membership, March 2022 (Full membership list available in [Appendix 7.5](#))

Group A 12 members, 1 vacancy representing:	Group B 4 members, representing	Group C 6 members, representing	Group D 3 members, 1 vacancy representing
<ul style="list-style-type: none"> • Methodist • United Reformed Church • Baptist • Society of Friends (<i>vacant</i>) • Roman Catholic, Diocese of Westminster • Roman Catholic, Diocese of Arundel & Brighton 	<ul style="list-style-type: none"> • Hindu • Sikh • Surrey Muslim Association • Jewish Board of Deputies • Buddhist (Woking Dhammakaya Temple) • Baha'i • Humanists UK 	<ul style="list-style-type: none"> • Diocese of Guildford • Diocese of Southwark • Diocese of Guildford • Diocese of London 	<ul style="list-style-type: none"> • NEU (National Education Union) • NASUWT • Secondary teacher rep. (SAfE) • Surrey Primary RE networks • NATRE Primary teacher representative • Secondary & Academies rep
			<ul style="list-style-type: none"> • SCC member • SCC member • SCC member (<i>vacant</i>) • SCC member (<i>co-opted</i>)

During this academic year, SACRE has been considering an application from the Tilford Ahmadiyya Community to join SACRE group A. This has generated some significant discussions at SACRE meetings and with the SCC legal team, as SACRE's constitutional arrangements do not currently allow for more than one representative for each faith or belief. This will be revisited when SACRE next reviews its constitution.

The local elections in May 2021 generated a considerable turnover of county councillors appointed to SACRE. There is currently one vacancy that the local authority has been approached to fill.

6.3 Training for SACRE members:

New member induction

A training session (on Zoom) for new SACRE members took place on July 19th 2021 and was made available as a recording to those members who were unable to attend. All new members are encouraged to avail themselves of the opportunity to view the session in order to help them understand their new role.

The training covered SACRE's statutory responsibilities for RE and Collective Worship, a brief tour of the Agreed Syllabus, other key documents for RE, and guidance that SACRE has produced for schools, as well as opportunity to find out about how SACRE supports schools and think about what it means to be a 'good' SACRE member. We are grateful to the more 'experienced' SACRE members who also chose to attend to offer their support and advice.

Training for Surrey interfaith groups: 'Encounters with Faith and Belief'

Following the success of the Speakers' Forum initiative supporting interfaith dialogue in schools, SACRE was approached by several other interfaith groups either currently involved in work with schools, or wanting to develop work with schools, requesting some training. This session, led by Rachel Boxer (Adviser to Surrey SACRE) & Kawther Hashmi (Surrey Faith Links adviser), took place in November 2020 with the aim of developing consistency of approach, learning from others' experiences and ensuring that the schools that they visit receive high quality input that supports the Agreed Syllabus. Input and discussions gave groups the opportunity to:

- understand the educational context in which school visits operate (**SACRE, RE, CW & SMSC/FBV**)
- understand how their interfaith group can best facilitate and support RE and collective worship in Surrey schools
- agree some principles & protocols in work with schools
- appreciate the power of our own personal 'stories', the in presenting
- consider next steps for their interfaith group
- explore the partnership between SACRE and interfaith groups

I-statements' are important. Students want to hear how each of us personally lives and behaves according to our different faiths. But we still think there is also need for 'we-statements'.

We are very grateful to the Faith and Belief Forum (formerly 3FF) for their support, resources and advice in the preparation of this training. Feedback from the groups was overwhelmingly positive.

The language used was easy to understand. It was interactive. We weren't talked at, but activities were used to help us understand what was being taught.

Breakout groups were in our own groups which was extremely useful so we could discuss what we would do together going forward.

7. APPENDICES

7.1 GCSE – short and full, A/S & A Level RS results:

No data was available from the LA this year.

7.2 Details on CPD provided to schools

SACRE provided no CPD for schools this academic year, although the professional adviser has been providing termly CPD for Primary RE subject leaders, as outlined in section **2.6 SACRE's support for Surrey schools**.

