



# Camden

London Borough of Camden

**ANNUAL REPORT 2024-25**

## **STANDING ADVISORY COUNCIL on RELIGIOUS EDUCATION (SACRE)**

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## **Section 1 Introduction**

LB Camden SACRE continues to fulfil its statutory duties in what has been another challenging year for schools. Hybrid meetings have allowed there to be good attendance at meetings. We have continued to ensure that our membership represents the diversity of faith and worldviews represented in the borough and so it has been very good to welcome members from the Buddhist community. Our teacher representatives continue to be a source of real knowledge of what is happening on the ground to SACRE meetings. This provides the SACRE with real insight as to what is needed to ensure the teaching of Religious Education and Worldviews, and the delivery of Collective Worship is the best it can be across all schools in Camden.

The NASACRE self-evaluation toolkit continues to ensure the work of SACRE remains focused and key priorities identified.

Schools continue to remain very positive with regards to using the agreed syllabus. The quality of work pupils and students are beginning to produce is of a good standard. It is evident that the scheme when taught well, is giving pupils the opportunity to develop their personal worldview.

Both the primary and secondary RE networks have continued to flourish. SACRE is extremely grateful to our consultant for ensuring these meetings are of high quality. The master classes have continued to be very much appreciated, providing teachers with secure subject knowledge and understanding of the lived experience of those that hold a religious or non-religious worldview.

This year the consultant adviser has been able to carry out some bespoke work with 3 primary and 2 secondary schools who requested support with the teaching and delivery of RE. This has been an invaluable piece of work in ensuring the very best outcomes for pupils and students in the subject. It has also been pleasing to read in many Ofsted reports about the excellent work that has been taking place around Personal Development of which RE contributes significantly to.

Members of SACRE have continued to engage with schools seeking a determination, exempting them from offering a broadly Christian daily act of worship. SACRE were happy to renew 2 determinations and were pleased with how the schools had engaged in dialogue with its members.

SACRE are pleased to report that outcomes at GCSE for grade 9 – 4 are in line with national averages. This reflects the impact of the work the SACRE RE adviser has done with secondary colleagues. A level outcomes remain an area for continued improvement. Currently Camden outcomes for A\* - C are below national averages. The number of students taking Religious Studies at A level is relatively small and is an area for SACRE to monitor as we continue to move forward.

May I take this opportunity to thank all SACRE members for their commitment and willingness to sit on this advisory body. A special thank you goes to our consultant adviser who has ensured that meetings are focused, that appropriate challenge is provided and that SACRE remains outward facing. As we move forward, we will continue to work closely with schools to ensure that the agreed syllabus continues to have a significant impact on the quality of teaching and learning of RE and that high quality Collective Worship is being offered. Our desire as a body continues to be for all pupils and students in Camden Schools to be offered a rich curriculum and experience that allows them to not only achieve academically but also to encounter something of the spiritual, social, moral and cultural aspects of life so they can truly flourish in an ever-changing global landscape.

**Mary Thorne (Group B) – SACRE chair**

## Section 1 Overview

Since 1988, it has been a requirement that every local education 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 (CW) - in practice every SACRE has developed its own particular style and character.

Camden SACRE, which began its work in 1989, has certainly developed its own particular style and character as this report will testify.

Some of the notable features of SACRE's work during 2024-2025 are included in this report, namely its support to schools as they have implemented our new RE syllabus. This work has involved SACRE working with different religion and worldview leaders and teachers across all key stages.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is sent to the Department for Education (DfE), NASACRE, to local schools and to other interested parties. Camden LA makes this report available publically through their website.

SACRE met three times across the academic year 2024-25. This has ensured that SACRE has continued to be active and discharge its responsibilities fully.

November 2024	Hybrid meeting
February 2025	Hybrid meeting
May 2026	Hybrid meeting

(SACRE) is required, in accordance with Section 391(6) of the Education Act 1996, to publish an annual report on its activities. This report summarises its activities during the academic year 2024-25. Its current terms of reference, as laid down by the Education Reform Act 1998, are: "to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit."

In particular, the SACRE is charged with the following responsibilities:

- It can require the authority to review the Agreed Syllabus on Religious Education.
- It may determine, on application by the headteacher, that the requirement for Collective Worship in community schools to be wholly or mainly of a broadly Christian character shall not apply to the Collective Worship provided for some or all of its pupils in a particular school.
- With the authority to review the support offered for RE teaching, the methods of teaching employed, and teachers' in-service professional development.

In addition, the SACRE has a direct role in the consideration and disposal of complaints related to the RE curriculum or Collective Worship. The SACRE will be asked to advise where complaints relate to Religious Education given in accordance with the locally agreed syllabus or to Collective Worship in community schools.

Details of the work of the LB Camden SACRE can be found here:

<https://democracy.camden.gov.uk/mgCommitteeDetails.aspx?ID=173>

Agendas, minutes and associated papers can be found via this link:

