

# ANNUAL REPORT OF THE TOWER HAMLETS STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE) FOR 2022 – 2023



*Sacred Spaces and Holy Buildings by Liyana Lower Key Stage 2, Mowlem Primary School*

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## **Introduction**

Since 1988, it has been a requirement that every local authority (LA) has a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship - in practice every SACRE has developed its own particular style and character.

Tower Hamlets SACRE developed its own particular style and character has over the years, as this report will testify.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is published, sent to the local authority, to local schools and to other interested parties. One important element of the report is performance data and an analysis of the extent to which schools are meeting their legal duties in relation to RE. Validated GCSE data was not available until this month, hence the delay in the publication of the report. More recently, other datasets have been made available by the DfE, most significantly the school workforce data that supports the monitoring of the level of provision in secondary schools.

## Foreword by the Chair of SACRE



Ofsted: 'Deep and meaningful? Religious Education subject report has been long awaited. The report once again demonstrates the importance of Religious Education as an academically rigorous and personally inspiring subject helping young people make sense of the complex, multifaceted nature of belief in modern Britain. This report seeks to illustrate how Tower Hamlets fulfils this goal and is vibrant and continues to develop through the hard work of schools, communities and the SACRE committee. We are fortunate to have Deborah Weston OBE as our RE advisor who guides us skilfully to achieve this role.

At grass root levels attendance of schools at RE subject leaders' meetings is excellent and the feedback has been very positive. I am delighted that this year saw the Primary Network meetings being extended to create a Secondary Network to support the secondary sector. In addition, Ruth Marx, our Vice Chair, has undertaken a project on World Views in Tower Hamlets funded by the Culham St Gabriel's Trust. This suite of resources includes interviews with a range of contributors which are made available to secondary pupils to enable them to develop an awareness of a variety of world religious and cultural values present in Tower Hamlets. A significant support for the Primary sector was developed in Blue Gate Fields Junior School and John Scurr Primary with a joint project focusing on the understanding of good and evil in religions. It concentrated on the Abrahamic Faiths and their teachings. This helped children to become aware of the many features common to the three faiths, rather than focusing on their differences. The project stemmed from an RE Today publication and has been shared with other Local Authorities. Other Tower Hamlets schools are currently working on the project and using the resources which have been developed.

Of course, RE teaching depends upon excellent teachers and high quality of teacher training. SACRE is delighted to announce in October 2023 the government reinstated Religious Education bursaries as it was recognised as a shortage subject. SACRE has actively campaigned in the community and through network meetings to encourage recruitment and retention in the local communities and in schools. This change will take time to imbed.

Another enormous challenge facing schools in Tower Hamlets is the Palestine Israeli conflict. Schools have responded with great sensitivity, supporting their communities within the terms of the guidance set by the government. SACRE provided access to a webinar which offered leaders in schools colleges and trusts the chance to explore practices from partners and educators that have worked in some contexts, around navigating contentious topics in schools, including the ongoing conflict in Israel and Palestine. Our schools are to be applauded for their endeavours.

As always, SACRE is proactive in offering guidance to schools on a range of topics, the publication of guidance on Ramadan. Our thanks must go to Juber Hussain, Shaykh Abdul Qayum. Deborah Weston OBE and the East London Mosque. SACRE always welcomes feedback from schools and as a result next year we have already started planning more extensive support for schools which will include workshops and a joint planning committee facilitated by the East London Mosque. This will be an exciting development.

The SACRE committee is a statutory body and is made up of a variety of different representatives from different sectors of the community including the elected government representatives. In order to continue to develop, it is vital that all sectors, including the government representatives, are present at meetings to give their valuable input to guarantee that the committee continues to grow and thrive.

Tower Hamlets is delighted to celebrate the success of our secondary schools in the national examinations and we are really proud of them. You will find more information about the success of our secondary students later in this report.

Tower Hamlets SACRE continues to develop. We are an active and supportive committee, who as well as the statutory requirements the committee supports additional projects. We were proud to host 3 Norwegian universities who visited Tower Hamlets to explore the teaching of Religious Education. They found the experience stimulating and enlightening. They hope to repeat the visit next year. SACRE would like to record its thanks to the following schools that facilitated and shared their experience: Mowlem Primary School, Marion Richardson Primary School, St. Saviour's CE School, Blue Gate Fields Infant School, Blue Gate Fields Junior School and Mulberry School for Girls.