7.3 LA/SACRE policy statements on RE or CW

Please see links in previous sections 2.7 Religious Education: 'Encounters with Faith and Belief' and 3.1 Collective Worship: 'Time to Reflect'. Documents are clearly signposted on SACRE's webpages.

7.4 List of organisations to which SACRE's Annual Report has been sent:

Copies of the SACRE Annual Report are distributed to all maintained schools in the County via Surrey's School Bulletin system with a request that governing bodies consider the report and take any appropriate action. A copy has also been sent to NASACRE, Surrey County Council, Schools Alliance for Excellence (SAfE), nominating bodies represented by SACRE members, and the Department for Education. It is also available to view on the SACRE website: [Standing Advisory Council on Religious Education \(SACRE\)](#)

APPENDIX 7.5 SACRE Membership (as at March 2022)

Chairman	Kay Hammond (SCC) <i>retired May 2021</i> ; Liz Bowes (SCC) <i>appointed June 2021</i>
Vice-Chair	Sarah Harris

Committee A: Other Faiths and Beliefs (12 members, 1 vacancy)

Jennie Johnson (Group Chair)	Humanists UK
Rev Allan Taylor	Methodist
Ian Cornish	United Reformed Church (<i>elected Oct 2020</i>)
Rosslyn Doney	Baptist
Vacancy	Society of Friends
Peter Ward	Roman Catholic, Diocese of Westminster
Sarah Feist	Roman Catholic, Diocese of Arundel and Brighton
Rajendra Pandya	Hindu
Inderjeet Singh Rehncy	Sikh
Kawther Hashmi	Surrey Muslim Association
Sarah Harris	Jewish Board of Deputies
Linda Mitchell	Buddhist (<i>elected March 2021, died June 2021</i>)
Everton Robinson	Buddhist (<i>elected October 2021</i>)
Simon Mortimore	Baha'i

Committee B – The Church of England (4 members, 0 vacancies)

Jane Whittington (Group Chair)	Diocese of Guildford
Shaun Burns	Diocese of Southwark
Rev. Sarah Hutton	Diocese of Guildford (<i>elected Oct 2020</i>)
Rachel Barton	Diocese of London (<i>elected Oct 2020</i>)

Committee C – Teachers (6 members)

Deborah Drury (Group Chair)	NEU (National Education Union)
Liz Esdon	NASUWT
Mariam L'Grindi	Secondary teacher representative (<i>elected Oct 2020; maternity leave Nov. 21</i>)
Rashida Nasir	Primary teacher representative (<i>Surrey RE networks, elected October 21</i>)
Gemma Papworth	Secondary & Academies teacher rep; lead teacher in Secondary ASC writing team
Saima Saleh	Primary & Academies teacher rep & NATRE exec member (<i>elected Oct 2020</i>)

Committee D – Local Authority (3 members, 1 vacancy)

Cllr Keith Taylor (Group Chair)	SCC member (<i>retired May 2021</i>)
Jordan Beech (Group Chair)	SCC member (<i>elected June 2021</i>)
Cllr Mike Goodman	SCC member (<i>resigned May 2021</i>)
Cllr Chris Botten	SCC member (<i>resigned May 2021</i>)
Cllr Saj Hussain	SCC member (<i>resigned May 2021</i>)
Cllr Buddhi Weerasinghe	SCC member (<i>elected June 2021</i>)
Cllr Andy Lynch	SCC member (<i>elected June 2021</i>)
Cllr Bob Hughes	SCC member (<i>elected June 2021</i>)
Vacancy	SCC member
Kay Hammond	<i>Co-opted to Group D in July 2021 to assist with the induction of the new SACRE Chair</i>

Officers in Attendance

Rachel Boxer (Adviser)	Associate Consultant for Primary RE, Surrey SACRE & Guildford Diocese
Kate Woodhouse	Clerk to SACRE
Mary Burguieres	Commissioning Officer, SCC (<i>from Summer 2019- October 2020</i>)
Louise Ling	SCC liaison officer (<i>from October 2020-June 2021</i>)
Carrie Traill	Commissioning Officer, SCC (<i>from October 2021</i>)

APPENDIX 7.6 Surrey SACRE's Development Plan 2020-2023

Surrey SACRE is a statutory body, working on behalf of Surrey County Council to support and advise maintained schools on Religious Education and Collective Worship, in partnership with the Diocese of Guildford, who manage the SACRE contract on behalf of Surrey County Council.