<https://democracy.camden.gov.uk/ieListMeetings.aspx?CommitteId=173>

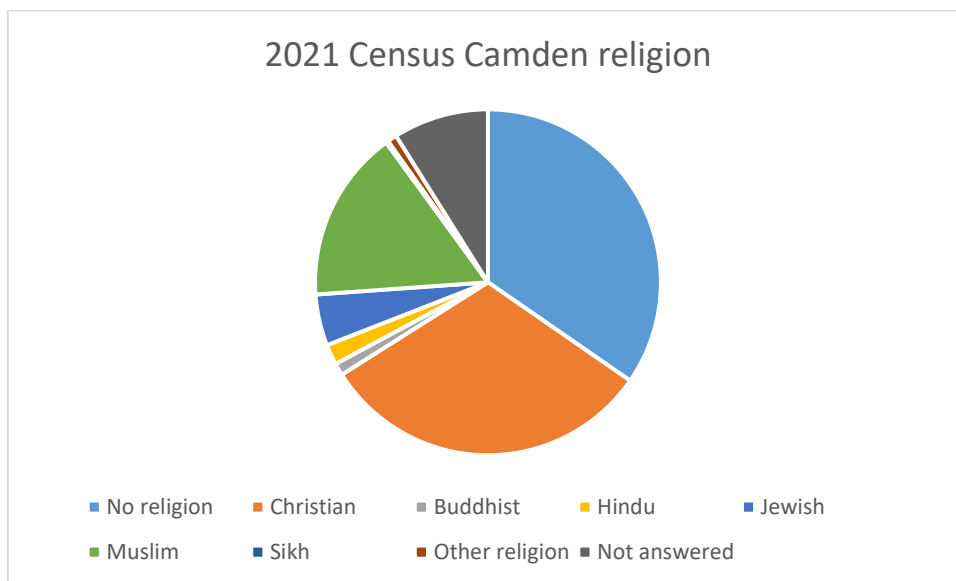
## Background to the Borough

In the 2021 Census, figures clearly indicate that Camden is a multi-faith Borough; after Christian people (31%) the largest religious group in the Borough is made up of Muslim people (16%), then Jewish people (5%), Hindu people

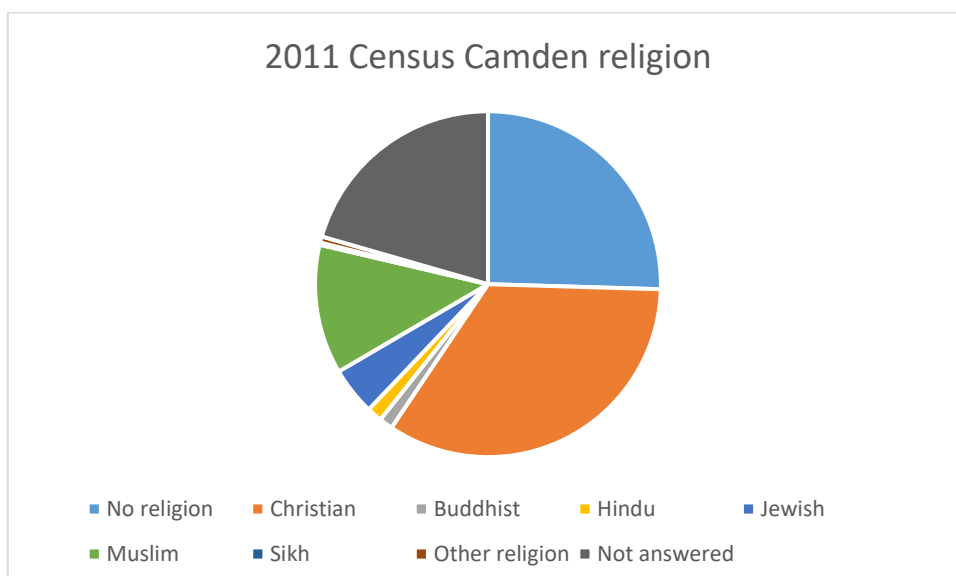
(2%), Buddhist people at (1%), Sikh people (0.2%) and other religions (0.8%). 35% of Borough state they have no religion, a figure that has grown by 10% compared to ten years ago.

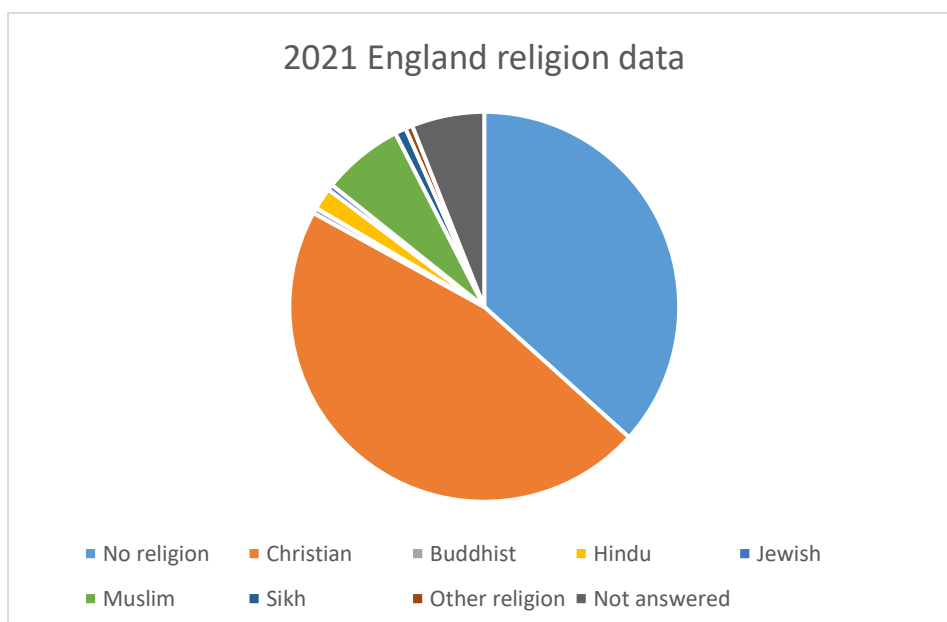
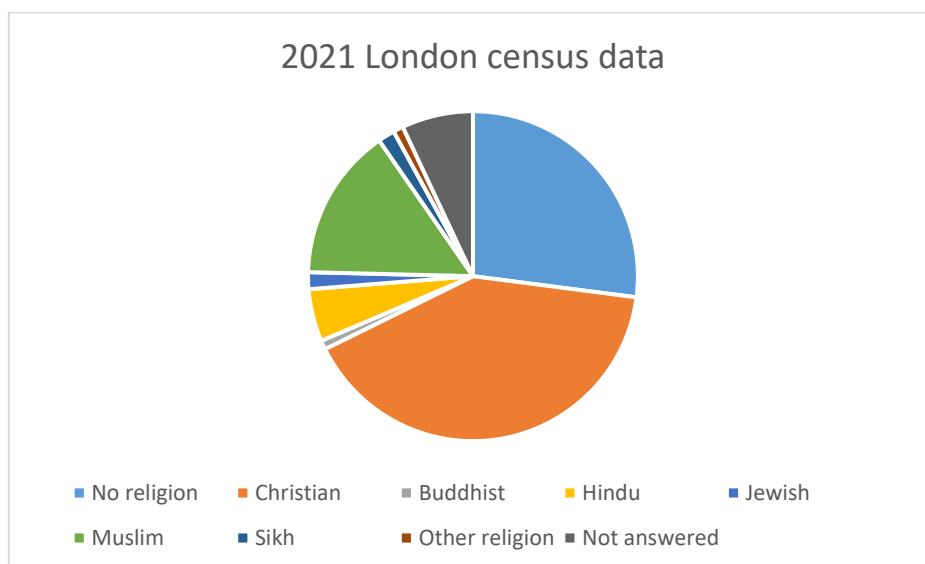
**2021 Camden religion data**

