

Buckinghamshire Standing Advisory Council on Religious Education



**Annual Report
2024-25**

**Spiritual
Affirming
Challenging
Respectful
Educational**

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1 Introduction

1.1 Foreword from the Chair of SACRE

Dear Friends,

Welcome to our annual report. It has been another busy year with opportunities to visit more of our wonderful schools. We hold our meetings in different schools and invite colleagues in each to present us with an overview of their communities and the work of RE in their setting.

It is truly inspirational to hear of the work taking place in our schools and teachers' innovative approaches to Religious Education. Each situation is different and staff face many different challenges. However, as a SACRE, we believe that RE makes a significant contribution to 'a wider vision for education in which the core purpose is human development'. It is a way for every pupil to experience, respond to and understand their world.

We are fortunate in having dedicated and supportive members of SACRE and we have welcomed new friends to join us during the year. It is often difficult for members to attend meetings in person but we have been able to address this through hybrid gatherings.

In the coming year, we look forward to reviewing our Agreed Syllabus to support colleagues in all our schools. This will also provide resources, ideas and examples to facilitate effective and thoughtful lesson planning.

My thanks go to all members of the Buckinghamshire SACRE and the staff and pupils of our schools – for all their endeavours and support.

Margaret Dean
Chair of Buckinghamshire SACRE

1.2 Why do we teach RE?

RE is the opportunity to explore a major and distinctive dimension of what it means to be a person: the search for meaning, purpose and value in a wondrous but also often confusing and sometimes threatening world. RE offers pupils the chance to raise and reflect on perennial questions about life. In doing this, it draws on the rich history of the major religious traditions and other worldviews in Britain, giving due prominence to Christianity to reflect the fact that the religious traditions in Great Britain, are in the main, Christian.

Thus, there are two main **educational purposes** to RE. Firstly, so that pupils can learn more about themselves and their place in the world **from** their study of religion and worldviews. Secondly, so that they can learn **about** religion and worldviews which have influenced the lives of millions of people and heavily influenced the development of different human cultures. *These two purposes work together and should not be treated separately.*

RE is therefore both **rigorously academic and personally significant**.

Quality RE:

- Teaches pupils about Christianity and other religions and worldviews so that they can understand the world better and develop their own sense of place within it.
- Engages pupils of any religious faith or none and of all academic abilities and social backgrounds.
- Enables pupils to engage with a range of sources such as texts, artefacts, and people.
- Challenges pupils to question and explore their own and others' understanding of the world.
- Does not seek to urge beliefs upon pupils, nor compromise their own beliefs but rather to deepen their self-understanding and understanding of others.
- Raises questions of identity, meaning, purpose and value and encourages pupils to reflect on experience, ways of living and ways of knowing.
- Contributes positively and powerfully to the spiritual, moral, social, and cultural development of pupils (SMSC).
- Provides opportunities for pupils to develop communication and thinking skills.
- Explores visions of humanity and at the same time reflects on the depths to which humanity can sink.

Bucks Agreed Syllabus for Religious Education 2022-27 p9

Buckinghamshire SACRE believes that religious education contributes to a wider vision for education in which the core purpose is human development. Knowledge and skills are of central importance, they are manifestly necessary, but not in themselves sufficient. Education is also about the development of people, their attitudes, and dispositions and how they relate to themselves, each other, and the world they inhabit. It is part of our development as human beings

1.3 SACRE Statutory Duties

The Education Reform Act 1988 required Local Education Authorities to convene a SACRE consisting of members appointed by the Authority to represent:

Group A Christian denominations and other religions and religious denominations

Group B The Church of England

Group C Teachers' Associations

Group D The Local Authority

Membership is for a period of three years and full members of the SACRE may co-opt non-voting members to the Council. **Membership and attendance for the period 2024-25 can be found in Appendix 1.** SACRE meetings are open to the public and Buckinghamshire SACRE meets three times a year in schools and faith community buildings.

The SACRE can advise the Authority upon matters connected with RE and collective worship in county schools; matters such as teaching methods, materials and teacher training are mentioned in the Act. The advice offered by the SACRE carries no statutory force. In Buckinghamshire, SACRE also works closely with many Academies and Free Schools to try to ensure that all pupils/students receive high quality RE and schools provide appropriate acts of collective worship.