This 2-year contract began in April 2019, so this development plan covers the second year of the contract and sets targets for a further 2 years to ensure that the Surrey Agreed Syllabus (2017-2022) receives its statutory review during 2021 and 2022. This development plan ensures that the work of the SACRE will continue regardless of who is awarded the contract for the years beyond 2021. In the current contract, the following requirements are set out by the local authority for the work of the SACRE:

- *Provide a suitably qualified RE teacher/consultant who is a registered member of The National Association of Teachers of Religious Education (NATRE) to advise three meetings per year of the Surrey SACRE.*
- *Provide clerking services to all meetings, ensuring that all SACRE meetings run smoothly and all minutes and supporting paperwork are distributed in a timely manner.*
- *Liaise at least 3 times per year with the Chair/Vice-Chair of SACRE for agenda and report planning.*
- *Liaise with the SCC Commissioning Client and the Chair of SACRE regarding the booking and payment of meeting venues.*
- *Produce the draft annual report on the quality of RE teaching in Surrey maintained schools in accordance with NASACRE guidelines.*
- *By agreement with SACRE, liaise with schools to enable SACRE members to undertake pre-arranged visits to monitor the impact of the Surrey Agreed RE syllabus.*
- *Provide support, advice and guidance to SACRE to address general correspondence received in relation to RE or collective worship in schools.*
- *Provide appropriate support to the commissioning client to ensure that the Surrey SACRE website pages are updated and relevant.*

These requirements are taken into account and will be repeated for each year of the development plan, actioned along with further specific priorities for each year agreed by the SACRE, so that it will continue to improve outcomes for pupils in local authority schools (as well as other settings that use the Surrey Agreed Syllabus, though at no extra cost to the SACRE), and contribute to the professional development of RE leaders and class teachers.

All the work of SACRE is undertaken with the aim of raising achievement in RE and improving the quality of teaching and learning, to improve the provision and quality of Collective Worship and to help promote pupils' spiritual, moral, social and cultural development, including Fundamental British Values. As a body representing various religions and beliefs in Surrey, it supports inter-faith dialogue and learning about religions for the promotion of respect and racial harmony.

Surrey SACRE, March 2020

Annual objectives to meet SACRE's statutory responsibilities, for each year in the Development Plan

1. Ensure SACRE conducts its statutory duties efficiently
2. Ensure that SACRE is informed about national developments
3. Provide regular information to SCC client on progress of contract
4. Ensure Surrey SACRE representation at regional / national meetings
5. Produce the annual report on the work of the SACRE
6. Ensure Surrey SACRE website pages are regularly updated and relevant
7. Monitor standards of RE & Collective Worship in Surrey schools through school websites

Additional priorities for 2020-2021

8. Monitor standards of RE & Collective Worship in Surrey schools through school visits
9. Build a relationship with SAfE (Schools Alliance for Excellence) to support quality RE in Surrey schools
10. Support teachers and the community to deliver high quality RE using the Agreed Syllabus
11. Ensure that contract with SCC is renewed for a further year(s), to provide continuity for Agreed Syllabus review
12. Produce guidance for schools on collective worship
13. Extend Speakers' Forum into primary schools, to support relevant units of the Surrey Agreed Syllabus

Additional priorities for 2021-2022

8. Conduct the statutory revision of the Surrey Agreed Syllabus

9. Invest in the professional development of Primary RE subject leaders in Surrey schools

10. Ensure Primary RE subject leaders are informed about local, regional & national developments in RE, which will include the revised Agreed Syllabus

11. Ensure Speakers' Forum group are able to support the revised units of the Surrey Agreed Syllabus

NB Due to the impact of COVID-19, and in full consultation with the local authority, the revision period of the Surrey Agreed Syllabus has been extended until September 2023. The third year of the Development Plan therefore needs to be revised accordingly to allow for extra and different tasks than were originally planned for the year of the cycle following the statutory implementation.