No religion	72776	35.00%
Christian	65980	31%
Buddhist	2410	1%
Hindu	3991	2%
Jewish	10079	5.00%
Muslim	33830	16%
Sikh	487	0.20%
Other religion	1842	0.80%
Not answered	18743	9.00%



When comparing Camden with London and England census results, SACRE would like to underline the big shift that has taken place in the borough over the last ten years in terms of the religious nature of the borough and the importance for the LA to ensure all teachers have access to strong subject knowledge around religion and worldviews.





According to the 2025 school census there were 20,501 pupils (Source: School Census, January 2025). This includes pupils attending school-based nurseries and 6th forms in Camden. Children aged between 0 and 19, equating to circa 9.5% of the population.

There were 122 different languages spoken in Camden primary schools according to the 2025 census, and 144 different languages spoken within secondary schools. This diversity is seen within schools and again highlights for SACRE the importance of having well supported staff to be able to help pupils make progress academically as well as learn to live well with difference and diversity.

## **Section 2 Standards and quality of provision of Religious Education (RE)**

2.1 Within Camden, advice is available to schools around RE through four forms:

- The Camden Agreed Syllabus
- the SACRE consultant
- regular CPD opportunities for RE, and
- SACRE documents being sent electronically into every school.

- 2.2 The SACRE consultant has given advice to the local authority on several occasions in 2024-2025. Some of these have fallen into assistance with parental objections to a part of the school curriculum on the basis of religion. Members of SACRE can play a vital role here as a bridge between the community and schools – often helping parents and carers to understand what a school can or cannot do in terms of religious provision for their child/children.

Schools have been using the new RE syllabus throughout the academic year 2024-25 and the RE advisor has been present and has led the regular meetings with both primary and secondary RE leaders throughout the year. The following topics have been covered in the termly network meetings:

**Primary** – National and Local updates; ongoing support on the new RE syllabus; Teaching Judaism masterclass, Teaching Islam as a worldview and teaching Hindu Dharma masterclass.

**Secondary** – National and Local updates; ongoing support on the new RE syllabus; we had a range of special and expert guests leading masterclasses on: a) Teaching about Islam as a worldview - Sunni and Shia's perspectives; b) Non-religious worldviews in the classroom - how to teach them well and c) Teaching Judaism well in the classroom.

Teachers have given these meetings 100% for effective facilitation of meetings, purposeful & useful content, and fully recommend training to others. Comments from teachers have been:

- *The streamlined curriculum maps. Expectations around the syllabus were very clear from this meeting and useful resources shared.*
- *From this training I can go through the shared resources on the Google Drive and adapt for my school, especially the highlighted 3 Key Objectives – really useful and exactly what my school needs.*
- *From today I am going back to staff and being able to provide them with additional support learnt from today's sessions, e.g. the videos, master classes that are provided are brilliant.*
- *From the training today I found the use of questioning to ensure children who are more able can achieve more steps in their learning really helpful.*
- *All of the information that was provided today was useful and up to date and will help me to do my role well in my secondary school.*
- *Very well structured, with useful visiting speakers and discussion points.*
- *Today I was presented with lots of useful information that can be put into practical use (RE Hubs, CPD, groups offering speakers etc) – these meetings are purposeful and useful.*

All learning supports from these meetings have been published on the Camden learning school site so all teachers can access these.

### 2.3 Monitoring of RE in schools

Camden SACRE with Camden Learning have monitored RE in schools and have developed an action plan around providing further support for teachers in terms of network meetings at primary and secondary as well as monitoring the usefulness of what is presently provided through the agreed syllabus.

From the LA's monitoring of schools, we know that 2 pupils have been withdrawn from RE lessons across primary and secondary schools from a total of 20,513 pupils. This means that 99.99% of pupils are in Camden RE lessons. We are grateful for the hard work of schools to explain the purpose of RE and the importance for all pupils to receive education about different beliefs and practices.

*'We are making curriculum changes in September and hope to increase RE teaching time across the year'*  
Teacher

**Primary RE**

	Outstanding	Good	Needs attention
<b>No. of schools</b>	1	14	3
<b>Percentage</b>	5%	78%	17%

**Secondary RE**

	Outstanding	Good	Needs attention
<b>No. of schools</b>	1	2	2
<b>Percentage</b>	20%	40%	40%

SACRE has requested the LA to commission the RE advisor to work with the 5 schools who have indicated on their self-assessment of RE provision that it needs improving in 2026.

