

Buckinghamshire
Standing Advisory Council on
Religious Education



Annual Report
2021-22

Contents	Page
1. Introduction	3
1.1. Welcome from the Chair	3
1.2. Statement on the importance and nature of RE	4
1.3. SACRE statutory duties	5
1.4. The purpose of the report	5
1.5. Meetings 2021-22	6
2. Religious Education and the Buckinghamshire Agreed Syllabus	7
2.1. The Agreed Syllabus 2022-27	7
2.2. Standards and quality of provision of RE	8
2.3. Other work of SACRE for RE	11
3. Collective Worship and determinations	11
3.1. Determinations	11
3.2. Complaints	11
3.3. Training and support	11
4. Links with other bodies	11
5. SACRE involvement locally	12
6. SACRE's arrangements	12
7. Appendices	13
7.1. Table of GCSE and A Level RS results 2022	13
7.2. Details on CPD provided to schools	17
7.3. SACRE Development day and plan	18
7.4. A worldviews approach in the Bucks Agreed Syllabus	23
7.5. Young Ambassadors	25
7.6. SACRE membership and attendance 2021-22	27
7.7. Circulation details for this AR	28

1 Introduction

1.1 Foreword from the Chair of SACRE

The academic year 2021-22 has been a momentous year for Buckinghamshire SACRE!

After the effects of Covid, we managed to publish and launch our new Agreed Syllabus '**Challenging RE IV: Exploring the importance and place of religion and worldviews in the modern world**'. This had been hampered by the impact of Covid19 on the work and lives of the teachers on the writing panel, and my thanks go out to them for the commitment and dedication they showed throughout the process. Working remotely, without the benefit of face-to-face conversations and stimulus, is challenging RE indeed!

We were delighted that Professor Cooling agreed to help us launch the new syllabus, along with Gareth Drawmer, Head of Achievement & Learning. It was a fully packed event and a good celebration of the importance of RE and of our Agreed Syllabus.

Two primary schools in High Wycombe (Millbrook and Oak Green) participated in a RE Council initiative, acting as local Ambassadors for RE and produced presentations for SACRE, part of which can be seen in Appendix 4. SACRE was delighted at the insights of the pupils and how they see the importance of RE.

At long last, after meeting online for so long, we had our first face-to-face meeting since March 2020 at the Baptist Church in Haddenham. It was lovely to see and be with SACRE friends again after so long. The refreshments were very welcome too!

Finally I would like to thank all members of SACRE, of the writing panel and our supporting officers for their work. I especially want to mention our LA Officer, Katherine Wells, who left in July as her wide-ranging skills were needed elsewhere in School Improvements. She has been a wonderful support for SACRE for a number of years and I wish her well in her new roles. We welcomed our new LA officer, Roz Burch, to our Development Day. We also bade farewell to Frankie Fisher, our long-standing Methodist representative. Her wit and wisdom will be hugely missed.

I hope this report is of interest to schools, faith and belief communities and the Local Authority. It reflects the work and commitment of our members to promoting quality RE at such a critical time in our society. I particularly hope that you will read and reflect on the statement on the following page from the syllabus, which explains our view about why RE (or an education in religion and worldviews) is important.

Margaret Dean
Chair of Buckinghamshire SACRE

1.2 Statement on the importance and nature of RE

Challenging RE 2022 exploring the importance and place of religion and worldviews in the modern world (p2)

'How we behave and live our lives affects other people and the world we live in. This is why our behaviour and ways of living are important issues.

Our behaviour is influenced by our attitudes.

Our attitudes are influenced by our experiences and beliefs.

RE is the opportunity to reflect on our experience of the world and the beliefs, values and attitudes that guide us through life.

We do this by exploring the beliefs, values, practices, and ways of living from the principal religions and different worldviews.

We all play a part in creating the world and society we live in.

What we believe, whether religious or not, contributes significantly to this.

RE helps pupils (and the school as a whole) to reflect on the ways in which beliefs influence how people live their lives.

Although RE is statutory, it justifies its place in the curriculum on purely educational grounds.

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. All subjects in the curriculum should contribute to this, some more and some less so. Religious education has a particularly significant contribution to make because it is about a person's way of experiencing, responding to and understanding the world....

As with the previous versions of 'Challenging RE', experience is at the foundation of our approach. This experience is at an individual, an institutional and a universal level and it enables pupils to reflect on their own sense of value and identity through an open, critical, and academic exploration of Christianity and other faiths and worldviews.'

