



**Standing Advisory Council on Religious
Education
(SACRE)**

Annual Report 2021-22

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Section One: Introduction and the Work of SACRE

Words from the Chair

I am pleased to be able to introduce our Annual Report though the work this year was started by my predecessor, the Rev. Roger Farnworth; following his retirement and move from the area I took over the role.

It has been a successful year as you will see from all the information in the report. The new syllabus was rolled out and appropriate training for staff.

We have started the research on what is available for pupils in Tameside schools and this information will be finalised in the coming year.

We took the opportunity to have live events whenever we could and when that was not practical had on-line meetings.

I have been much helped by a number of people and would like to thank them. I must also give credit and thanks to the members that have worked on various initiatives and those that provided hospitality.

We look forward to a new year without the problems the pandemic has brought.

Susan Marsh, MBE

Chair of Tameside SACRE 2021 - 22

Overview

This annual report is prepared by Tameside SACRE. SACRE is required to advise the Local Authority on matters relating to Religious Education and Collective Worship. This report provides a picture of the support given for Religious Education and Collective Worship during 2021-22. It is a public document which is also sent to the National Association of SACREs (NASACRE) and the Department for Education.

For further information on the report or on RE and Collective Worship contact Alastair Ross at alastair.ross@leeds.gov.uk. For information on SACRE please contact the clerk, Rachel Lees at rachel.lees@tameside.gov.uk.

Dates and content of meetings

There were four meetings of Leeds SACRE during the year 2021-22, all held virtually, with the exception of the final meeting in June 2022, which was held at Hyde High School. These meetings were held on 5th October 2021 (AGM), 15th November 2021, 6th 21st March 2022 and 6th June 2022. Meetings are open to the public and minutes are also available on-line.

The Rev Roger Farnworth stood down as chair at the September AGM, following his retirement. Susan Marsh (Diocese of Manchester) was elected as the new chair. Michael Lowe (Jewish representative) continued as vice-chair.

As well as considering the general position of RE and collective worship in the city, SACRE discussed the following issues at its meetings during the year:

- The Local Agreed syllabus – revised syllabus to be in place for September 2022
- Engagement with faith communities – Westhill Project
- School Workforce Census: information on secondary RE provision in Tameside schools received from the National Association of Teachers of RE (NATRE) derived from the census of schools.
- Holocaust Education and Holocaust Memorial Day (27 Jan). The chair of the Northern Holocaust Education Group, Ernie Hunter, gave a short presentation on their work
- Annual Report
- RE Provision at secondary schools and academies: responses to enquiry sent to secondary schools and research by members of SACRE into websites.
- ‘Still Standing’ report

- Self-evaluation and development plan
- News and background information from schools (Teachers)
- News and information from National Association of SACREs (NASACRE)
- Philosophy for Children (P4C)
- Guidance on sensitivity to faith in schools
- Enquiry into primary school provision for RE

SACRE Priorities for 2021-22

In the development plan for 2021-22, the priorities for SACRE are outlined below:

1. Strengthen and equip SACRE to fulfil an effective role
 - Facilitate training for SACRE members including new chair
 - Fill gaps in membership and encourage reliable attendance and specific roles
 - Produce statutory annual report
 - Join up SACREs work with Council's priorities and perspectives
2. Offer professional development for schools and teachers
 - Provide/advertise CPD for teachers and schools
 - Explore possible SACRE day conference for teachers
 - Explore what other support and consultancy can be offered
 - Explore ways of communicating more effectively
3. Support the implementation of the revised RE syllabus
 - Provide training days
 - Offer support and briefings
 - Ensure syllabus is available to schools and on line
4. Set in place the 'Schools Welcome' project to enhance RE and tolerance
 - Materials to be completed
 - Schools Welcome training and accreditation provided
 - Publicity and information for schools
5. Provide guidance and support for schools and the local authority
 - Look into compliance at provision of RE and offer advice/support, especially to secondary schools

- Produce half termly newsletter and update on RE resources and necessary information
- Provide basic information digest to schools on RE support

Self-evaluation

During the year, SACRE completed a process of self-evaluation based on the NASACRE template. Arising from this the following areas future development were identified and will be built into the development plan for the next two years.