## 2.4 Complaints about RE

There have been no formal complaints received about RE from any Camden schools during 2024-25.

## 2.5 Public examinations

**Summer 2025 GCSE provisional results - all pupils**

Provisional KS4 outcomes for religious studies

All pupils	Row	Label	9	8	7	6	5	4	3	2	1	U	(blank)	Grand Total
			1	1		2	2	2	1	2			169	180
			18	9	18	27	14	9	10	1			12	118
					3	8	6	3	5	3	1		173	202
			1		3	6	6	2		1	3		124	146
			9	9	13	9	15	7	10	7	5	3	5	92
			4	4	11	16	27	16	13	28	9		15	143
			10	15	10	11	7	6	5	7	2	1	105	179
			1	1	3	4	5	3	3	3	1		158	182
			2	2	2	1	2	4	2	3	2	1	157	178
													97	97
													7	7
													22	22
<b>Camden : Grand Tot</b>			<b>46</b>	<b>41</b>	<b>63</b>	<b>84</b>	<b>84</b>	<b>52</b>	<b>49</b>	<b>55</b>	<b>23</b>	<b>5</b>	<b>1044</b>	<b>1546</b>
<b>Camden percentage</b>			<b>9%</b>	<b>8%</b>	<b>13%</b>	<b>17%</b>	<b>17%</b>	<b>10%</b>	<b>10%</b>	<b>11%</b>	<b>5%</b>	<b>1%</b>	<b>9-7 = 30%</b>	<b>9-4 = 74%</b>
<b>England percentage</b>			<b>8%</b>	<b>11%</b>	<b>13%</b>	<b>17%</b>	<b>14%</b>	<b>11%</b>	<b>12%</b>	<b>8%</b>	<b>5%</b>	<b>2%</b>	<b>9-7 = 32%</b>	<b>9-4 = 74%</b>

**Summer 2025 GCSE provisional results - Girls**

Sex	Female	9	8	7	6	5	4	3	2	1	U	(blank)	F Total	
					2				1				58	61
					4	2	2	4	2				79	93
				1	2	4	2		1	1			46	57
					9	15	7	10	7	5	3		5	92
					3	3	4	11	13	4	3	9	4	6
					10	15	10	11	7	6	5	7	2	105
					1	1	1	1	3		1		75	83
					2	1	2	1	2	3		2	1	66
													5	5
<b>Camden average</b>			<b>43</b>	<b>37</b>	<b>49</b>	<b>67</b>	<b>58</b>	<b>34</b>	<b>35</b>	<b>30</b>	<b>14</b>	<b>5</b>	<b>457</b>	<b>829</b>
<b>Camden percentages</b>			<b>12%</b>	<b>10%</b>	<b>13%</b>	<b>18%</b>	<b>16%</b>	<b>9%</b>	<b>9%</b>	<b>8%</b>	<b>4%</b>	<b>1%</b>	<b>9-7 = 35%</b>	<b>9-4 = 78%</b>
<b>England percentages</b>													<b>9-7 = 38%</b>	<b>9-4 = 79%</b>

**Summer 2025 GCSE provisional results - Boys**

Male	9	8	7	6	5	4	3	2	1	U	(blank)	M Total	Grand Total
	1	1			2	2	1	1			111	119	180
			3	4	4	1	1	1	1		94	109	118
	1		2	4	2					2	78	89	202
													146
	1	1	7	5	14	12	10	19	5		9	83	92
													143
		1	2	4	4	2		3			83	99	179
		1				1	2	1	1		91	97	182
											97	97	178
											7	7	97
											17	17	7
													22
	3	4	14	17	26	18	14	25	9		587	717	1546
Camden schools	2%	3%	11%	13%	20%	14%	11%	19%	7%		9-7 = 21%	9-4 = 82%	
England schools											9-7 = 25%	9-4 = 67%	

### Summer 2025 Disadvantage and RS GCSE results

Disadvantaged	9	8	7	6	5	4	3	2	1	U	(blank)	0 Total
	0			1	1	2					83	87
	0	14	7	10	14	5	5	1			7	73
	0			1	5	5	2		1		77	91
	0			2	1	2		1			23	29
	0	8	7	9	5	10	2	6	3	2	1	54
	0	4	1	7	9	8	4	5	9	4	3	54
	0	6	12	3	7	1	2	4	3		69	107
	0	1		2	1	2	1		2	1	41	51
	0		2	2	1		3				78	86
	0										49	49
	0										8	8
Camden average	33	29	36	44	39	19	22	19	8	1	439	689
Camden percentages	13%	12%	14%	18%	16%	7%	9%	7%	3%	0.50%	9-7 = 39%	9-4 = 80%
Disadvantaged												1 Total
9	8	7	6	5	4	3	2	1	U	(blank)		
1	1		1	1		1	2			86	93	
4	2	8	13	4	4	5				5	45	
		2	3	1	3	3	3			96	111	
1		1	5	4	2			3		101	117	
1	2	4	4	5	5	4	4	3	2	4	38	
	3	4	7	19	12	8	19	5		12	89	
4	3	7	4	6	4	1	4	2	1	36	72	
	1	1	3	3	2	3	1			117	131	
2				2	1	2	3	2	1	79	92	
										48	48	
										7	7	
										14	14	
13	12	27	40	45	33	27	36	15	4	605	857	
5%	5%	11%	16%	18%	13.00%	11%	14%	6.00%	2%	9-7 = 21%	9-4 = 68%	

Looking to national standards, our Camden results sit on, or just above, the national average at GCSE as a borough. The higher grades of 9-7 for both boys and girls are below the national figures, but boys did 15% better at 9-4 than the national average for boys in England.