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 2021-22 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. As we have been reviewing our agreed syllabus, we also held three Agreed Syllabus Conference (ASC) meetings on the same dates. In the academic year 2020-21 most meetings were held on-line.

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 children and young people in the County 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 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 2021 to August 2022. 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.

1.5 Meetings 2021-22

Mon 8 th November 2021 online	Full SACRE and ASC
Tues 6 th December 2021 online	ASC final vote on agreed syllabus
Tues 22 nd March 2022 online	Full SACRE
Mon 16 th May 2022 Haddenham Baptist Church	Full SACRE

Matters discussed:

A. SACRE

- Young Ambassadors Project – two schools involved developed presentations for SACRE and the LA
- Membership – especially recruiting to fill vacancies, but also how to represent different constituencies
- How best to engage with schools and developing newsletters, networks and CPD
- Linking with headteachers, Governors and Teaching School Hubs
- Planning for the Development Day
- Agreed Syllabus launch, training and support materials

B. ASC

- Approving the final draft
- Recommending to the Local Authority to agree the syllabus

SACRE Development Day 2022 Weds 12th July Bahá'í Centre, Bicester

Strategic priorities: developing a 5 year plan

- Self-evaluation using NASACRE RETool
- Establish priorities 2022-27
- funding

Working with the Local Authority

- Partnership with School Improvement
- Working with school leadership
- Contributing to Community Cohesion

Strategic priorities:

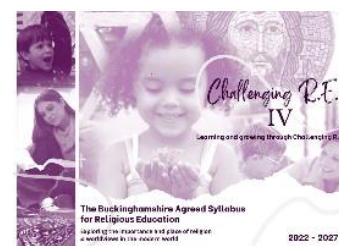
- Teachers are empowered to teach quality RE
- Develop and support a quality Agreed Syllabus
- SACRE works effectively with key stake-holders
- Schools understand and provide good quality collective worship and Spiritual, Moral, Social and Cultural Development (SMSC)
- SACRE contributes to community cohesion and diversity in schools and their local communities

2 Religious Education and the Buckinghamshire Agreed Syllabus

2.1 The Agreed Syllabus 2022-2027

After the review of the agreed syllabus in 2020-21 and the work of the Writing Panel of teachers and the adviser, the work of the ASC was to finalise and approve it to be recommended to the LA.

In December 2021, the ASC approved [‘Challenging RE IV: exploring the importance and place of religion and worldviews in the modern world’](#). It was agreed and adopted by the Local Authority in February 2022 and launched at an event on Thursday 9th June 2022.



In keeping with the wishes of the majority of respondents to our survey, which showed overwhelming support for the syllabus content and structure, little was changed in terms of what schools would need to teach. The format of ‘Challenging RE’ had from the beginning, in 2006, been implicitly a ‘worldviews approach’ addressing as it did the three questions: *What does it mean to be me? What does it mean to be you? What does it mean to be human?* The main focus of the new syllabus was to recognise and formalise this relationship with a worldviews approach as proposed in the [Commission on RE Report 2018](#) and to include aspects of the [Ofsted Research Review of 2021](#) – in particular the emphasis on the three types of knowledge: substantive, disciplinary and personal.

The launch took place at the Holiday Inn, Aylesbury on 9th June 2022. We were delighted to welcome Trevor Cooling, Emeritus Professor of Christian Education at Canterbury Christ Church University, who gave a powerful and personal address on ‘A Worldviews Approach and the Agreed Syllabus’, in which he both gave the background to and explanation of a worldviews approach, and linked this to the new syllabus. In particular, he shared the video [‘Nobody Stands Nowhere’](#) to help explain what is meant by a worldview.



SACRE provided five training events for Primary and two for Secondary teachers. Feedback from these events was positive, with 100% saying they were useful or very useful. Attendance at the primary events was used to establish contacts and networks.

1. Continuity and change
2. The agreed syllabus provides the *basis* for your curriculum rationale
3. What pupils will learn
4. Assessment of RE
5. Learning and teaching
6. Example of planning



SACRE funded a weekend in July 2022 for the members of the Writing Panel to develop support materials for RE leaders.