SACRE has two responsibilities; it can require the LA to review its current Agreed Syllabus and it may determine, on application by a head teacher, that the requirement for collective worship in county schools to be wholly or mainly of a broadly Christian character, shall not apply to the collective worship provided for some or all the pupils in a school. Each SACRE must publish an annual report on its work. SACRE is an advisory committee, supported by but independent of the LA, and its main function is to advise the LA on matters to do with these areas of responsibility.

1.4 Faith/belief demographics of Buckinghamshire (Census 2021)

Religion	Bucks	England & Wales
Buddhist	0.5%	0.5%
Christian	45.7%	46.2%
Hindu	3.3%	1.7%
Jewish	0.2%	0.5%
Muslim	7.1%	6.5%
No answer	5.9%	6.0%
No religion	35.5%	37.2%
Other	1.3%	0.9%
Sikh	0.5%	0.6%

1.5 Purpose of the Report

The Education Act 1996, Section 391 (6) and (7) requires that each year the Standing Advisory Council for Religious Education (SACRE) of each local education authority will 'publish a report as to the exercise of its functions and any action taken by representative groups on the Council during the last preceding year.'

In particular, the report shall:

- specify any matters in respect of which the Council has given advice to the Authority;
- broadly describe the nature of the advice given; and
- where any matter was not referred to the Council by the Authority, give the Council's reason for offering advice on the matter.

This report deals with these matters in summary, for the academic year September 2024 to August 2025. The full Buckinghamshire SACRE met three times during the year and considered a diverse range of topics, The Agreed Syllabus Conference (ASC) also met twice to finalise and recommend the new agreed syllabus.

1.6 Meetings 2024-25

Mon 14 th October 2024 Carrington Junior School	Full SACRE
Tues 4 th March 2025 Chesham Grammar Schhol	Full SACRE
Wed 24 th June 2025 Buckingham Primary School	Full SACRE

Matters discussed:

14/10/24 Carrington Junior School

Presentation from the school:

- Journey to good – challenges and successes
- RE had suffered, but now a keen and well-supported subject lead for RE
- Visits are well planned, with the local vicar accompanying the school on trips to eg the local mosque – 2024 saw the largest uptake of pupils
- The school has adapted the LAS ensuring the enquiry approach is embedded and developing its own icons for key skills such as reflection and interpretation to help pupils recognise what they are developing in their learning
- Collective Worship and reflection have been a focus and these were recognised in the recent Ofsted feedback, where pupil comments were highlighted
- A universal and inclusive school prayer/reflection helps draw the whole school community together
- The school is building wider links with faith communities in High Wycombe and beyond

The Chair and SACRE thanked and congratulated the school on its recent work to develop both RE and collective worship.

Meeting discussions:

- The meeting began with a reflection from Rabbi Neil Janes on the Jewish festival of Sukkot, the Feast of Tabernacles. Neil explained that he would be completing a pilgrimage to raise funds for the Trussel Trust and Hunger Projects during this time.
- SACRE members discussed and made slight amendments to the new Code of Conduct adapted from NASACRE and to the updated version of our Vision and Values.
- SACRE discussed the process for our second round of school website monitoring to be carried out before Christmas. This for both Primary and Secondary schools and would be used to **advise the LA on provision of RE.**
- SACRE discussed the draft secondary questionnaire to advise on the effectiveness of the agreed syllabus. It was agreed that this would be shared with secondary schools after the adviser had presented to the Bucks Association of Secondary Headteachers (BASH) in December.
- CPD on SMSC was discussed and agreed to be provided in the Spring Term. **SACRE advised that this should be something for the LA to promote as an important aspect of whole-school provision**
- Local updates included the establishment of the Bucks Forum of Faiths. SACRE is represented on this by Rabbi Neil, Zahid Jawed and Bill Moore.
- National updates on Inter Faith Week, Holocaust Memorial Day

4/3/25 Chesham Grammar School

School Presentation:

The KS3 curriculum is based on the Bucks Agreed Syllabus, adapted in the context of a Grammar School with academic expectations and a wide catchment that extends beyond the County boundaries. This means that prior knowledge and experience of RE is impossible to know and so the school works to pull the programme together from a diverse baseline. Challenges that had to be addressed were in particular how to get the right balance of depth and breadth, and the knowledge and confidence of non-specialist teachers. These informed the decision to teach religions chronologically picking up shared concepts and themes over the key stage.