SACRE will be advising the LA that more targeted support should be provided for schools around GCSE results, especially to increase the number of 9-7 grades for both boys and girls.

For disadvantaged pupils, schools in 2026 will need to look at how to support them in order for their results to be more in line with non-disadvantaged pupils.

### Summer 2025 A'Level provisional results - all pupils

All pupils	A *	A	B	C	D	E	U
	2	3	2				
		1		1	3	3	2
		1		3	1	3	
	2	5	8	8	2	3	0
<b>Camden totals</b>	<b>4</b>	<b>10</b>	<b>10</b>	<b>12</b>	<b>6</b>	<b>9</b>	<b>2</b>
<b>Camden percentages</b>	<b>7.50%</b>	<b>19%</b>	<b>19%</b>	<b>23%</b>	<b>11%</b>	<b>17%</b>	<b>3.50%</b>
<b>National percentages</b>	<b>5.90%</b>	<b>19.60%</b>	<b>25.20%</b>	<b>24.60%</b>	<b>12.60%</b>	<b>4.70%</b>	<b>1.50%</b>
Camden	National						
A*-A = 26.5%	25.50%						
A*-B = 45.5%	50.70%						
A* -C = 68%	75.30%						
A*-E = 96%	92.60%						

A'Level results in Camden are mixed, with Camden schools doing better than the national average at A\*-A grades by 1% and A\*-E grades by 3.5%. A\*-B and A\*-C grade average is lower than the national standard. SACRE will be advising the LA that there should be targeted A'Level support for schools to ensure more B-D grades are achieved.

### Summer 2025 A'Level provisional results - Girls

Sex	F						
	A *	A	B	C	D	E	U
	2	2	2				
				1	3	1	2
				1	1	2	
	2	4	5	6	1	1	0
<b>Camden totals</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>4</b>	<b>2</b>
<b>Camden percentages</b>	<b>11%</b>	<b>16.50%</b>	<b>19%</b>	<b>22%</b>	<b>14%</b>	<b>11%</b>	<b>5%</b>
<b>National percentages</b>	<b>5.00%</b>	<b>20%</b>	<b>31.80%</b>	<b>24.30%</b>	<b>12.20%</b>	<b>5.00%</b>	<b>1.40%</b>

### Summer 2025 A'Level provisional results - Boys

Sex	M				
	A	B	C	D	E
	1				
	1				2
	1		2		1
	1	3	2	1	2
<b>Camden totals</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>5</b>
<b>Camden percentages</b>	<b>23.50%</b>	<b>18.00%</b>	<b>23.50%</b>	<b>6%</b>	<b>29.40%</b>
<b>National percentages</b>	<b>24.60%</b>	<b>29.60%</b>	<b>25.50%</b>		<b>98.20%</b>

Camden	National	National Boys	Camden Boys	National Girls	Camden Girls
A*-A = 26.5%	25.50%	24.60%	23.50%	25.80%	27.50%
A*-B = 45.5%	50.70%	54.20%	41%	57.50%	46.50%
A*-C = 68%	75.30%	79.70%	64.50%	81.80%	68.50%
A*-E = 96%	92.60%	98.20%	100%	98.60%	93.50%

Boys have done less well compared to national grades and percentages and less well than girls in Camden. Girls in Camden did better than the national average at A\*-A grades by 2%, but less well than all other national data.

### Summer 2025 disadvantaged figures

Disadvantaged during KS4	Not disadvantaged during KS4						Disadvantaged during KS4						
	*	A	B	C	D	E	A*	A	B	C	D	E	U
		1	3	2				1					
						1	1		1		1	2	2
			1		3							1	
		2	4	5	5	2	3	0	1	3	3	0	0
<b>Camden average</b>		<b>3</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Camden percentages</b>		8.33%	22.22%	19.44%	22.22%	8.33%	22.22%	5.88%	11.76%	17.65%	23.53%	17.65%	11.76%
A* - A		30.56%		11				17.65%		3			
A* - B		50.00%			18			35.29%			6		
A* - C		72.22%				26		58.82%				10	
A* - E		100.00%					36	88.24%					15
A* - U								0.00%					

Disadvantaged pupils compared with non-disadvantaged pupils do 15% better with their A'Level grades on average. SACRE has asked the LA to investigate what targeted support schools need to help those disadvantaged pupils at A'Level to achieve better results.

## 2.6 Camden Agreed Syllabus

The SACRE RE advisor has worked during 2024-25 with both primary and secondary schools to develop support units from the new agreed syllabus materials. These adaptations have been led from teacher feedback of what is needed to help support high quality RE in the classroom.

## 2.7 Attainment in RE

Ofsted reports have mentioned in 2024-2025 the following around RE and CW:

### Primary

#### Richard Coben Primary School December 2024

Pupils' wider development is well considered. Pupils learn about staying safe, physically and mentally. They learn how to raise concerns, for example, about a peer's mental health. Pupils understand the signs, including non-verbal cues, if a friend needs support

#### Abacus Belsize Primary School June 2025 (Free School)

Pupils' personal development is exceptional. The school identifies and addresses the social and emotional needs of each pupil effectively. Regular visits to places of worship, museums and galleries enhance pupils' wider development and independence. The school prepares pupils extremely well for life in modern Britain. Pupils have a deep understanding of fundamental British Values. They demonstrate their understanding of them by the way they display tolerance and respect towards others.

### **St Mary and St Pancras Church of England Primary School October 2024**

The school's vision and values of 'compassion, respect, thankfulness, endurance, friendship and forgiveness' underpin all aspects of the school's work. Pupils enjoy coming to school. The school has an extensive programme for pupils' personal development. This includes opportunities for pupils to learn about how to look after their physical and mental health.