Developing from the Tower Hamlets bespoke Spirited Arts Competition, where we had over 25% of our schools entering, the SACRE committee has decided to run it again this year. Last year the entries were displayed in Tower Hamlets Town Hall reception area which allowed it to reach a much wider audience. The committee would like to record its thanks to the SACRE members who assisted in the judging and Deborah Weston OBE's sterling organisation.

I wish to acknowledge the immense support received from Deborah Weston OBE, RE advisor for Tower Hamlets, Angus Huck our clerk to SACRE and the whole SACRE Committee who make the role interesting and challenging. Finally, I wish to extend a huge thank-you to the schools and their staff who help to make Religious Education a high profile subject relevant to the children attending LBTH schools.

This annual report will give you a flavour of some of the work of Tower Hamlets SACRE including our achievements and areas to develop.

Carolyn Lindsay Chair Tower Hamlets' SACRE

Chair Tower Hamlets' SACRE

## Membership

**Group A:** 16 Representatives from such Christian and other religious denominations as in the opinion of the Authority will appropriately reflect the principal religious traditions in the area. (Quorum 2)

[1 African Caribbean Pentecostal Churches; 1 Buddhist; 1 Free Church; 1 Hindu; 1 Jewish; 6 Muslim; 3 Roman Catholic; 1 Sikh; and 1 Society of Friends]

Ms Brigid Amoatin (Free Church representative)

Mr Nathan Uddin Gubbins (Muslim Representative)

Ms Ruby Smith (Muslim Representative)

Ms Caroline Pannell (Roman Catholic Representative)

Ms Elaine Arundell (Roman Catholic Representative)

Ms Gabrielle Ettridge (Roman Catholic Representative)

Mr Birbahadur Singh Bance (Sikh Representative)

Ms Wahida Begum (Muslim Representative)

Mr Ram Chandra Saha (Hindu Representative)

Mr Leon Silver (Jewish Representative)

Amalanandi (Ms Hannah Peaty) (Buddhist Representative)

Mr Juber Hussain (Muslim Representative)

Mr Aran O'Carroll (Free Church – Society of Friends)

Dr John Opute (African Caribbean Pentecostal Church)

Vacancies: 2 Muslim Representatives

**Group B:** 6 representatives from The Church of England.

Ms Kate McNab (Church of England Representative)

Ms Fiona Robb (Church of England Representative)

Mr Robert Scott (Church of England Representative)

Ms Mary Thorne ((Church of England Representative)

Vacancies: 2 Church of England Representative

**Group C:** 7 Representatives from associations representing teachers which, in the opinion of the Authority, ought to be represented having regard to the circumstances of the area.

Ms Ruth Marx (Teacher Representative)

Ms Tahmina Chowdhury (Teacher Representative)

Ms Nasima Khanom (Teacher Representative)

Mr Lannen Armstrong (Teacher Representative)

Ms Fahmida Khanum Uddin (Teacher Representative)

Vacancies: 1

**Group D: 4 representatives from the Local Authority**

[3 elected Members; and 1 officer]

Ms Carolyn Lindsay (The Partnership) – Chair

Councillor Jahed Choudhury  
Councillor Mohammad Chowdhury  
Councillor Abdul Wahid  
Councillor Saied Ahmed (Substitute)  
Councillor Gulam Kibra Choudhury (Substitute)

**Co-options**

Mr Tom Llewelyn-Jones (Representative of non-religious worldviews)

**In attendance:**

Mrs Deborah Weston (Advisor to SACRE)  
Mr Angus J Huck (Clerk)

SACRE continues to face challenges with the attendance of members from Committee D. Changes to membership of this committee has resulted in communication issues and this to inquoracy of several SACRE meetings. These issues have been discussed and a plan of action put in place which we hope will improve the situation.

**ADVICE:**

***SACRE wishes to thank officers for their support in ensuring places on committees of SACRE are filled.***

## **SACRE Meetings Held**

The following SACRE meetings were held during the reporting period:

7th November 2022

20<sup>th</sup> February 2023

26<sup>th</sup> June 2023

All meetings were held remotely on Zoom.