2.2 Standards and quality of provision of RE

KS4 GCSE Examination RS in Buckinghamshire (See Appendix 1)

This is the first year since the Pandemic that examination data have been made publicly available. SACRE appreciates all the work since 2020 that pupils and staff have put into ensuring the continuation of examination RS during extremely challenging times. We can now make some comparisons between 2019, the year before the pandemic, and this year's achievements; clearly, however, we cannot ignore the continuing impact of Covid-19 on individuals, cohorts and schools themselves. Direct comparisons would not be appropriate, but we now have some indication of the direction of travel in terms of examination RS in Buckinghamshire's publicly-funded schools.

GCSE

Entries for GCSE Full Course RS remain the same as in 2019 with very similar outcomes. Buckinghamshire secondary students achieved well above the national overall performance. However, there were still more than 2 out of every 3 students who were not entered for the GCSE. Considering that RE remains statutory for all students in KS4, this is a disappointing figure, as it would be good for students to gain credit for their studies. Whilst this does not mean that RE is not being taught to all students in KS4, it does raise questions about provision in our schools.

Since Short Course GCSEs were removed from School Performance Measures, far fewer schools enter their students for this qualification. This is a shame, as they are a good way of providing for the statutory requirement and at the same time allowing students to gain a formal and meaningful qualification.

It is encouraging that of the seven schools in 2019 who entered no students, three did enter some students in 2022. However, four schools did not enter any students in either year.

SACRE encourages all secondary schools to enable students to achieve a recognised qualification in RS, equivalent to a GCSE, so that they can gain from their statutory entitlement to RE.

A Level

Examination entries have fallen slightly since 2019, however, four more schools entered students for A Level than did in that year. This is encouraging and SACRE would like to support more schools in doing so, perhaps working with the Secondary Networks. There has been a significant fall in entries from the selective sector, but this has been offset by more entries from non-selective schools. Although results for this year are overall slightly above the national, those achieving the highest grades show a marked improvement and the students and teachers are to be congratulated for their hard work and commitment.

The following points will be considered as we move back to our monitoring of examination data.

- The extent to which schools enter pupils for GCSE and A Level RS examinations. SACRE maintains that, in the current climate of examination success and valuing accredited courses, best practice at KS4 is to provide a GCSE for all, even if not all are entered.
- The impact of the EBacc on the provision and examination entrance at KS4.
- The extent to which schools provide non-examination core RE for all pupils in KS4 based on the agreed syllabus. Schools are required to plan a meaningful, and relevant programme of learning and the agreed syllabus provides expectations and curriculum guidance from which to plan an ambitious and sequential curriculum that is appropriate to the school and the background of the cohort. SACRE is concerned that RE may not be provided for a significant number of students at KS4. **This is non-compliant with statutory requirements.**

It has never been more important that our children and young people have an accurate knowledge and critical understanding of religion and belief and are able to empathize with the deep and rich traditions, whilst also having the skill and discernment to reflect critically for themselves on the questions, experiences and challenges that life throws at us. RE is a subject that contributes significantly to pupils' understanding of life in modern Britain and provides the best opportunity for them to make sense of their own as well as others' responses to these big questions and to explore meaning, purpose and value in a complex world.

SACRE will work with the LA to see how best to support and, where necessary challenge schools in providing quality RE for all.

Examination Data summary 2022 (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
2022	England			32%	60	90
	Buckinghamshire Maintained and Academy Schools (incl. Special)	6118	31%	43%	74%	99%
	Buckinghamshire Upper Schools	3673	34%	26%	62%	98%
	Buckinghamshire Grammar Schools	2305	28%	76%	96%	100%
2020&21	England			na	na	na
	Buckinghamshire Maintained and Academy Schools (incl. Special)	na	na	na	na	na
	Buckinghamshire Upper Schools	na	na	na	na	na
	Buckinghamshire Grammar Schools	na	na	na	na	na
2019	England			31%	61%	98%
	Buckinghamshire Maintained and Academy Schools (incl. Special)	5743	31%	42%	75%	100%
	Buckinghamshire Upper Schools	3446	32%	26%	63%	100%
	Buckinghamshire Grammar Schools	2226	31%	68%	94%	100%
2018	England					
	Buckinghamshire Maintained and Academy Schools (incl. Special)	5635	29%	39%	75%	99%
	Buckinghamshire Upper Schools	3335	29%	24%	64%	99%
	Buckinghamshire Grammar Schools	2217	29%	61%	91%	100%