Pupils behave with consistently high levels of respect for others. They appreciate and respect difference in their local community and in the world.

### **St Patrick's Catholic Primary School January 2025**

Pupils at St Patrick's Catholic Primary School benefit from a nurturing and inclusive environment where they feel safe, happy and valued. The school's strong sense of community is rooted in its ethos, which inspires pupils to show kindness and respect to others. All pupils are welcome, irrespective of their background.

The school places great importance on pupils' personal development, supported by a thoughtfully planned programme. Pupils are encouraged to live out the school's values, such as compassion, integrity, and respect. This includes, for example, through meaningful contributions to the community and raising funds for local charities.

### **Kentish Town Church of England Primary School September 2024**

The school's ethos based on 'going the extra mile for others' is embedded in the school. There is a keen sense of service for others and a strong community spirit. Pupils understand their responsibilities to others alongside their own rights. Difference is celebrated and all pupils benefit from the school's approach to resilience and inclusion.

Provision for pupils' personal development is excellent. Pupils take part in regular trips, including **visits to different places of worship. Assemblies provide valuable reflection time and motivate pupils to celebrate each other's achievements.** Pupils are prepared well for life in modern Britain. They are taught how to stay healthy and how to keep themselves safe, including online.

### **Torriano Primary School September 2024**

Pupils in this school are expected to be 'caring, respectful, and curious'. Across the school pupils show kindness towards each other. Pupils like that the school encourages them to express themselves and is inclusive of everyone.

### **Holy Trinity CofE Primary November 2024**

The school has established a comprehensive and age-appropriate programme to support pupils' personal development. The well-being curriculum reflects the school's emphasis on 'living life in all its fullness.' Teachers explain sensitive topics such as consent and healthy relationships with care. Pupils have a voice in school life and take on positions of responsibility, including as class representatives and house captains. They are taught to respect different beliefs and cultures

### **St Joseph's Catholic Primary School May 2025**

The school has established a very well-planned and age-appropriate programme to support pupils' personal development. Teachers explain sensitive topics, such as healthy relationships, with care. The school encourages pupils to debate a wide range of topics and consider other points of view. The school provides opportunities to learn about equality and social justice.

### **St Alban's Church of England Primary School September 2024**

Pupils are taught to be kind and respectful to each other. Pupils learn about the diversity of Britain and the importance of treating everyone equally.

#### **St Clement's Dane C of E Primary November 2024**

They consistently embody the school's values by being respectful, trying their best and supporting each other. Pupils learn about diversity among people and families. They know what makes a healthy relationship and they understand the importance of using the school values, and fundamental British values, in their daily lives. Because of the school's cohesive approach, pupils are well prepared for the next stage in education and their futures as citizens in modern Britain.

### **Secondary**

#### **Haverstock School December 2024**

The school is committed to pupils' personal development. Through the curriculum, pupils learn well about topics such as relationships, diversity, and differences. The school ensures that pupils know how to keep themselves safe and healthy, including risks from being online. Pupils value their leadership roles and have a voice in the school. They lead on charity events and speak proudly about the hampers they give to the local neighbours. Sixth-form students are positive role models.

#### **William Ellis School November 2024**

Pupils enjoy coming to this school. It provides them with a sense of community where difference is accepted and equality valued.

Staff have received training on how to adapt their teaching to meet the range of pupils' needs. Pupils are encouraged to become active citizens.

#### **La Sainte Union Catholic School January 2025**

The school's values of service, dignity, respect, academia, cooperation and excellence are embedded in the life of La Sainte Union. Pupils demonstrate kindness towards each other. Pupils enhance their leadership skills through a range of roles, for example as school council representatives.

The programme for personal development is well considered. For example, pupils develop their understanding of fundamental British values, such as the rule of law and democracy, through dedicated sessions and assemblies. Additionally, pupils are taught to appreciate and respect difference. This learning is enhanced by a programme of visitors. For example, **pupils heard a thought-provoking presentation about the negative impact of Islamophobia and antisemitism.**

### **Section 3 Standards and quality of provision for Collective worship (CW)**

- 3.1 Within Camden advice is available to schools around CW through the SACRE consultant.
- 3.2 The SACRE consultant has given advice to schools on a number of occasions in 2024-25. Some of these have fallen into assistance with parental objections to a part of collective worship. The meetings have provided schools and parents/carers with an opportunity to understand the legislation around collective worship.
- 3.3 Compliance with the statutory requirements. SACRE advised the LA that in 2025-26 there should be a monitoring form for Collective Worship for all schools in Camden. This will then provide for SACRE the evidence they need to understand what is working well and where further support or development work needs to be strategically placed.

- 3.4 Determinations: There were two determinations processed by SACRE in 24-25. Both schools were re-applying as their determinations had run out. SACRE were pleased to renew these determinations and were pleased with how the school had an inclusive, reflective programme of collective worship for all pupils that teachers and parents/carers were fully supportive of.
- 3.5 Complaints about collective worship: there were no complaints received by the LA or SACRE about collective worship in 2024-25.

#### Section 4 SACRE links with other bodies

Nationally: Camden SACRE is a part of NASACRE and the LA consultant is a member of AREIAC, NATRE and the NASACRE executive. SACRE members attended the NASACRE conference in May 2025 in Newham and its monthly webinar programme throughout the academic year. From these individual members gained a lot of ideas to bring back to what we could do as a SACRE in Camden.

#### Section 5 SACRE's own arrangements

SACRE has been quorate for all of its meetings in the year September 2024-August 2025.