## **Work Plan 2022-23**

The work plan for 2022-2023 is reported as appendix A

## **Monitoring and Evaluation**

### **Standards in Tower Hamlets Schools.**

SACRE undertakes a number of activities annually to fulfil its responsibilities including the monitoring of:

### **School Workforce Data (Secondary)**

Schools complete the school workforce census every November and this allows SACRE to discuss the number of teaching hours each secondary school reports for RE. Over recent years, the number of schools reporting their data for RE accurately has increased so that almost all schools appear to complete the census accurately now (two exceptions) – See Appendix B. As with previous years, SACRE cross references different sources of data i.e. a website check, GCSE entry data and school workforce figures. SACRE is pleased that steps to encourage schools to report their provision for RE accurately are having a positive effect.

Appendix B below sets out the data schools reported to the Department for Education.

*SACRE advice: SACRE has advised the council to remind the two schools that they appear not to be reporting their provision for RE accurately and should try to rectify that situation when completing the next census. We have also asked the council to discuss provision for RE in two schools where the available data suggests that students are entered at the end of Year 10 for GCSE – contrary to the advice of Ofsted supported by evidence in the Research Review 2021.*

### **GCSE Entries and Results**

The Tower Hamlets Agreed Syllabus requires that all students in all schools follow a course in Religious Education leading to a GCSE qualification. The publication of results therefore is another tool that helps us monitor levels and quality of provision.



It was highlighted that Tower Hamlets' position in a ranked list of local authorities by rate of entry for GCSE had, for a second year, features at the top position out of 152 local authorities when ranked according to entries for GCSE Religious Studies (This is because 83% of pupils (up from 81%) completing year 11 are entered for GCSE in Tower Hamlets. Members were delighted by this figure. The lowest ranked authority entered 10.1%.

### **SACRE ADVICE**

***SACRE wishes to advise the council of its agreed view that where SACRE has identified strengths or areas for development in relation to Religious Education in specific schools, the subject should form part of the annual conversations conducted by the School Effectiveness Team. This we believe is consistent with Tower Hamlets Council's Strategic Plan 2022-2026 and the aim that Support education achievement through a series of learning interventions and financial support.<sup>1</sup>***

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<sup>1</sup> [Tower Hamlets Council Strategic Plan 2022-2026](#)

## **Other matters discussed that fall under the remit of SACRE.**

### **SACRE discussion of National Developments in RE**

At each meeting, SACRE received an update of some of the national developments in RE. In this reporting year, these updates and publications included the following:

- i. the completion of a parental perception survey on RE conducted by Culham St Gabriel's Trust
- ii. Publications from Ofsted and from Ofqual in relation to examinations
- iii. Resources published by organisations linked to specific religious or non-religious worldviews.
- iv. Government action related to RE including responses to parliamentary questions.
- v. The RE Hubs project [www.natre.org.uk/news/latest-news/the-regional-re-hubs-team-is-ready-to-go/](http://www.natre.org.uk/news/latest-news/the-regional-re-hubs-team-is-ready-to-go/)
- vi. Provision of training available for teachers including NATRE's New2RE programme for Early Career Teachers
- vii. Work by the RE Council including the Religion and Worldviews project.
- viii. Anti-racist RE
- ix. RE Connect Environmental programme for RE
- x. Other matters discussed that fall under the remit of SACRE.

Tower Hamlets SACRE is pleased to be part of the National Association of SACREs (NASACRE) and welcomed the introduction of a comprehensive training programme for SACRE members. SACRE used the SACRE Self-Evaluation Tool to review its performance and would be making a number of changes to the 2022-23 Action Plan as a consequence (See Appendix B).

### **Census 2021**

At their spring meeting, SACRE discussed the results of the 2021 census in relation to religion. It was interesting to note how the religious demographic of the area has changed over time and how Tower Hamlets is typical and atypical in relation to national trends. The table in Appendix C illustrates this.

#### **Main points – From the Office for National Statistics with additional commentary in relation to Tower Hamlets**

For the first time in a census of England and Wales, less than half of the population (46.2%, 27.5 million people) described themselves as “Christian”, a 13.1 percentage point decrease from 59.3% (33.3 million) in 2011; despite this decrease, “Christian” remained the most common response to the religion question.

- In Tower Hamlets the proportion of the population responding “Christian” fell by a slightly smaller margin than in England as a whole and the proportion of the population affiliating with Christianity (22.3%) just under half the national average (46.2%).