In this context, the subject leader adopted the Critical RE pedagogy and applied it to the syllabus with core curriculum principles:

- Logical anchor: Chronological order contextualises prior knowledge
- Thematic coherence: UQs explicitly linked between units of work
- Pedagogical principles: Strategic use of retrieval and interleaving practices planned to explicitly build on prior knowledge
- Metacognitive curriculum: Assessment criteria made explicit, and students taught to self-assess
- Critical and hermeneutic: Engages with texts and takes truth claims seriously

In order to ensure that learning was effective, the department pulled together an overall thematic/conceptual framework explored by systematic exploration within a religion/worldview. SACRE was impressed with the way that the subject leader ensured that she

designed a curriculum to meet the background and needs of her students, with a clear rationale based on 'why this, why now?'.

Meeting discussions:

- The Annual Report for 2023-24 was agreed.
- Code of conduct and re-drafted Values were adopted.
- Results of the website monitoring were shared. It is clear that most schools do publish their RE curriculum, but that some primary schools do not fully understand the flexibility of the Agreed Syllabus.
- The Bucks and Herts collaboration was discussed and it was agreed to draw together general educational values expressed in most schools, with related values from within the different religions/worldviews so that schools can then draw on a range of sources for their collective worship. This will serve to create inclusive whole school reflection on what is of ultimate worth. SACRE agreed to work on this further in the Development Day.
- SACRE heard about the presentation given by the adviser to The Bucks Association of Secondary Headteachers and the advice to the LA to support the inclusion of RE in all years at secondary school – in particular in terms of teacher recruitment and CPD.
- SACRE also discussed the Oak Academy Curriculum documents, RE Hubs and the NASACRE Conference. Congratulations were expressed on NASACRE's successful bid to become a CIO.

24/6/24

Buckingham Primary School

- SACRE discussed the primary and secondary questionnaires and website monitoring and what this informs us about the potential review of the Agreed Syllabus.
- After discussions, SACRE agreed that KS 1 and 2 enquiries should stay unchanged but that KS 3 should be reviewed. Support materials for primary enquiries should be developed further, including for EYFS. All this should be done with a writing panel of teachers working with the adviser. SACRE members would develop religion/belief specific materials for each enquiry. **SACRE asked the adviser to write to the LA advising them to review the agreed syllabus in line with this, for implementation in September 2027 and to establish an Agreed Syllabus Conference in the Autumn Term 2025.**
- SACRE discussed the agenda for the Development Day and how RE, collective worship and SMSC contribute to Ofsted Personal Development. This will inform the work of the Development Day.

SACRE Strategy Group

The Strategy Group met on the following dates to discuss and progress the actions:

23/9/24

4/11/24

18/3/24

6/7/24

2 Religious Education and the Buckinghamshire Agreed Syllabus

2.1 The Agreed Syllabus 2022-2027

Each SACRE meeting is held in a school and we ask each school to feed back on either RE and the agreed syllabus, or their school collective worship. In this way we gain some feedback on the effectiveness and implementation of 'Challenging RE IV'. In addition, attendees at the termly network meetings share their views and use of the syllabus. In addition, SACRE sent out a questionnaire to secondary schools to add to the information taken from the primary questionnaire sent out in 2023-24 (see Appendix 2). Most schools and academies that responded use the syllabus and find it helpful in planning their curriculum for RE. However, after some discussion and listening to teachers, there are areas for consideration. As a consequence of this, SACRE agreed to review the syllabus in 2025-26.

2.2 Standards and quality of provision of RE

Examination Data summary 2024 (with 3-year trend)

GCSE Full Course		Number of pupils at the end of KS4	GCSE Full Course			
			% Entries (out of KS4 pupils)	% 9-7	% 9-5	% 9-1
2025	England			31%	62%	97%
	Buckinghamshire Maintained and Academy Schools (incl. Special)	6515	30%	39%	67%	98%
	Buckinghamshire Upper Schools	4003	35%	25%	55%	98%
	Buckinghamshire Grammar Schools	2348	25%	70%	96%	100%
2024	England			31%	61%	98%
	Buckinghamshire Maintained and Academy Schools (incl. Special)	6590	31%	36%	67%	99%
	Buckinghamshire Upper Schools	4094	36%	22%	55%	99%
	Buckinghamshire Grammar Schools	2343	25%	71%	97%	100%
2023	England			32%	41%	99%
	Buckinghamshire Maintained and Academy Schools (incl. Special)	6464	35%	25%	60%	99%
	Buckinghamshire Upper Schools	3964	32%	41%	72%	100%
	Buckinghamshire Grammar Schools	2500	29%	74%	97%	99%

Once again, SACRE is delighted to note that students in our schools overall have performed above the national average and we heartily congratulate them on their effort and achievement. Thanks and congratulations are also due to their teachers, who have worked tirelessly in extraordinarily challenging circumstances to provide the challenge and support needed to do well in public examinations. It is particularly noticeable this year how the percentage of entries has been increased. However, we still have three out of every 5 students who are not entered for an examination. The secondary questionnaire indicated that 12 of the 17 respondents provide some KS4 Core RE.