A and AS Levels		Number of pupils at the end of KS5	A LEVEL			
			% Entries (out of KS5 pupils)	% A*-A	% A*-C	% A*-E
2022	England			36%	88%	99%
	Buckinghamshire Maintained and Academy Schools	3725	5%	39%	81%	92%
	Buckinghamshire Upper Schools	1239	8%	16%	67%	88%
	Buckinghamshire Grammar Schools	2484	4%	60%	94%	96%
2020&21	England			na	na	na
	Buckinghamshire Maintained and Academy Schools	na	na	na	na	na
	Buckinghamshire Upper Schools	na	na	na	na	na
	Buckinghamshire Grammar Schools	na	na	na	na	na
2019	England			22%	76%	98%
	Buckinghamshire Maintained and Academy Schools (incl. Special)	3632	6%	29%	80%	99%
	Buckinghamshire Upper Schools	1288	6%	8%	54%	97%
	Buckinghamshire Grammar Schools	2344	6%	40%	95%	100%
2018	England			23%	70%	98%
	Buckinghamshire Maintained and Academy Schools	3662	6%	29%	78%	99%
	Buckinghamshire Upper Schools	1345	6%	6%	58%	97%
	Buckinghamshire Grammar Schools	2317	5%	46%	93%	100%

2.3 Other work of SACRE for RE

Young Ambassadors: Two schools contributed, involving a total of 14 Y6 pupils. Both schools produced PowerPoint presentations that were shared with SACRE.

Monitoring of websites was put on hold until after the agreed syllabus is published and launched, when we shall revisit our policy and process for monitoring both RE and collective worship.

3 Collective Worship

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

No training has been provided. SACRE will plan work on collective worship within its 5-Year plan

4 Links with other bodies

Buckinghamshire SACRE is subscribed to The National Association of SACREs (NASACRE) and to its training programme. Members attended the online Annual Conference on Monday 23rd May and the webinars provided.

At the Development Day on 12th July, the following partnerships/links were suggested:

SACRE could be seen/heard at/in:

- Headteacher liaison groups
- SchoolsWeb
- Primary Education Board
- Bucks Association of Secondary Headteachers
- Weekly bulletin
- Governor training
- Youth Voice
- Young Ambassadors for RE
- Community boards
- Intervention and Prevention in schools.

5 SACRE involvement in local matters

SACRE provided advice on Ramadan in schools, adapting the advice provided in 2021. 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 s 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.

SACRE holds an annual Development Day, which has been running since 2001. We also buy into the NASACRE training programme.

Buckinghamshire SACRE has an annual budget of £17,900. Unti recently this was only in a review year, but now is formally available each year.

Appendix 1 Examination data

KS4 2022 GCSE Full Course Religious Studies Results - Buckinghamshire

Source - DfE Performance Tables Data (note: GCSE Short courses no longer included in SPT data)

NE = No entries, SUPP = fewer than 6 pupils

URN	School Name	School Type	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
135879	The Aylesbury Vale Academy	AC	237	21%	38%	74%	100%
146518	Bourne End Academy	AC	130	0%	NE	NE	NE
137280	Chiltern Hills Academy	AC	163	86%	13%	40%	96%
137343	Amersham School	ACC	149	0%	NE	NE	NE
136884	Aylesbury Grammar School	ACC	185	21%	79%	95%	100%
136846	Aylesbury High School	ACC	185	13%	88%	96%	100%
140893	Beaconsfield High School	ACC	175	34%	95%	100%	100%
139367	The Beaconsfield School	ACC	142	16%	9%	52%	100%
137564	Burnham Grammar School	ACC	178	99%	55%	92%	100%
137215	The Chalfonts Community College	ACC	232	18%	7%	55%	95%
137091	Chesham Grammar School	ACC	177	12%	67%	95%	100%
136419	Dr Challoner's Grammar School	ACC	184	28%	67%	96%	100%
137219	Dr Challoner's High School	ACC	182	55%	99%	100%	100%
136964	Great Marlow School	ACC	230	7%	44%	88%	100%
136858	The Highcrest Academy	ACC	149	12%	28%	83%	100%
138058	Holmer Green Senior School	ACC	161	98%	33%	63%	99%
137261	John Colet School	ACC	203	27%	45%	84%	100%
136771	John Hampden Grammar School	ACC	159	13%	75%	100%	100%
145322	The Misbourne School	ACC	177	31%	31%	78%	100%