- “No religion” was the second most common response, increasing by more than 48%, from around 13m to almost 21m between 2011 and 2021.
- In Tower Hamlets “No religion” was the third most common response (After Muslim and Christian) and increased by almost 40%
- There were increases in the number of people who described themselves as “Muslim” (3.9 million, 6.5% in 2021, up from 2.7 million, 4.9% in 2011) and “Hindu” (1.0 million, 1.7% in 2021, up from 818,000, 1.5% in 2011).
- The Muslim population in Tower Hamlets is the largest single religious group representing just under 4 in 10 residents. This figure has grown at just under half the rate in the country as a whole – increasing by around 15% as opposed to over a third nationally.
- The Hindu population of Tower Hamlets has increased at a similar rate to the national figure of around 20% with the Jewish population decreasing by almost 21%. Nationally however, the size of the Jewish population has remained fairly stable at around 26,000 which is about half of one percent of the total.
- London remains the most religiously diverse region of England in 2021, with over a quarter (25.3%) of all usual residents reporting a religion other than “Christian”; the North East and South West are the least religiously diverse regions, with 4.2% and 3.2%, respectively, selecting a religion other than “Christian”.
- In Tower Hamlets the proportion of residents responding that they had a religion (66.47%) is around 10% higher than the national average (57.31%).

Regional data can be found here which demonstrates that some areas of Tower Hamlets are far more religiously diverse than others.

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/bulletin/s/religionenglandandwales/census2021>

## **Spirited Arts**

The Spirited Arts competition in Tower Hamlets attracted a good level of interest from schools, especially in the primary sector. There were entries from children from the Early Years right the way up to the end of Key Stage 3. The themes this year were:

- I. “We have more in common than what divides us”.
- II. Green faith, green future? God’s good earth?
- III. Where is God today?
- IV. Faith in action, values in action
- V. Sacred space and holy buildings
- VI. All God’s Creatures

Our Chair, Carolyn Lindsay generously offered to visit schools to present prizes to prize winners and certificates to entries that were highly commended. SACRE wishes to record its thanks to members who kindly gave their time to help with the judging and to all the teachers who delivered the lessons which allowed the children to produce such wonderful work.

Congratulations to Elizabeth Selby Infant School, Bluegate Fields Infant School, Olga Primary School, Mowlem Primary School, Halley Primary Schools, Stewart Headlam Primary School, Hague Primary School, St Anne’s Catholic Primary School, Morpeth School and Central Foundation Girls’ School for their winning and highly commended entries, SACRE were pleased to learn that several Tower Hamlets Schools also entered the National Competition which attracted over 30,000 entries.

## **Teacher Education**

SACRE noted the disappointing news that following the withdrawal of bursaries in the previous year, the number of recruits to training to teach RE had fallen again. Given that the DfE had failed to meet its target for recruiting teachers of RE for 9 years in the previous 10, and the fact that three times as many lessons of RE are taught by those with no-post A level qualification in the subject, it was difficult to see how this could be justified.

In more positive news, the government had decided to continue funding subject knowledge enhancement courses so that those with a degree in a subject outside the Theology and Religious Studies field could be better prepared to train as a teacher of RE.

*Postscript: At the time of publishing this report, bursaries had been restored for trainees beginning their courses in autumn 2024.*

SACRE continued to monitor opportunities for training and to circulate these to teachers in Tower Hamlets. These included:

[NATRE’s New2RE programme](#) for primary and secondary Early Career teachers (in their first two years of teaching) and those trained in another subject but new to teaching RE

[Research of the Month](#) from RE:Online to help teachers keep up to date with the latest developments in their subject.