A Levels		Number of pupils at the end of KS5	A LEVEL			
			% Entries (out of KS5 pupils)	% A*-A	% A*-C	% A*-E
2025	England			26%	81%	98%
	Buckinghamshire Maintained and Academy Schools	3851	4%	35%	85%	98%
	Buckinghamshire Upper Schools	1201	4%	16%	62%	92%
	Buckinghamshire Grammar Schools	2650	4%	44%	96%	100%
2024	England			26%	78%	98%
	Buckinghamshire Maintained and Academy Schools	3699	5%	30%	76%	88%
	Buckinghamshire Upper Schools	1138	7%	9%	48%	74%
	Buckinghamshire Grammar Schools	2561	4%	47%	99%	100%
2023	England			26%	79%	98%
	Buckinghamshire Maintained and Academy Schools	3735	4%	22%	68%	89%
	Buckinghamshire Upper Schools	1175	6%	8%	48%	88%
	Buckinghamshire Grammar Schools	2560	3%	35%	86%	89%

Numbers of entries for RS A Level are still showing a slight decline from already small percentages. This reflects the situation nationally. Overall the attainment of students in Bucks schools is significantly above national percentages and a major improvement on the previous two years.

SACRE members thoroughly enjoy visiting schools for our meetings, where they have face-to-face discussions with teachers and often pupils. This helps us to keep in touch with what our work is really all about – the students in our schools. Whilst we do what we can to support schools and help pupils, it is you, the teachers, who really make RE what it is: for that we are most grateful.

We are keen to hear your views and find out what is happening in schools, so please do contact us through Bill Moore (bjvmoore@justbmoore.com) 07749211997) whether to share your views, your practice, to tell us what you are doing, or to invite us in to see and meet you through one of our meetings.

2.3 Training and support for RE

There were three Primary Networks each term by area. Termly newsletters were used to inform and update all schools. SMSC training was provided on 27th February

3 Collective Worship

SACRE guidance on collective worship was published in Autumn 2024, including the contribution to SMSC.

Spiritual development

- Do the pupils have an opportunity to experience worship of God, if appropriate, or develop a sense of something bigger than themselves?
- Are feelings such as awe, wonder, thankfulness, mystery, and joy evoked through collective worship?
- In what ways can pupils respond to the aesthetic e.g., music, poetry, art, literature?
- How do pupils explore a sense of the sacred or of what is of utmost importance?
- Do pupils explore their place in the world and their search for meaning?
- Are pupils given an opportunity for reflection and contemplation?
- Are pupils asked ultimate questions and explore what it means to be human?

Moral development

- How do we encourage respect for others and care for the environment?
- Do pupils understand the importance of commitment in human living?
- How far can pupils foster the virtue of fairmindedness and a willingness to consider the views and values of others?
- In what ways do we help pupils understand the balance between rights and responsibilities?
- How do we help pupils make informed moral choices?

Social development

- How do we develop the school as an inclusive community through collective worship?
- How do we promote a feeling of community, with a shared ethos and values?
- How do we provide an opportunity for pupils to become acquainted with school governors and other community leaders?
- In what ways do we celebrate gifts, talents, and achievements through collective worship?
- Do pupils share a sense of belonging through collective worship?

Cultural development

- How does collective worship reflect the school as a diverse community, including those of no religion?
- Do we provide an opportunity for pupils to become acquainted with local leaders, including religious ones?
- How do we celebrate cultural and religious festivals?
- Do we give opportunities for pupils to consider the dynamic nature of culture and how it impacts on society?

Intellectual development

Do our pupils have opportunities to:

- Empathise with others?
- Interpret beliefs, symbols, stories, and poetry?
- Apply insights gained into daily life?
- Analyse beliefs and evidence?

- Evaluate ideas and values and how these influence ways of living?

3.1 Determinations

SACRE has not received any requests for determinations with regard to Collective Worship.

3.2 Complaints

There have been no formal complaints under the statutory complaints relating to Collective Worship or RE.