146377	Princes Risborough School	ACC	132	2%	supp	supp	supp
136484	The Royal Grammar School, High Wycombe	ACC	204	22%	64%	95%	100%
137344	Royal Latin School	ACC	167	18%	67%	93%	100%
136845	Sir Henry Floyd Grammar School	ACC	189	15%	82%	96%	100%
136781	Sir William Borlase's Grammar School	ACC	135	0%	NE	NE	NE
137256	Sir William Ramsay School	ACC	181	14%	19%	62%	100%
137355	Waddesdon Church of England School	ACC	147	99%	19%	61%	100%
136723	Wycombe High School	ACC	185	31%	95%	100%	100%
110484	Buckingham School	CY	175	0%	NE	NE	NE
110497	The Mandeville School	CY	156	8%	8%	42%	92%
139897	Khalsa Secondary Academy	F	93	100%	31%	68%	99%
139663	Sir Thomas Fremantle School	F	79	14%	27%	82%	100%
110533	The Cottesloe School	FD	182	25%	38%	67%	98%
110500	Cressex Community School	FD	149	88%	29%	63%	98%
110488	The Grange School	FD	231	32%	8%	41%	95%
139434	Aylesbury UTC	UTC	31	0%	NE	NE	NE
110516	St Michael's Catholic School	VA	144	97%	35%	68%	99%
137934	Alfriston School	ACCS	23	0%	NE	NE	NE
142695	Chiltern Way Academy	ACCS	32	0%	NE	NE	NE
110578	Chiltern Wood School	CYS	6	0%	NE	NE	NE
110585	Furze Down School	CYS	15	0%	NE	NE	NE
110582	Heritage House School	CYS	3	0%	NE	NE	NE
110576	Pebble Brook School	CYS	21	0%	NE	NE	NE
110581	Stocklake Park Community School	CYS	10	0%	NE	NE	NE
110579	Stony Dean School	CYS	30	0%	NE	NE	NE
Buckinghamshire Schools/Colleges (excluding Independents)			6118	31%	43%	74%	99%
Buckinghamshire Non Selective Schools			3673	34%	26%	62%	98%
Buckinghamshire Selective Schools			2305	28%	76%	96%	100%
National (All schools)					32%	60%	90%

KS5 2022 Religious Studies Results - Buckinghamshire

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

URN	School Name	School Type	Number of students at the end of KS5 (academic cohort)	A LEVEL			
				% Entries	% A*-A	% A*-C	% A*-E
137280	Chiltern Hills Academy	AC	54	6%	suppressed	suppressed	suppressed
146518	Bourne End Academy	AC	30	0%	NE	NE	NE
135879	The Aylesbury Vale Academy	AC	0	0%	NE	NE	NE
136858	The Highcrest Academy	ACC	51	18%	22%	89%	100%
136771	John Hampden Grammar School	ACC	153	3%	suppressed	suppressed	suppressed
146377	Princes Risborough School	ACC	56	0%	NE	NE	NE
145322	The Misbourne School	ACC	85	22%	26%	63%	100%
137261	John Colet School	ACC	48	0%	NE	NE	NE
137564	Burnham Grammar School	ACC	159	4%	43%	100%	100%
136846	Aylesbury High School	ACC	192	4%	14%	86%	100%
137219	Dr Challoner's High School	ACC	184	5%	67%	100%	100%
136845	Sir Henry Floyd Grammar School	ACC	198	6%	73%	100%	100%
138058	Holmer Green Senior School	ACC	54	17%	33%	89%	100%
137091	Chesham Grammar School	ACC	205	4%	75%	100%	100%
139367	The Beaconsfield School	ACC	45	0%	NE	NE	NE
137256	Sir William Ramsay School	ACC	34	0%	NE	NE	NE
137343	Amersham School	ACC	52	0%	NE	NE	NE
136884	Aylesbury Grammar School	ACC	195	0%	NE	NE	NE
137344	Royal Latin School	ACC	208	0%	NE	NE	NE
136723	Wycombe High School	ACC	172	12%	52%	100%	100%
136419	Dr Challoner's Grammar School	ACC	220	10%	78%	100%	100%
136781	Sir William Borlase's Grammar School	ACC	235	0%	NE	NE	NE