[#REChatUK twitter forum](#)

Occurs the first Monday of every month in term time. The timetable is here: [#REchatUK \(natre.org.uk\)](#)

## **Ruth Marx– Culham St Gabriel’s Award Project**

SACRE member, Ruth Marx was awarded one of 10 “10<sup>th</sup> Anniversary Grants” from Culham St Gabriel’s on behalf of Tower Hamlets SACRE to complete a project for resourcing core Key Stage 5 RE. Through surveying a range of teachers within and beyond the borough she concluded that short multi-media resources would be the most suitable. A significant factor in this judgement is that core Key Stage 5 RE is delivered in very different ways, if at all. Using the diverse religious landscape of both Tower Hamlets today, and its history, Ruth interviewed 12 people who live or work in the borough about their worldview and how this influences their life and actions. This resource is aimed at not only teachers in the borough

but will be available eventually to teachers across the nation. It will showcase to others some of the amazing people and stories that our borough has to offer. Ruth is sharing the resource at network meetings for teachers in Tower Hamlets as well as piloting a scheme for teachers in England who are using the resource and providing feedback. Ruth is hoping to then present on these findings at the Culham St Gabriel's Trust RE:Exchange event in 2024.

### **Determinations – Acts of Collective Worship**

There are currently no determinations in relation to Acts of Collective Worship in Tower Hamlets.



## **Appendix A: Tower Hamlets Standing Advisory Council on RE - Action Plan**

From Religious Education in English Schools DCSF (2010)

### **A SACRE must:**

- advise the LA on RE given in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the LA or as it sees fit.
- publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the LA, broadly describe the nature of that advice, and set out reasons for offering advice on matters not referred to it by the LA.
- send a copy of the report to the DfE.
- meet in public unless confidential information is to be disclosed.
- make minutes of its meetings available for inspection at the LA's offices (so far as the minutes relate to the parts of meetings that were open to the public). There are also provisions about public access to the agenda and reports for meetings.

### **A SACRE should:**

- monitor the provision and quality of RE taught according to its agreed syllabus, together with the overall effectiveness of the syllabus.
- provide advice and support on the effective teaching of RE in accordance with the locally agreed syllabus; provide advice to the LA and its schools on methods of teaching, the choice of teaching material and the provision of teacher training.
- in partnership with its LA, consider whether any changes need to be made in the agreed syllabus or in the support offered to schools in the implementation of the agreed syllabus, to improve the quality teaching and learning of RE
- offer advice to the LA, and through the LA to schools, concerning how an existing agreed syllabus can be interpreted so as to fit in with a broad, balanced and coherent curriculum.

### **A SACRE may:**

- require its LA to review the agreed syllabus and, if after discussion a vote is taken on this matter, the LA group on SACRE is not entitled to cast a vote. A majority decision by the three other committees is sufficient.
- decide to advise the LA on matters related to its functions to the LA – equally, an LA may decide to refer matters to its SACRE.
- co-opt members who are not members of any of the four groups.
  - such co-opted members may provide educational expertise, young peoples' views or religious and non-religious views that reflect a diverse multi-cultural society.
- However, on any question to be decided by a SACRE, its constituent groups each have a single vote, but co-opted members do not have a vote.
- Decisions within a group do not require unanimity. Each group must regulate its own proceedings, including provision for resolving deadlock. Many SACREs have chosen to adopt a constitution to regulate their proceedings and ways of working.

**SACRE WORK PLAN**  
**To meet the statutory duties of a SACRE**  
**2022-23**

Objective	Action	Responsibility	Date	Success criteria
<p>1. SACRE meetings are planned, <b>quorate</b> and dates published annually.</p>	<p>Agenda planning  Liaison with clerk and chair  Meeting preparation  Report writing.  Meeting attendance – <b>NB Strategies agreed to improve committee D attendance</b> (See Development activity 1 below)  Minute taking.  Publication of meeting agendas and minutes  <b>Membership of SACRE is reviewed regularly including issues around diversity</b> (See Development area 7 below)</p>	<p>Clerk, Chair, Adviser  LA representative,  members</p>	<p>Termly SACRE meetings</p>	<p>Meetings are effective meetings with actions followed up between meetings.  Members have a working knowledge of</p> <ul style="list-style-type: none"> <li>• issues affecting RE in the area.</li> <li>• the Agreed Syllabus for RE</li> <li>• an understanding of the responsibilities of SACRE</li> </ul> <p>All meetings are quorate</p>
<p>2. SACRE have the opportunity to consider <b>local and</b> national developments in relation to RE in Tower Hamlets</p>	<p>Consider relevant material from National organisations (AREAIC, NATRE, REC, NASACRE as well as the DfE, Ofsted and Tower Hamlets Council departments</p> <p>Termly NATRE local group newsletter distributed to primary and secondary network leads.</p> <p>SACRE to be kept up to date with developments around the Schools White Paper, Schools Bill and consultation on Statutory Academy Trust Standards as they relate to RE</p> <p><b>Provide opportunities for training for SACRE members – possibly through the NASACRE programme – dependent on costs and in</b></p>	<p>Adviser</p> <p>NATRE local group officer</p> <p>Adviser</p>	<p>As information is published</p>	<p>Items on the Agenda for each meeting,  Attendance at relevant meetings e.g. NASACRE AGM  Minutes record discussions and actions</p>