1. SACRE

- Although the consultant meets regularly with a senior officer of the LA, wider communication between SACRE and the LA could be developed further, for example by reports being considered by a scrutiny panel. It would also be beneficial if all local authority places on SACRE were taken up and attendance was improved.
- Membership should be widened, in particular to include attendance from more representatives from more faith communities. Attendance and participation should be improved and care taken to include more interesting items.
- A more organised induction and welcome process could be developed
- There is not sufficient 'joining up' of SACRE and wider LA objectives. Further developing ongoing communication between SACRE and the LA would enable priorities to be more 'joined up'.
- The SACRE was relaunched just before the pandemic so a new pattern for systematic data needs to be established now. Arrangements should be made to receive GCSE and other data and to use this for advice and planning. An annual questionnaire should also be sent to all schools to elicit relevant information and to enquire about what support might be needed.
- More opportunities should be found to hear from pupils and teachers. This should mean expanding the representation on SACRE. Contacts with partners, such as HE providers, should be developed.
- It is worth exploring whether a more structured link with MATs is feasible and beneficial.

2. RE

- An annual questionnaire should be used to enquire and members should undertake a website trawl.

- Arrangements should be made to receive GCSE and other data and to use this for advice and planning. An annual questionnaire should also be sent to all schools to elicit relevant information and to enquire about what support might be needed.
 - SACRE would benefit from more active teacher members as a high priority.
 - Arrangements should also be made to report to senior leader and governor forums from time to time.
3. Collective worship
- SACRE needs to develop its offer to schools around CW, perhaps first using an annual questionnaire to gauge the situation and needs.
 - Consideration should be given to offering training and support through a course or networks.
4. Syllabus
- To maintain the quality of the syllabus review process, these standards must be built into the next review for the revised syllabus due in 2027.
5. Community cohesion
- Membership, diversity and active attendance need to be widened.
 - SACRE will be interested to see 2021 census data and to use this strategically. Relationships with Faiths United and other partners should continue to develop as a strong partnership.
 - Producing advice should be explored to support schools in dealing with sensitive issues connected to faith and beliefs.
 - SACRE is aware of some issues and initiatives around community cohesion but better communication between the LA and SACRE would enable this to develop more coherently.

Further details of the self-evaluation or the development plan can be obtained via the clerk to SACRE.

Meetings for 2022-23

SACRE meetings for 2022-2023 have been provisionally arranged for these dates: 20th September 2022, 5th December 2022, 22nd March 2023 and 12th June 2023. For more information contact the clerk, Rachel Lees at rachel.lees@tameside.gov.uk.

Section Two: Statutory Responsibilities: Religious Education

The Local Agreed Syllabus

A revised Local Agreed syllabus was approved by the Local Agreed Syllabus Conference in 2021 and details of this process were included in last year's annual report. This included deferral of the implementation until September 2022, in view of circumstances surrounding the pandemic.

The curriculum is based on the previous syllabus but has been enhanced with revised and updated sections, including on EYFS, SEND, cultural capital, sequencing and progression. The medium-term planning is also being aligned to intent, implementation and impact and there are some new and revised units of work. The syllabus has been written by RE Today Services and is shared with four other SACREs in Greater Manchester: Manchester, Salford, Stockport and Trafford.

The local authority has funded the syllabus so it is available free of charge to all schools and academies in Tameside.

During the year, preparations were made for this implementation. This included a full day training session, led by RE Today, in Ashton in February 2022. A repeat event was held in Manchester in March. An additional briefing session was held for any remaining schools in June in Dukinfield Town Hall. Nearly all schools for whom the syllabus is mandatory, and many others besides, attended one of these events. Further support and information will be provided during the year ahead. Schools also have access to free materials on line and can subscribe to more detailed planning from RE Today.

The syllabus is the statutory curriculum for all maintained schools in Tameside. Academies and free schools must teach RE according to the requirements of their trust deed or funding agreement. Although SACREs and local authorities do not have any responsibility or authority for their curriculum, it welcomes use of these resources by all local schools. Results from the recent SACRE survey of secondary RE provision demonstrated that the great majority of secondary academies have adopted the local agreed syllabus.

Standards and Monitoring

SACRE enquiry

In November 2021, Tameside SACRE asked secondary schools to complete a brief survey about the provision of RE. Most schools replied (34/42) and those who did not respond have been followed up.

The main general findings and issues from the survey were:

- Most secondary schools (except those with a religious foundation) use the local agreed syllabus
- Most schools make adequate time and curriculum provision at KS3.
- The provision at KS4 is patchy and in some cases not compliant.
- Two schools are of particular concern.

The survey has informed SACRE of the needs of secondary schools and enabled targeted support and action. All schools received an individual and specific response to their entry. In some cases, schools have been offered some tailored support.

A similar survey for primary schools was sent out towards the end of the summer term 2022 and will be followed up in the coming year.

Examination results

Entries for GCSE in 2022 were as follows:

GCSE Religious Studies		Grade									
Tameside Cohort	Number of Entries	1	2	3	4	5	6	7	8	9	U
2744	1086	46	112	138	134	162	207	132	83	50	22

The percentage of entries achieving grade 4 and above was 70.72%.