3.3 Training and support

Three Primary teacher networks were run each term on a hybrid format attended by over 30 schools

4 Links with other bodies

Buckinghamshire SACRE is subscribed to The National Association of SACREs (NASACRE) and to its training programme. Members attended the Annual Conference on Monday 19th May and the webinars provided.

Links with the ASTRA Teaching School Hub have been strengthened. The Adviser is working with the two SCITTs, providing training on RE and SMSC to primary trainees.

SACRE and the Local Authority are continuing to work closely together.

SACRE is represented on the newly established Bucks Faiths Forum.

The RE adviser presented to the Bucks Association of Secondary Headteachers.

The adviser attended and ran a stall at the LA conference on Cultural Capital on 21st October 2024.

5 SACRE involvement in local matters

The adviser to SACRE also provided advice on an ad-hoc basis to individual school requests regarding RE, collective worship and the right to withdraw children from either or both.

6 SACRE arrangements

SACRE is well supported by the Local Authority. The School Improvement Service provides a LA officer who works closely with the Chair and the specialist adviser, as well as a Clerk to provide administrative support. The adviser to SACRE works 20 days over the year to provide the support needed for SACRE to fulfil its functions. There is also a small budget for additional projects and expenses. SACRE received good funding for the development of the Agreed Syllabus. We have this year been encouraged to see the increasing commitment from other teams and initiatives in the LA to engage with SACRE.

Membership is fundamentally strong and we are well represented by a core of experienced and committed individuals. SACRE is a voluntary council, not dissimilar to a school Governing Board, and as such recruitment can be challenging. We are gradually finding people to fill vacancies, which is encouraging. Membership over this year has been significantly improved. It is clear that teacher attendance is a struggle.

SACRE holds an annual Development Day, which has been running since 2001. We also subscribe to the NASACRE training programme. The Development Day for 2025 was going to focus on values and virtues and how different worldviews resonate with educational values and character education. This has been postponed until 2026.

Buckinghamshire SACRE has an annual budget of £17,900.

Appendices

Appendix 1 Examination data

KS4 2025 GCSE Full Course Religious Studies Results - Buckinghamshire

Source - DfE Performance Tables Data NE = No entries, SUPP = fewer than 6 pupils

School Name	Number of pupils at the end of KS4	GCSE Full Course			
		% KS4 pupils entered for Full GCSE RS	% Grades 7 to 9	% Grades 5 to 9	% Grades 1 to 9
The Aylesbury Vale Academy	237	14%	36%	76%	100%
Bourne End Academy	113	0%	NE	NE	NE
Chiltern Hills Academy	172	75%	2%	32%	94%
Amersham School	163	0%	NE	NE	NE
Aylesbury Grammar School	186	5%	78%	100%	100%
Aylesbury High School	181	24%	95%	100%	100%
Beaconsfield High School	179	33%	73%	97%	100%
The Beaconsfield School	147	27%	15%	50%	100%
Burnham Grammar School	179	100%	55%	93%	100%
The Chalfonts Community College	210	5%	9%	55%	100%
Chesham Grammar School	180	10%	50%	94%	100%
Dr Challoner's Grammar School	182	19%	65%	94%	100%
Dr Challoner's High School	183	46%	96%	100%	100%
Great Marlow School	231	13%	35%	84%	100%
The Highcrest Academy	176	5%	33%	56%	100%
Holmer Green Senior School	203	96%	26%	56%	97%
John Colet School	204	12%	24%	52%	100%
John Hampden Grammar School	178	15%	78%	93%	100%
The Misbourne School	169	27%	28%	63%	93%
Princes Risborough School	156	0%	NE	NE	NE
The Royal Grammar School, High Wycombe	207	20%	68%	95%	100%
Royal Latin School	174	16%	68%	96%	100%
Sir Henry Floyd Grammar School	181	22%	58%	98%	100%
Sir William Borlase's Grammar School	151	0%	NE	NE	NE
Sir William Ramsay School	186	15%	18%	36%	100%
Waddesdon Church of England School	145	96%	22%	51%	99%
Wycombe High School	187	19%	74%	97%	100%
Buckingham School	180	0%	NE	NE	NE

The Mandeville School	170	16%	19%	41%	96%
Pioneer Secondary Academy	83	96%	38%	65%	100%
Sir Thomas Fremantle School	99	0%	NE	NE	NE
The Cottesloe School	179	23%	32%	66%	95%
Cressex Community School	147	96%	47%	68%	99%
The Grange School	244	34%	2%	21%	95%
Aylesbury UTC	57	0%	NE	NE	NE
St Michael's Catholic School	332	98%	27%	62%	99%