	<p>meetings to provide a local context, (See development area 3 below)</p> <p>Build stronger connections between SACRE and other local groups such as THIFF (See Development area 8 below)</p> <p>Explore provision of initiatives to support community cohesion/integration in the LA and possible RE contributions to this (See Development area 9 below)</p>			
3. Produce annual report of the work of SACRE including advice to the council.	<p>Collate information, source data and draft report.</p> <p>Ensure final report presented to LA.</p> <p>Report published via LBTH communication channels.</p> <p>Copy to Department for Education and to NASACRE</p>	<p>Adviser to draft, Chair to write foreword, Clerk to circulate.</p> <p>An elected representative to present to council</p>	Spring Term (to account for data publication dates)	<p>Completed draft in time for Spring meeting.</p> <p>Report presented to council.</p> <p>Copies sent to all schools via mailing system.</p> <p>Copy acknowledged by DfE.</p>
4. Engage with local schools and Academy Trusts to understand how Religious Education and Collective Worship are provided in Tower Hamlets	<p>Schools encouraged to complete the online survey once every three years.</p> <p>Members analyse findings.</p> <p>Findings circulated via mailing system.</p> <p>Reported in Annual Report</p> <p>Young people are invited to provide input into the work of SACRE See Development area 4 below</p>	Adviser Primary and Secondary Network leader	Once every three years	<p>Surveys completed by majority of schools.</p> <p>Findings discussed at SACRE meetings.</p> <p>Evidence of improvement year on year</p>
5. Provide information on the RE curriculum and resources to schools including through training.	<p>Update schools on current developments in RE (NATRE and other material requested by SACRE) via mailing system and Network meetings.</p> <p>Invite update to list of places to visit and visitors and publish new version.</p>	<p>Adviser Primary and Secondary Network leads</p> <p>Adviser</p>	<p>Termly</p> <p>Annually</p> <p>Annually</p>	<p>Schools in receipt of material</p> <p>Teachers respond to material received.</p> <p>Teachers raise questions to the adviser</p>

6. Monitor provision for RE and Collective Worship	<p>Source and present national and local data as follows:</p> <ul style="list-style-type: none"> <li>– GCSE validated and unvalidated results and entries (local and national)</li> <li>– School workforce data (local and national)</li> <li>– Ofsted Reports that mention RE or Collective Worship (See Development area 2 and 5 below)</li> <li>– Surveys of provision and of issues such as withdrawal, use of agreed syllabus, who teaches RE etc (local)</li> <li>– Review school websites.</li> <li>– Write to schools about findings.</li> <li>– Sample collective worship policies.</li> <li>– Reinstate programme of SACRE visits to schools</li> </ul>	<p>Adviser All SACRE members LA representative</p>	Annually	<p>LA respond to advice offered. on strengths of RE and collective worship, and areas in need of development Schools respond to feedback on their websites and policies.</p>
7. Evaluate SACRE work. and establish priorities	Item at summer term meeting	All SACRE members	Summer term meeting	Evaluation identified success criteria are met.

## Development areas from the Self Evaluation exercise – Autumn 2022

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

1. Key Area: **1a – Funding: Professional and financial support:** We need to ensure Committee D is represented and therefore meetings are quorate (see work plan 1 above)
2. Key Area: **1b – SACRE meetings:** The quality of Collective worship needs to be monitored (see also Section 4) – (see work plan 7 above)
3. Key Area: **1c – Membership and training** There needs to be regular induction training and processes for new members and opportunities for SACRE members to participate in training activities including on determinations (see section 4c). (See workplan 3 above)
4. Key Area: **1f - Partnerships with key stakeholders** SACRE needs to hear from pupils as part of their monitoring (see work plan 5 above)