##### Chart of SACRE attendance 2024-2025

Name	7 November 2024	6 February 2025	1 May 2025
<b>Panel A (Christian and other religious denominations)</b>			
Ann Boater (Quaker) (Vice Chair)	Present	Absent	Present
Sally Hay (Humanist)	Absent	Apologies	Absent
Dr Lynndy Levin (Jewish)	Present	Apologies	Present
Ariyananda Luo (Buddhist)	n/a	n/a	Present
Nandarane Naina Parmar (Hindu)	Apologies	Present	Apologies
Lorraine Nunez (Roman Catholic)	Present	Present	Present
Abdul Quadir (Muslim)	Present	Present	Present
<b>Panel B (Church of England)</b>			
Felicity Djerehe	Present	Present	Apologies
Stephanie Ellner	Present	Present	Present
Rev Sally Jones	Present	Absent	Absent
Rev Damien Mason	Apologies	Present	Apologies
Mary Thorne (Chair)	Present	Present	Present
<b>Panel C (Teachers)</b>			
Craig Baxter	n/a	n/a	Present
Sinead Costelloe	Apologies – maternity leave	Apologies – maternity leave	Apologies – maternity leave
Emily Knowles	Absent	Absent	Absent
Rose O'Brien	Apologies	Absent	Absent
Sarah Richardson	Present	Present	Present
Helen Young	Present	Apologies	Apologies
<b>Panel D (Local Authority)</b>			
Councillor Judy Dixey (Liberal Democrat)	Present	Present	Apologies
Councillor Rebecca Filer (Labour)	Present	Present	Apologies
Councillor Julian Fulbrook (Labour)	Absent	Present	Present

Councillor Sylvia McNamara (Labour)	Present	Absent	Present
Councillor Jenny Mulholland (Labour)	Present	Present	Apologies
Councillor Nazma Rahman (Labour)	Absent	Present	Present
Councillor Nanouche Umeadi (Labour)	Absent	Present	Absent

## Section 6 SACREs own arrangements

### SACRE costs

During the year 2024-2025 three LA officers supported SACRE professionally and administratively:

- Claire Clinton as the Professional RE advisor;
- Owen Rees from Camden Learning, and
- Anoushka Clayton-Walsh as Clerk to SACRE.

### *Finance*

The sum of **£26,320** was made available through the LA to support the work of SACRE during the year. The sum covered the cost of employing an RE consultant, the cost of clerking SACRE, membership of NASACRE and attending conferences and refreshments. (These figures break down as: £3365 for the clerk to SACRE; NASACRE membership £115; RE Advisor consultant £10,350; GCSE intervention work £3500; NASACRE conference attendance and travel £230; NASACRE webinar programme £60; Camden Learning management £3450; Camden Learning SIP RE work £5250)

## Appendix 1

### Camden SACRE members

The current members of Camden SACRE are:

#### Panel A (Other faiths)

Ann Boater (Quaker)  
Sally Hay (Humanist)  
Dr. Lynndy Levin (Jewish)  
Ariyananda Luo (Buddhist)  
Nandarane Naina Parmar (Hindu Dharma)  
Lorraine Nunez (Roman Catholic)  
Abdul Quadir (Muslim)

#### Panel B (Church of England)

Felicity Djerehe  
Stephanie Ellner  
Rev. Sarah Lee  
Rev. Damien Mason  
Mary Thorne

#### Panel C (Teachers)

Sinead Costelloe  
Sarah Richardson  
Sufia Tunu  
Helen Young  
Craig Baxter

#### Panel D (Local Authority)

Councillor Judy Dixey (LD)  
Councillor Rebecca Filer (Lab)  
Councillor Julian Fulbrook (Lab)  
Councillor Sylvia McNamara (Lab)  
Councillor Jenny Mulholland (Lab)  
Councillor Nazma Rahman (Lab)  
Councillor Nanouche Umeadi (Lab)

Key:	<span style="color: green;">■</span>	Task completed
	<span style="color: red;">■</span>	Task to do
	<span style="color: blue;">■</span>	Task started

**Appendix 2: SACRE priorities 2024-2025**

No	Priority	Date	Process	Outcomes	Cost/resource implications
1	<b>Annual report produced</b>	Oct onwards 2024 Oct /Nov 2024  December 2024 February 2025 February 2025	<ul style="list-style-type: none"> <li>RE Advisor to write draft Annual Report from October 2024, ready for review at SACRE Feb 2025 meeting</li> <li>RE Advisor to liaise with LA data team to get 2024 GCSE, A/S exam analysis for RE 2024</li> <li>Send final Annual Report 2024 to DFE and NASACRE</li> <li>Discuss 2023-2024 Annual report</li> <li>Publish 2023-2024 report to schools &amp; on LA website, write a summary for schools</li> </ul>	<ul style="list-style-type: none"> <li>Both the LA &amp; SACRE will know that they are discharging their legal duty to produce an annual report by 31.12.24</li> <li>LA &amp; SACRE will have an overview on the implementation of the Agreed Syllabus in schools &amp; school needs around RE and CW</li> </ul>	Total cost of this work to be met from RE Adviser's commissioned time budget, paid by LA/Camden Learning
2	<b>Agreed Syllabus</b>	Sept 2024 onwards Sept 2024 onwards  Jan 2025  April 2025 June 2025	<ul style="list-style-type: none"> <li>Ensure new AS is on LA website and schools can access support materials</li> <li>Article written to schools via RE newsletter and HT briefing to ensure all schools have access to free planning and lesson delivery supports</li> <li>SACRE to decide how to monitor AS implementation with schools</li> <li>Send out monitoring to schools</li> <li>Discuss findings at summer term SACRE meeting</li> </ul>	<ul style="list-style-type: none"> <li>Both the LA &amp; SACRE will know that they are discharging their legal duty to produce an Agreed Syllabus</li> <li>Involving schools in the process of what we do so there is strong ownership of a new agreed syllabus</li> <li>Provides SACRE with an opportunity to hear from Camden teachers to inform decision making</li> <li>Opportunity of LA to ensure councillors have understanding about an education in religion &amp; worldviews that RE can help to deliver</li> </ul>	Total cost of this work to be met from RE Adviser's commissioned time budget, paid by LA/Camden Learning
3	<b>Primary RE network</b>	Sept 2024  Sept 2024 Ongoing  Sept 2024	<ul style="list-style-type: none"> <li>Continue to write newsletter to all RE leads at Camden schools</li> <li>With Kate Frood plan masterclasses for 24-25</li> <li>Use evaluations to improve meetings from teacher feedback</li> <li>Share networks plans and feedback into SACRE meetings</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic network is built up that schools trust and release staff to attend</li> <li>Build up substantive and disciplinary knowledge of RE leads in Camden</li> <li>Successes are shared and fed back to school leaders</li> <li>Opportunities for schools to share best practice is given</li> <li>SACRE feels connected to primary RE in schools</li> </ul>	RE advisors time to act as lead