A Level Results 2024 by School

Source - DfE Performance Tables Data
NE = No entries, SUPP = fewer than 6 pupils

School Name	Number of students at the end of KS5 (academic cohort)	A LEVEL			
		% Entries	% A*-A	% A*-C	% A*-E
Chiltern Hills Academy	59	NE	NE	NE	NE
Bourne End Academy	36	NE	NE	NE	NE
The Aylesbury Vale Academy	8	NE	NE	NE	NE
The Highcrest Academy	56	NE	NE	NE	NE
John Hampden Grammar School	175	NE	NE	NE	NE
Princes Risborough School	81	NE	NE	NE	NE
The Misbourne School	89	NE	NE	NE	NE
John Colet School	58	NE	NE	NE	NE
Burnham Grammar School	187	NE	NE	NE	NE
Aylesbury High School	213	4%	33%	100%	100%
Dr Challoner's High School	209	4%	44%	100%	100%
Sir Henry Floyd Grammar School	217	3%	50%	100%	100%
Holmer Green Senior School	73	12%	22%	67%	100%
Chesham Grammar School	210	4%	11%	78%	100%
The Beaconsfield School	25	NE	NE	NE	NE
Sir William Ramsay School	20	NE	NE	NE	NE
Amersham School	78	NE	NE	NE	NE
Aylesbury Grammar School	208	NE	NE	NE	NE
Royal Latin School	217	NE	NE	NE	NE
Wycombe High School	195	14%	43%	93%	100%
Dr Challoner's Grammar School	220	13%	45%	97%	100%
Sir William Borlase's Grammar School	226	NE	NE	NE	NE
Beaconsfield High School	170	13%	59%	100%	100%
The Chalfonts Community College	47	NE	NE	NE	NE
The Royal Grammar School, High Wycombe	203	NE	NE	NE	NE
Waddesdon Church of England School	147	12%	22%	83%	100%
Great Marlow School	121	NE	NE	NE	NE
Buckingham School	57	NE	NE	NE	NE
The Mandeville School	NE	NE	NE	NE	NE
Sir Thomas Fremantle School	NE	NE	NE	NE	NE
Pioneer Secondary Academy	19	NE	NE	NE	NE
The Grange School	86	10%	0%	11%	89%
Cressex Community School	NE	NE	NE	NE	NE
The Cottesloe School	71	15%	18%	82%	100%
St Michael's Catholic School	63	5%	SUPP	SUPP	SUPP

Appendix 2 Secondary questionnaire 2025: The Agreed Syllabus.

	Yes	No	Not sure
Is your RE curriculum in line with the Buckinghamshire Agreed Syllabus 'Challenging RE 2022 - 27'?	13	1	3

	Yes	No	Not sure
Do you think the Agreed Syllabus provides a good rationale for RE?	13	0	4

	Very useful	Useful	Not useful
How useful is the structure of the Agreed Syllabus for planning RE?	3	11	3

	Yes	No	Too much
Is there enough content in the Agreed Syllabus?	14	1	2

	Yes	No
Does the AS help challenge thinking in students?	15	2

	Very flexible	Adequate	Not flexible
How flexible do you find the Agreed Syllabus?	5	10	2

Please list up to 3 things that you think would improve the Agreed Syllabus

- Lesson details
- Resources
- Specific content for each religion
- Examples of key questions and model answers
- Link resources explicitly to the agreed syllabus
- Link to character education framework
- Detailed planning
- Specific focus for each topic
- Downloadable resources
- Teaching resources
- More clarity on topics rather than general guidance
- Academic rigour eg exegesis
- Multidisciplinary approach
- Consider critical religious education
- More support for non specialists both what and how to teach

Appendix Buckinghamshire SACRE workplan 2024-25

WORK STREAM	Days	EXPECTED ACTIONS	EXPECTED OUTCOMES	Evidence	Date
1. SACRE is well managed and effective, and works well with partners and stakeholders to improve RE and collective worship					
Meetings	4.5	Attend 3 full SACRE meetings held per year, provide advice for the Chair and LA Serving Officer on agendas and produce supporting paperwork. To attend three strategy meetings following each SACRE meeting to agree any matters arising. To undertake any agreed follow up actions.	To attend the three full SACRE meetings held per year. To be available to meet or speak with the chair and local authority serving officer in advance of the three full meetings to discuss and offer advice on any potential items or papers that may be on the agenda and prepare supporting documents. Members are confident in their knowledge and understanding of the national and local situation regarding RE.	SACRE minutes Reports	
		Ensure SACRE is up to date with local, regional, and national issues related to RE and collective worship e.g. DfE funded initiatives.			
Membership	0.5	Continue to improve the effectiveness of SACRE, addressing gaps in membership, extending teacher representation, and providing induction and development opportunities	Full representation and membership Induction and training needs identified. Roles and representation developed.	SACRE membership Attendance at meetings	