### Section 2. Standards and quality of provision of Religious Education

5. Key Area: **2a - RE provision across the LA** Ofsted reports that mention RE need to be read and any comments on RE noted and brought to SACRE (See work plan 7 above)
6. Key Area: **2c - Quality of learning and teaching.** Self Evaluation and SACRE member visits need to be reinstated (See work plan 7 above)

### Section 5: Contribution of SACRE to promoting cohesion across the community

7. Key Area: **5a – SACRE’s membership:** *Membership needs to be reviewed to ensure diversity within local religious and non-religious groups is included (See work plan 1 above)*
8. Key Area: **5b SACRE’s understanding of the local area** SACRE need to build closer working relationships with THIFF (See work plan 3 above)
9. Key Area: **5c – SACRE’s engagement with the community cohesion agenda.** SACRE needs to explore work on community integration/cohesion within the LA and consider how it can be part of this work (See work plan 3 above)

Priority Areas for 2023 highlighted in blue.

Appendix B – School Workforce Data Published summer 2023. GCSE Revised February 2024

School name	Religious character	School type	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	% year 12 hours - RE	% year 13 hours - RE	Percentage of pupils at the end of key stage 4 entering			Percentage of pupils achieving A*-C/9-4 as a proportion of those entering		Percentage of pupils achieving A*-C/9-5 as a proportion of those entering	
										Full course only	Short course only	Total	Full course only	Short course only	Full course only	Short course only
Bishop Challoner Boys' School	Roman Catholic	LA	13.2	14.3	14.2	14.2	13.3	5.1	2.9	97.4	0.0	97.4	59.8	.	50.0	.
Bishop Challoner Girls' School	Roman Catholic	LA	2.1	2.5	3.0	3.6	6.4	0.0	3.7	97.7	0.0	97.7	79.5	.	70.1	.
Bow School	Does not apply	LA	4.4	5.1	3.8	3.7	4.0	7.9	0.0	100.0	0.0	100.0	55.2	.	39.0	.
Canary Wharf College	Does not apply	Free Schools								25.3	0.0	25.3	70.0	.	60.0	.
Central Foundation Girls' School	None	LA	3.9	3.7	3.6	6.7	6.5	4.6	4.4	98.7	0.0	98.7	78.8	.	67.8	.
George Green's School	None	LA	3.2	3.6	3.0	6.2	4.7	0.0	0.0	66.5	0.0	66.5	76.4	.	57.5	.
Langdon Park Community School	Does not apply	LA	5.4	5.6	5.4	5.8	5.5	0.0	0.0	87.6	0.0	87.6	80.0	.	65.2	.
London Enterprise Academy	None	Free Schools	1.3	1.8	1.2	5.5	4.3	z	z	94.2	0.0	94.2	50.6	.	29.6	.

School name	Religious character	School type	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	% year 12 hours - RE	% year 13 hours - RE	Full course only	Short course only	Total	Full course only	Short course only	Full course only	Short course only
Morpeth School*	Does not apply	LA	2.8	2.6	10.8	10.9	0.0	2.4	2.9	98.2	0.0	98.2	72.8	.	65.6	.
Mulberry Academy Shoreditch										97.9	0.0	97.9	65.5	.	54.7	.
Mulberry School for Girls	Does not apply	Academies	2.0	3.4	6.8	6.7	7.6	2.3	3.2	100.0	0.0	100.0	84.6	.	74.8	.
Mulberry Stepney Green Mathematics and Computing College	Does not apply	Academies	2.5	4.9	5.7	6.0	5.5	1.9	2.4	97.9	0.0	97.9	67.2	.	54.6	.
Mulberry UTC	Does not apply	Free Schools	z	z	z	3.7	3.4	0.0	0.0	96.0	0.0	96.0	50.0	.	50.0	.
New City College										6.4	0.0	6.4	71.4	.	42.9	.
Oaklands School	Does not apply	LA	3.6	3.1	3.6	6.3	7.4	0.0	0.0	35.0	0.0	35.0	65.3	.	46.9	.
St Paul's Way Trust School*	None	Academies	4.1	5.1	7.4	9.5	0.0	4.7	2.8	94.0	3.4	97.4	89.1	37.5	83.3	25.0
Stepney All Saints Church of England Secondary School	Church of England	LA	3.5	5.1	5.2	6.0	5.9	2.7	2.4	100.0	0.0	100.0	89.7	.	77.3	.
Swanlea School	Does not apply	LA	3.1	2.9	8.9	12.7	0.0	3.3	3.9	97.1	0.0	97.1	94.1	.	89.6	.
Wapping High School	None	Free Schools	z	z	z	z	z	z	z	0.0	0.0	0.0	.	.	.	.
									National	33.2	2.8	36.2	72.1	62.2	61.3	51.9
									LBTH (ranked 1/151 LAs)	83.0	0.3	83.2	75.7	37.5	64.6	25.0

\*Presumed early entry. Note Ofsted comment on early entry.