140893	Beaconsfield High School	ACC	155	9%	64%	93%	100%
137215	The Chalfonts Community College	ACC	79	9%	14%	57%	100%
136484	The Royal Grammar School, High Wycombe	ACC	208	0%	NE	NE	NE
137355	Waddesdon Church of England School	ACC	149	18%	15%	78%	100%
136964	Great Marlow School	ACC	146	0%	NE	NE	NE
110484	Buckingham School	CY	39	0%	NE	NE	NE
110497	The Mandeville School	CY	32	0%	NE	NE	NE
139663	Sir Thomas Fremantle School	F	60	5%	suppressed	suppressed	suppressed
139897	Khalsa Secondary Academy	F	23	0%	NE	NE	NE
110488	The Grange School	FD	71	13%	0%	67%	89%
110500	Cressex Community School	FD	NE	0%	NE	NE	NE
110533	The Cottesloe School	FD	80	6%	suppressed	suppressed	suppressed
130607	Buckinghamshire College Group	General Further Education College	2	0%	NE	NE	NE
139434	Aylesbury UTC	UTC	NE	0%	NE	NE	NE
110516	St Michael's Catholic School	VA	51	12%	17%	100%	100%
Buckinghamshire Schools/Colleges (excluding Independents)			3725	5%	39%	81%	92%
Buckinghamshire Non Selective Schools			1239	8%	16%	67%	88%
Buckinghamshire Selective Schools			2484	4%	60%	94%	96%
National (All schools)					36%	88%	99%

Appendix 2 Scools INSET for the new Agreed Syllabus

Training dates for Primary Schools

Wed 22nd June, 4 – 6pm, Ash Hill Primary School, High Wycombe
Thurs 23rd June, 4 – 6pm, Thomas Hickman School, Aylesbury
Mon 27th June, 4 – 6pm, Butlers Court School, Beaconsfield
Thurs 30th June, 4 – 6pm, Buckingham Primary School, Buckingham
Wed 6th July, 4 – 6pm, Thomas Harding School, Chesham

Training dates for Secondary Schools

Thurs 7th July, 4pm – 6pm, Wycombe High School
Tues 12th July, 4:15pm – 6pm, Aylesbury Grammar School

Appendix 3 Development Day 13th July 2022

Agenda

BUCKINGHAMSHIRE SACRE – DEVELOPMENT DAY –
Wednesday 13th July 2022
Developing our strategic presence



Baha'i Training Centre, 45 Ploughley Road, Lower Arnott, Bicester.
OX25 1NY.

PROGRAMME

09.30-10.00	Arrival and refreshments	
10 – 10.15	Introduction	Margaret
10.15 – 12.30	Strategic priorities: planned implementation In discussion groups and then feeding back: <ul style="list-style-type: none">• developing a 5 year plan<ul style="list-style-type: none">○ NASACRE RETool○ Self-evaluation○ Priorities• funding	Bill
12.30 – 1.15	Lunch	
1.15 - 3.30	Working with the Local Authority <ul style="list-style-type: none">• Partnership with School Improvement• Working with school leadership• Contributing to Community Cohesion	Yvette Thomas
3.30 – 4.00	Round up of the day and priorities	

In preparation for this please would you complete the following for each section of the attached RETool:

- Skim read the narrative at the start of each section particularly focusing on the highlighted text
- Tick in each section where you think Bucks SACRE sits.
-

If you have the time and inclination

- jot down any response to the points at the end of each section: success, barriers etc.

At the development day we will split into groups to discuss these and then share our thinking. Finally we will agree priorities for the next five years and actions we would want to take in partnership with the local authority, schools and communities.

SACRE Dev Day 13/7/22

SEF and future planning

Suggested main Priority Areas

1. Teachers are empowered to teach quality RE
2. Quality Agreed Syllabus
3. SACRE works effectively with key stake-holders
4. Schools understand and provide good quality collective worship and SMSC (spiritual, moral, social and cultural development)
5. SACRE contributes to community cohesion and diversity in schools and local communities

Desirable outcomes

- Proactive SACRE – what it means to be a SACRE rep
- Raise profile of SACRE
- Engaging schools with CW and SMSC; meaningful experiences for pupils
- Teacher CPD and support
- School leaders take SMSC and CW seriously
- Pupil voice/Youth SACRE and Young RE Ambassadors
- Strong links with schools and academies
- Support materials available for teachers and subject leaders (and senior leaders)
- Information from and about schools
- Community cohesion and links