The percentage of entries achieving grade 5 or above was 58.38%

RE Quality Mark

Tameside schools are offered the opportunity for a review of their religious education with criteria based on the bronze REQM. It is hoped this can be a gateway to entry to the national quality mark.

Professional development and support for schools

General support

During the year this professional support continued through the RE consultant, Alastair Ross who is contracted through Pennine Learning, a small regional company specialising in RE and community cohesion. The team also includes three other experienced consultants in primary and secondary RE. Tameside Council contracted twenty days during the year though this time is arranged as flexibly as possible to facilitate effective working with schools and others. Pennine Learning also supports SACREs and RE in neighbouring Oldham, Calderdale and Kirklees, enabling appropriate collaboration and partnership.

Support is available to schools in a number of ways, including:

- Advice on the local agreed syllabus;
- Consultancy over specific or general RE issues, including advice about withdrawal from RE;
- Support for schools wishing to develop and improve RE following Ofsted inspections;
- Reviews of RE through half day visits, conversations or email and phone contact.

Training

A primary network has been provided each term, free of charge to Tameside schools.

A secondary network has been established for Oldham and Tameside and is run by the Northern Teaching Alliance based at The Blue Coat School and led by Kate O'Neill.

Two on-line courses for primary RE coordinators in Tameside were held during the winter.

A successful series of five twilight webinars on subject knowledge of world faiths took place over the academic year and included guests from faith communities. These were held in cooperation with partner local authorities.

A half termly newsletter and CPD digest is sent to all schools and this includes information about professional development opportunities in RE regionally and nationally.

A 'Deep Dive' in Religious Education is also offered to schools. This half-day session focuses on a review of curriculum provision, looking at its scope, rigour and sequencing. RE Policy.

During the year Tameside SACRE has worked with partners in Calderdale, Kirklees, Leeds and Oldham to produce advice on sensitivity to issues relating to faith in schools. This will be signed off in the autumn of 2022 and be available to schools as practical information and support to school leaders.

Other information

A range of guidance continues to be available to Tameside schools on a wide range of related areas, including:

- RE Policy
- Withdrawal from RE
- Collective Worship
- Celebrating Diversity
- Engaging with faith communities

Section Three: Statutory Responsibilities: Collective Worship

Standards and Monitoring of Collective Worship

Guidance is offered to schools and Ofsted reports are scrutinised in order to keep up to date with current issues and concerns. It has been difficult for schools to maintain an effective programme of collective worship during the pandemic and one of SACRE's key priorities in the coming year will be to remind, facilitate and support schools. This will include offering light-touch review conversations with practical suggestions.

Complaints and determinations

There were no complaints made during the year to SACRE about Collective Worship. There are no determinations to vary statutory requirements in any maintained school in Tameside. Responsibility for determinations in English academies and free schools rest with the Schools Funding Agency. The Determination Process is to be reviewed by SACRE in the coming year.

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Complaints and determinations

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Professional development and support for schools

SACRE is always ready to advise or support schools on request. A half-day course on planning for collective worship/ inclusive assemblies will be available to Tameside schools in the summer of 2023 to aid schools in developing an effective and inspiring programme.

These questions may be helpful in reflecting on the value and effectiveness of collective worship in school:

1. Collective: How does the assembly celebrate and promote a sense of community within the whole school (or group)?
2. Educational: Is there a clear aim and focus, with appropriate learning? Does it engage and interest pupils and staff?
3. Spiritual: How does the assembly nurture pupils' awareness of their beliefs and values - and those of others (including non-religious beliefs)? How does it develop a sense of the meaning, purpose and value in their lives?
4. Reflective: Is there space and opportunity for thoughtful reflection, in the assembly or as a follow up? If prayers are used do these allow for different approaches and responses?
5. Inclusive: How does the assembly programme develop understanding of different perspectives and cultures? How does it promote values of tolerance, diversity and equality?
6. Responsive: How did pupils respond and participate?

Other information

Parents have a statutory right to withdraw their children from collective worship. Guidance on good practice and protocols for withdrawal is available to schools; consultants are available if further support is needed. SACRE recognises parents' legal rights but hopes all children will be enabled to receive stimulating and balanced RE as part of their entitlement to a broad curriculum.

Section Four: Links with other organisations

SACRE has active links with the following organisations:

- National Association of SACREs (NASACRE)
- The North-north-west SACRE Hub
- RE Today
- The Association of RE Inspectors, Advisers and Consultants (AREIAC)
- Faith communities and organisations
- Tameside School Improvement Team
- Faiths United Tameside
- Greater Manchester Faith Network

Section Five: Other areas of involvement

Welcoming Schools

Engagement with people of different faiths is a critical element of diversity and community cohesion. This can take the form of a visit to a faith community or receiving a visitor in an assembly, class or special event.