“Research from the DfE found that religious studies was one of the most popular subjects (alongside statistics and English literature) for early entry, such as in the summer of Year 10.[footnote 30] However, the analysis revealed that those pupils taking religious studies early performed worse than their non-early-entrant peers. In 2019, 17,309 pupils were entered early for religious studies (the second-highest subject after English literature). This accounted for over 7.5% of the 2019 entries for GCSE religious studies. Those pupils with lower prior attainment who were early entrants, which may include many disadvantaged pupils and pupils with SEND, performed considerably worse than their peers with low prior attainment who were not early entrants. Early entry to GCSE religious studies therefore appears to be bad for pupils’ attainment, especially for those who can least afford it (pupils with low prior attainment).”Source: <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

## Appendix C – Census 2021

### Appendix A

<b>Figure 1: Tower Hamlets: Religion question in %</b>	<b>2011</b>	<b>2021</b>	<b>Change</b>	<b>England</b>	<b>2011</b>	<b>2021</b>	<b>Change</b>
Christian	27.08	22.30	-17.65	Christian	59.38	46.32	-21.99
Buddhist	1.07	1.00	-6.79	Buddhist	0.45	0.46	3.21
Hindu	1.65	2.00	21.00	Hindu	1.52	1.81	18.79
Jewish	0.50	0.40	-20.78	Jewish	0.49	0.48	-3.28
Muslim	34.51	39.90	15.61	Muslim	5.02	6.73	34.10
Sikh	0.32	0.30	-7.15	Sikh	0.79	0.92	16.15
Total Pagan Traditions <sup>i</sup>	0.08	0.08	-5.79	Total Pagan Traditions	0.14	0.18	24.07
Total other religions excluding Pagan Traditions	0.24	0.46	87.32	Total other religions excluding Pagan Traditions	0.29	0.41	43.39
Humanist	0.02	0.01	-89.09	Humanist	0.03	0.02	-36.95
No religion other excluding Humanists	19.13	26.62	39.18	No religion excluding Humanists	24.71	36.65	48.33
Religion not stated	15.38	6.90	-55.15	Religion not stated	7.18	6.02	-16.11
<b>Figure 2: Tower Hamlets: Religion question in numbers</b>	<b>2011</b>	<b>2021</b>	<b>Change</b>	<b>England</b>	<b>2011</b>	<b>2021</b>	<b>Change</b>
Christian	68,808	69,223	415	Christian	31479876	26167904	-5311972
Buddhist	2,726	2,961	235	Buddhist	238626	262437	23811
Hindu	4,200	6,298	2,098	Hindu	806199	1020539	214340
Jewish	1,283	1,341	58	Jewish	261282	269295	8013
Muslim	87,696	123,912	36,216	Muslim	2660116	3801182	1141066
Sikh	821	821	0	Sikh	420196	520090	99894
Total Pagan Traditions	206	237	31	Total Pagan Traditions	76336	100920	24584
Total other religions excluding Pagan	619	1,416	797	Total other religions excluding Pagan	151489	231470	79981
Humanist	48	31	-17	Humanist	14252	9575	-4677

No religion excluding Humanists	48,600	82,604	34,004	No religion excluding Humanists	13099980	20706073	7606093
Religion not stated	39,089	21,318	-17,771	Religion not stated	3804104	3400553	-403551

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<sup>i</sup> Pagan Traditions include the following categories: Other religion: Animism, Other religion: Druid, Other religion: Heathen, Other religion: Mysticism, Other religion: New Age, Other religion: Occult, Other religion: Pagan, Other religion: Pantheism, Other religion: Reconstructionist, Other religion: Shamanism, Other religion: Thelemite, Other religion: Vodun, Other religion: Wicca, Other religion: Witchcraft