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No	Priority	Date	Process	Outcomes	Cost/resource implications
4	Secondary RE network	Sept 2024 Sept 2024 Autumn term 2024 Autumn term onwards	<ul style="list-style-type: none"> <li>RE Advisor to run secondary RE network meeting in Camden</li> <li>RE Advisor to attend Camden learning briefing for secondary networks</li> <li>Find secondary RE rep for SACRE, and academy rep for SACRE</li> <li>Share networks plans and feedback into SACRE meetings</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring that content of network meetings provide local and national updates</li> <li>Opportunities for schools to share best practice is given</li> <li>SACRE feels connected to secondary RE in schools</li> </ul>	RE advisors time to liaise and provide advice to secondary team
5	Membership of SACRE	On-going On-going On-going Sept 2024	<ul style="list-style-type: none"> <li>RE advisor and SACRE members to suggest new recruits: ongoing</li> <li>Ensure each group is quorate</li> <li>Work with Camden Faith forum to find speakers for schools and members for SACRE</li> <li>Work with council for new appointment of councillors</li> <li>Continue to try to recruit a Buddhist rep for SACRE</li> </ul>	<ul style="list-style-type: none"> <li>a good breadth and diversity of religions and worldviews established on Camden SACRE</li> <li>SACRE as far as is possible is representative of Camden population</li> </ul>	Slight cost for RE advisors work
6	SACRE CPD	Jan 2025 Sept 2024 onwards Sept 2024	<ul style="list-style-type: none"> <li>Provide finances for consultant and SACRE member to attend National SACRE AGM 19<sup>th</sup> May 2025</li> <li>Provide finances for NASACRE on-line training to all members of SACRE</li> <li>Clerk to share NASACRE log in and password for all members to be able to access support materials on national SACRE website</li> </ul>	<ul style="list-style-type: none"> <li>Enabling SACRE to keep up to date with national best practice</li> <li>Enabling SACRE to reflect on its own practice and procedures</li> <li>Ensuring new members get the training they need to discharge their roles on SACRE</li> </ul>	Funding provided by LA annually to SACRE budget
7	KS4 support	November 2024 January 2025 Feb/March/April 2025	<ul style="list-style-type: none"> <li>RE Advisor to work with Camden learning to create a plan for this work with schools in 2025</li> <li>RE Advisor to contact secondary schools to discuss the plan</li> <li>RE Advisor to lead targeted CPD with RE secondary leads and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Enabling SACRE to ensure that there is high quality CPD being provided to schools</li> <li>Long term GCSE results to develop</li> <li>Teacher feel better equipped to teach high quality revision lessons and tasks</li> </ul>	Funding provided by the LA towards time for RE advisor and experts within an agreed budget

No	Priority	Date	Process	Outcomes	Cost/resource implications
8	SACRE self-evaluation toolkit	October 2024	<ul style="list-style-type: none"> <li>SACRE starts to use the national NASACRE self-evaluation toolkit to assist SACRE in creating a development plan</li> <li>Section 1 completed October 2025</li> <li>Section 2 completed</li> <li>Section 3 completed</li> <li>Section 4 completed</li> <li>Section 5 completed</li> </ul>	<ul style="list-style-type: none"> <li>SACRE is able to know what is working well and what development opportunities there are for SACRE</li> </ul>	None
9	Westhill/NASACRE grant application	October 2024 January 2025 February 2025	<ul style="list-style-type: none"> <li>RE advisor writes a draft application and plan for the 9 grant application</li> <li>RE advisor checks with NASACRE about 2025 applications and process</li> <li>Camden SACRE applies for grant award</li> </ul>	<ul style="list-style-type: none"> <li>Providing an opportunity for primary school teachers to see high quality, challenging RE in action with pupils</li> <li>Providing an opportunity for SACRE members to work appropriately with schools, through sharing information about their beliefs and practices</li> </ul>	Finance provided by NASACRE/Westhill
10	Compliance in RE	February 2025 March/April 2025 March/April 2025 May-July 2025	<ul style="list-style-type: none"> <li>SACRE agrees the content of the new monitoring form for sending out to schools</li> <li>New forms and process sent out to all schools</li> <li>New process sent out to headteachers and ask for monitoring survey to be completed by July 2025 Make sure governors know about the report coming – clerk to ensure it is in the governors briefing papers</li> <li>RE Advisor to collect returns from schools – have a system to chase schools for the document agreed by LA and Camden Learning</li> </ul>	<ul style="list-style-type: none"> <li>SACRE becomes clearer on what RE and CW is going on within its schools and then is able to advise and support schools with clarity</li> </ul>	Cost of this work to be met from RE Adviser's time paid by LA