The *Schools Welcome* project aims to support and facilitate this engagement through:

- encouraging and supporting **educational visits** to and from faith communities as part of religious education and SMSC development;
- producing a **directory of contacts** in Tameside and beyond;
- providing **training and support** for faith communities which offer this service.

Although the project supports visits, individual arrangements must be made directly between a school and a faith community or organisation.



Faith Communities which have participated in training and which meet other basic criteria can display the *Schools Welcome* badge to indicate that visits support delivery of the local RE syllabus. Further details are outlined below.

The Schools Welcome project has been developed with financial help from the Westhill Trust and support from Pennine Learning Associates and Tameside Metropolitan Borough Council.

Volunteers at places of worship have been offered training and ongoing CPD to ensure visits are relevant and engaging. The Faith Visits Directory (Tameside) and student resources for selected places of worship is available to schools and can be [downloaded here](#). There is also a [short film](#) introducing the project and highlighting the opportunities it offers to schools.

The six partner places of worship are:

Buddhist	Manchester Buddhist Centre
Christian	St Michael and all Angels Church, Ashton
Hindu	Ambaji Hindu Mandir (Temple), Ashton
Jewish	Whitefield Hebrew Congregation (Orthodox)
Muslim	Ashton Central Mosque
Sikh	Guru Gobind Singh Ji Gurdwara and Educational Centre, Chorlton

Faith sensitivities

During the year Tameside SACRE has worked with partners in Calderdale, Kirklees, Leeds and Oldham to produce advice on sensitivity to issues relating to faith in schools. This will be signed off in the autumn of 2022 and be available to schools as practical information and support to school leaders.

Section Six: Tameside SACRE arrangements

Tameside Council funds the operation of SACRE by contracting its consultant, providing a clerk and supporting its work through links with senior education officers.

SACRE membership includes representatives from all four constituent committees.

Committee A	Faith communities except for the Church of England
Committee B	Anglican representatives from the dioceses of Manchester & Chester
Committee C	Teachers and schools
Committee D	Tameside Council

Membership for 2021-2 was as follows:

Imam Ghulam Moyhuddin	A	Islam; Ashton Central Mosque
Nabeela Akram (alt to Imam Ghulam)	A	Islam; Ashton Central Mosque
Prof Kevin Malone	A	Humanist
Michael Lowe (V Chair)	A	Judaism
Dinesh Chauhan	A	Hinduism
Patricia (Cia) Vinten	A	Buddhism
Bhagwant Singh	A	Sikhism
Quddus Ashu	A	Baha'i
Vacancy	A	Free Church/URC
The Rev Robert Balfour	A	Methodist Church
Vacancy	A	Baptist Church
Vacancy	A	Quakers
Vacancy	A	Roman Catholic (Salford)
Vacancy	A	Roman Catholic (Salop)
The Rev Jean Hurlston	B	CE Dio Manchester
Vacancy	B	CE Dio Manchester
Beth Lindemann	B	CE Dio Chester
Susan Marsh (Chair)	B	CE Dio Manchester
Vacancy	B	CE Dio Chester
Vicky Hewitt-Lee	C	Teachers associations
Liam Spencer	C	Teachers associations
Simon Linnegar	C	Teachers associations

Kate Rodgers	C	Teachers associations
Erin Lewis	C	Teachers associations
Caroline Etchells	C	Teachers associations
Celia Gibbs	C	Teachers associations
Jenny Tong	C	Teachers associations
Cllr Michael Smith	D	Local authority
Cllr Vimal Choksi	D	Local authority
Vacancy	D	Local authority
Available	Z	Co-opted

Section Seven: Advice to the Local authority

The following advice is given by SACRE to the local authority:

1. To review the membership of SACRE to ensure it reflects the breadth and diversity of the city in terms of faiths and beliefs.
2. To ensure SACRE's annual report is considered carefully by the Scrutiny Panel of the Council and any of its content noted.
3. To improve attendance of local authority representatives and improve liaison and understanding of the Council's strategic objectives.

No appendices are attached to this report; all the relevant information is contained within the main body. However, any further information can be requested via the clerk, Rachel Lees at rachel.lees@tameside.gov.uk.



This annual report is prepared by Tameside Standing Advisory Council on RE (SACRE) as part of its statutory responsibility. For further information on the report or on RE and Collective Worship, please contact Alastair Ross alastair@penninelearning.com or Liam Spencer liam@penninelearning.com.