Possible ideas/actions

- How do we monitor RE and collective worship?
- Ofsted reports- barrier is capacity - But potentially useful -
- Collective worship what is it what is it for? Who is it for? Educational value (see my toolkit)
- Training around SMSC and Fundamental British Values
- Explore school duty to promote community cohesion. SACRE and local authority to work together on this. How?
- Maybe linking with side by side strategy to develop good knowledge and understanding of RE in schools and identify good RE leads.
- Need to develop SLT, GB staff (pupils? Parents?) understanding of SMSC
- Local authority and SACRE need to be more joined up. Good to know what each other is doing
- Clarity needed regarding the differences between RE, SMSC, PSHE and community cohesion
- Possibly linking with the Model UN initiative? Schools Network?
- Potential of governing board and liaison group meetings
- Teacher networks and annual conference and explore funding with local authority
- More consistent training for RE leads. LA support for communications etc on this
- local authority has data about ethnicity and faith groups. Need to access this.

- Explore REQM and other possible awards
- Use existing channels of communication through the local authority (HTs, GBs, strategic groups etc)
- Local authority can develop and share databases for us
- Youth Voice - contact Katie more at Buckinghamshire council??
- Contact Academy trusts with support of local authority, which has termly meetings with trust CEOs
- Update the website page - find out best way of doing this
- Write to Ofsted from both chair and local authority to inform instances of lack of religious education despite good report
- Write to community boards - Katherine can give us contacts
- Produce a SACRE leaflet
- Think of questions for School Improvement Advisers to ask about religious education and collective worship
- Good use of SACRE CPD and Dev Days to keep members up-dated and informed (and skilled?)

Bucks SACRE Priorities from SEF activity 13/7/22

Partnerships	Raise profile SACRE remit Collaboration	How will we build stronger partnerships with school leaders? How will we build stronger links with Faith and belief communities?	SACRE leaflet(s) Links with HTs and GBs Liaison Groups Research LA, local and national initiatives and priorities Identify and work with appropriate LA officers for both provision and quality/attainment	2022-24
Monitoring schools	RE & CW	How will we gather info re schools? What about VA schools, Trust Schools, Academies, Free Schools? How will we get school buy-in to the importance? How will we get school buy-in to the process? What will we do with the information?	Networks Newsletters HT group links HT representation on SACRE Governor links Ofsted reports Profile and priority Liaison groups Annual Conference? Training for RE leads Training for RE teachers REQM Support from LA for database, comms etc Update and USE the web-page	2023-24
Quality of RE	Monitoring Support Training	What are schools providing? How will we identify good provision? How will we use the info? How will we support schools?	As above Questionnaire Promote value and importance of RE Useful analyses leading to action/development	2022-23

			Provide different models of provision	
Agreed syllabus	Support needed	What support materials will we make available? How will we make them available to schools and teachers? How will we monitor their use and effectiveness?	Produce support materials – how to make these accessible? On-line access? Consult teacher views Consult pupil views?	2022-23
Collective worship	Profile of CW Rationale Support Monitoring	How will we get schools on board with this? What will we do to raise the profile and importance of CW? What support will we provide to schools to enable them to make the most of CW?		2023-24
SACRE Business and statutory role	Membership and training	How will we ensure full membership? What are our training needs?	Use NASACRE training webinars	Passim

Appendix 4 A worldviews approach in the Bucks Agreed Syllabus

The Learning Process for 'Challenging RE'

This Agreed Syllabus is built around a vision of education in which the core purpose is our development as human beings. This learning process enables schools to plan learning that meets many of the recommendations for teaching 'Religion and Worldviews' found in the Commission on Religious Education (CoRE) report (2018).

These include the aims and purposes where it states that religion and worldviews "is more than learning facts... it is about understanding the human quest for meaning, being prepared for life in a diverse world and having space to reflect on one's own worldview" (CoRE report page 73).

It also places emphasis on developing skills that enable young people to:

- Reflect on their own personal responses to the fundamental human questions to which worldviews respond,
- Learn to articulate these responses clearly and cogently while respecting the right of others to differ,
- Develop skills relevant to various disciplinary approaches,
- Develop wider transferable skills and dispositions. (CoRE report page 77)

The following learning process lies at the heart of Challenging RE. Learning in RE involves helping pupils make sense of life. Learning about religions, beliefs and ways of living is the vehicle through which they develop their understanding of themselves, others and the world.