WORK STREAM	Days	EXPECTED ACTIONS	EXPECTED OUTCOMES	Evidence	Date
Development Day	2	Plan, prepare and lead the annual Development Day for SACRE members.	Members training needs and development are being met. Review of year undertaken and plan for next year drafted.	Annual development day agenda Annual development day presentations	
Annual Report	1	Draft and produce the SACRE Annual Report (workforce and exam data and information will be provided by BC)	A clear analysis and report on SACRE's work and on actions taken by its representative groups specifying any matters on which it has advised the local authority has been produced within the agreed time scale. The report to be made available to schools and County councillors including via schools web and delivered to the National Association for SACREs and the DfE in spring 2023.	SACRE Annual Report	
Strategic planning	1.5	Create a three year strategic plan for SACRE from April 2024 to March 2027 to include: <ul style="list-style-type: none"> Possible new Agreed Syllabus 2027 Succession planning for key roles 	SACRE have a 3-year strategic development plan in place that includes a schedule of works to create the new agreed syllabus ready for implementation from September 2027.	3 year development plan New Agreed Syllabus	
Promoting	2	Promote the role of SACRE by:	Educational institutions and stakeholders	SACRED	

WORK STREAM	Days	EXPECTED ACTIONS	EXPECTED OUTCOMES	Evidence	Date
role of SACRE		<ul style="list-style-type: none"> developing closer links with Buckinghamshire Council members and strategic priorities SACRE promotional materials linking with key representative groups in the LA structure, eg headteachers, Governors, SCITTs and MATs developing two-way links between SACRE representatives and their communities 	<p>are aware of the work of SACRE.</p> <p>SACRE is able to contribute to educational and community priorities.</p> <p>School leaders and teachers are better informed about issues relating to RE and collective worship.</p>	<p>Meeting minutes</p> <p>Reports</p> <p>School Bulletin articles</p>	
Collaboration	0.5	Discuss with Hertfordshire the possibility of SACREs working together	Arrange a meeting for chairs, vice chairs and LA advisers and officers to attend to discuss	Report of meeting	
Partnerships	1	To run training for Governors and Headteachers around their statutory roles and responsibilities regarding RE and collective worship in schools.	<p>For Governors and Headteachers to be aware of the statutory duties in relation to RE and Collective Worship in schools.</p> <p>For schools to deliver high quality RE and collective worship with confidence.</p>	Training registers Materials and Feedback	
Training	2	Identify training needs for individual schools as required	Bespoke offer of staff training on RE, Collective Worship and SMSC.	Training feedback	
2. SACRE produces and supports an educationally challenging and inspiring Agreed Syllabus					
Support	1.5	Develop support materials for Agreed	Termly working party outcomes addressed	Schools Web	

WORK STREAM	Days	EXPECTED ACTIONS	EXPECTED OUTCOMES	Evidence	Date
materials		Syllabus. Work with working party from SACRE and RE networks to develop further resources and lesson plans.	at network meetings and SACRE meetings to collate resources and good practice to support the Agreed Syllabus. Schools are more confident in the teaching and learning in RE. Links to commercial schemes supported.	Network meetings	
Schools Web	1	Update SchoolsWeb with advice and guidance on the implementation of the Agreed Syllabus.	Communication with schools around the Agreed Syllabus and expectations are clear. School RE leads can access the Agreed Syllabus and supporting materials with ease.	Schoolsweb Network meeting feedback	
3. SACRE promotes and supports high quality religious education across all schools as appropriate					
School questionnaire	2	Carry out a questionnaire for a) secondary and b) primary on Teacher and pupil voice around RE provision. Send out to schools. Analysis and triangulation Liaise with SIS advisers	The development of a survey for Buckinghamshire schools to identify key information to enable SACRE to monitor and support schools more effectively. Utilise the RE leads network to complete the questionnaire and reflect on the data.	Survey Review of findings with recommendations for action	
School websites	2	SACRE members to carry out review of school Websites Write analytical report based on findings	SACRE has report and is able to identify potential effective practice and plan way forward for addressing non-compliance.	Report Minutes of meetings	