The learning process involves a journey with three possible starting points (see diagram on page 16):

1. What does it mean to be me? Pupils' own experience and self-concept,
2. What does it mean to be you? Religious/worldview experience, concepts and content,
3. What does it mean to be human? Universal human experience and concepts.

Learning can start from any of the three questions.



Appendix 5 Young Ambassadors – pupil voice for quality religious education.

From Millbrook School, High Wycombe:

WHAT WOULD WE LIKE RE TO BE LIKE?

- It would be good to explore a question in depth.
- Using the internet more to research different aspects of religion.
- Make the lessons more exciting – more drama, activities, art etc.
- Using a cross-curriculum approach e.g. Art, drama and music and interacting with the other subjects and not just writing.
- We can interact more with our peers and not just doing independent work.
- More time to be given to do activities not just 10-15 minutes.
- Give the respect that RE deserves and don't replace it with other subjects being taught in its place.
- Make the RE lessons more exciting and engaging for the class.
- More feedback with the marking would be useful.

From Oakridge School, High Wycombe:

Why is RE an **important** subject to teach and learn?

RE is a subject for you to understand other people's religion. This is important because:

- **RE lessons give children a chance to reflect on their own religious background**
- **Faith is very important to all communities**
- **RE can help promote respect for oneself and others**

Appendix 6 - SACRE Membership and Attendance (September 2021 – July 2022)

In accordance with statute, the Buckinghamshire Standing Advisory Council on Religious Education is composed of four groups:

Group	Name	Represents
A Other Denominations and Faiths	Vacancy	Quaker
	Frankie Fisher	Methodist
	Neena Phakkey	Hindu
	Zahid Jawed	Muslim
	Rita Bond	Reform Jewish
	Daniel Hirschfield	Orthodox Jewish
	Vacancy	Sikh
	Steve Terry	Buddhist
	Dermot Kennedy	Roman Catholic
	Marjorie Johnston	Baptist
	Elaine Lever	Humanist
	Other faiths yet to be represented	Pentecostal
B The Church of England	Ann Beaton	Church of England
	Rev'd Tim Harper	Church of England
	Anne Andrews	Church of England
	Vacancy	Church of England
C Teacher representatives	Sue Bowen	NUT
	Margaret Dean, Vice-Chair	ATL
	David Liddle	NAHT
	Vacancy	ASCL
	Vacancy	NASUWT
D The Local Authority	Cllr Anita Cranmer/Julie Ward	County Council
	Cllr David Watson	County Council
	Rosie Washford-Mower	Governor
Co-opted	Karen Crussell	Academies
Co-opted	Gerald Knight	Baha'i

Members	Group Represented	8 th Nov 2021	6 th Dec 2021	22 nd Mar 2022	16 th May 2022
Vacancy	Quaker				
Vacancy	Methodist				
Neena Phakkey	Hindu	Y	Y	Y	Y
Zahid Jawed	Muslim	Y	AP	Y	AP
Rita Bond	Reform Jewish	Y	Y	AP	AP
Daniel Hirschfield	Orthodox Jewish	-	-	-	AP
Vacancy	Sikh				
Steve Terry	Buddhist	Y	Y	Y	Y
Dermot Kennedy	Roman Catholic	Y	Y	Y	Y
Marjorie Johnston	Baptist	Y	Y	Y	Y
Elaine Lever	Humanist	Y	Y	Y	Y
Other faiths yet to be represented	Pentecostal				
Ann Beaton	Church of England	Y	Y	Y	AP
Rev'd Tim Harper	Church of England	Y	Y	AP	Y
Anne Andrews	Church of England	Y	Y	AP	AP
Vacancy	Church of England				
Sue Bowen	NUT	AP	Y	Y	AP
Margaret Dean, Chair	ATL	Y	Y	Y	Y
David Liddle	NAHT	Y	Y	AP	AP
Vacancy	ASCL				
Vacancy	NASUWT				
Cllr Anita Cranmer / Julie Ward	County Council	AP	AP	AP	AP
Cllr David Watson	County Council	Y	AP	Y	AP
Rosie Washford-Mower	Governor	Y	AP	Y	Y
Karen Crussell	Academies	Y	AP	AP	AP
Gerald Knight	Baha'i	Y	Y	AP	Y

Y = Attended Ap = Apologies accepted N = Absent Res = resigned

Appendix 7 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.

07749211997

bjvmoore@justbmoore.com

www.justBmoore.com

For further information please make contact via the website:

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