WORK STREAM	Days	EXPECTED ACTIONS	EXPECTED OUTCOMES	Evidence	Date
		Develop process for addressing non-compliance (letters) Liaise with SIS advisers	Procedures have been developed. Information on curriculum provision has been collected from a selection of school websites.	Review of RE provision	

Appendix 5 - SACRE Membership and Attendance

Group	Name	Represents
A Other Denominations and Faiths	Sue May	Quaker
	Vacancy	Methodist
	Neena Phakkey	Hindu
	Zahid Jawed	Muslim
	Rabbi Neil Janes (March 2023)	Reform Jewish
	Richard Winston (April 2023)	Orthodox Jewish
	Vacancy	Sikh
	Steve Terry	Buddhist
	Dermot Kennedy	Roman Catholic
	Marjorie Johnston, Vice-Chair	Baptist
	Elaine Lever	Humanist
	Margaret Dean, Chair	Progressive Christianity Network
B The Church of England	Sue Newlyn (March 2025)	Church of England
	James Dwyer	Church of England
	Arabella Norton (March 2025)	Church of England
	Vacancy	Church of England
C Teacher representatives	Gina Coterill	Special Schools
	Emma Cameron	NAHT
	Kath Cheetam	ASCL
	Vacancy	NASUWT
	Yasmin Hussain	Primary
	Alison Whittal	Infant
	David May	Primary Federation
	Clare Sheaf	Primary Academy
	Sharon Reynolds	Marlow Infant School
	Humma Abassi	Upper School
	Armani Campbell	Secondary Academy
D The Local Authority	Cllr Anita Cranmer	County Council
	Cllr Joseph Baum (till May 2025)	County Council
	Cllr David Watson (Till May 2025)	County Council
	Cllr David Moore (from May 2025)	County Council
	Cllr Ade Osibogun (from May 2025)	County Council
	Rosie Washford-Mower (Governors)	Governor
Co-opted	Karen Crussell	Academies
	David Smith	Baha'i

14th

4th

24th

Members	Group Represented	Oct 2024	March 2025	June 2025
Group A				
Sue May	Quaker	Y	Y	Y
Neena Phakkey	Hindu	Y	A	A
Zahid Jawed	Muslim	Y	A	Y
Rabbi Neil Janes	Reform Jewish	Y	Y	Y
Richard Winston	Orthodox Jewish	A	Y	Y
Steve Terry	Buddhist	Y	Y	Y
Dermot Kennedy	Roman Catholic	A	Y	Y
Marjorie Johnston (V-Chair)	Baptist	Y	Y	Y
Elaine Lever	Humanist	A	Y	Y
Margaret Dean (Chair)	Progressive Christian Network	Y	Y	Y
Group B				
Sue Newlyn (March 2025)	Church of England	NA	Y	A
James Dwyer	Church of England	A	A	N
Arabella Norton (March 2025)	Church of England	NA	Y	Y
Group C				
Gina Coterill (May 2024)	Special Schools	A	N	A
Emma Cameron (May 2024)	NAHT	Y	A	Y
Kath Cheetam	ASCL	N	A	A
Humma Abbasi	Secondary Upper	N	N	A
Yasmin Hussain	Primary	N	N	A
Alison Whittal	Infant	N	N	A
David May	Primary Federation	N	A	N
Clare Sheaf	Primary Academy	N	N	N
Sharon Reynolds (May 2024)	Marlow Infants	Y	A	Y
Armani Campbell	The Beaconsfield School	N	N	N
Group D				
Cllr Anita Cranmer	County Council	A	A	NA
Cllr Joseph Baum	County Council	N	N	NA
Cllr David Watson	County Council	Y	Y	NA
Cllr David Moore	County Council	NA	NA	A
Cllr Ade Osibogun	County Council	NA	NA	Y
Rosie Washford-Mower	Governor	A	Y	A
Co-optees				
Karen Crussell	Academies	N	Y	A
David Smith	Baha'i	A	A	A

Y = Attended A = Apologies accepted
R = resigned

N = Absent
NA = not appointed

Appendix 6 Circulation details for this AR

NASACRE (National Association of SACREs)

Buckinghamshire schools and colleges

County Councillors

Lead Member for Children's Services and school improvement

Diocesan Education Associations

DfE

**SACRE is advised and supported by Bill Moore, SACRE Adviser.
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For further information please make contact via the website:

<https://schoolsweb.buckscc.gov.uk/curriculum-and-learning/sacre/>