

CORNWALL STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

ANNUAL REPORT 2024-2025

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1. Introduction

Standing Advisory Councils on Religious Education - known as SACREs - are permanent bodies which must be established by each local authority. A SACRE is responsible for advising Local Authorities on religious education and collective worship.

For Religious Education (RE), SACRE advises community, voluntary controlled and Trust and Foundation schools without a religious designation.

For Collective Worship SACRE advises the LA on community, Trust and Foundation schools without a religious designation.

Each SACRE is constituted by the Local Authority (LA) and is composed of four representative groups (or three in Wales): Christian and other religious denominations; the Church of England (except in Wales), teachers' associations and elected Councillors. Each group must consist of at least four members nominated by their respective body.

SACREs have a duty to publish an annual report, ideally by the 31st December each calendar year but if necessary in the following calendar year. This report has to be sent to the Secretary of State for Education as well as to key partners, including schools, teacher training institutions, libraries and councillors.

The main purpose of the annual report is to hold the LA to account, by informing the Secretary of State and key partners what advice SACRE gave the LA during the year and how that was responded to; this includes advice on RE and Collective Worship in those schools for which the LA has responsibility.

This Annual Report is written for the academic year 2024-2025.

Words from the Chair of Cornwall SACRE

I am very pleased to record that Cornwall's SACRE has continued to fulfil its statutory duties. Furthermore, it has been proactive in assessing its contribution to advising on Religious Education and Collective Worship in Cornwall.

Our meetings have been a lively arena for discussion and debate. Membership remains steady, with new members welcomed as they take over from those who have stepped down. We still have a few vacancies, and we continue to encourage participation on the Committee from a range of faith groups in Cornwall.

The Agreed Syllabus 2025-2030 was launched last year. There was a definite feeling from teachers and schools that change should be kept to a minimum, as the last Agreed Syllabus (20-25) had been well received and was still very relevant.

SACRE is extremely grateful to our consultants Greg Parekh and Clifflynn Banfield for completing the new Agreed Syllabus and for working alongside RE Today and the Diocese of Truro in organising training and development.

I am particularly pleased to see additional Curriculum Kernewek material being added to the Syllabus. This example of localism was an initiative unique to our SACRE and was started many years ago. Other areas of England are keen to replicate the local RE focus that we have been able to instigate.

I would like to take this opportunity to thank Cornwall Council - Richard Orpwood (Clerk), and Mark Corbett (Local Authority Officer to the SACRE): their professionalism and guidance have been much appreciated.

SACRE is aware that most schools in Cornwall have adopted the Cornwall RE Agreed Syllabus. Consequently, our Action Plan shows schools will continue to benefit from classroom support as organised by our consultants. The feedback that we are receiving indicates that the sessions are helping experienced teachers who have little, if any, formal training in RE. They feel empowered to deliver high-quality lessons across the Syllabus. This is complemented by the excellent work of our local **Learn Teach Lead RE** (LTLRE) hubs, where resources are explored and shared.

As a committee, we are grateful to be involved in NASACRE and other national professional bodies that are supporting the provision and effectiveness of RE nationally. SACRE was pleased to send representatives to NASACRE's AGM, the SW SACRE regional conferences, and to other events.

A major development in SACRE has been the adoption of the national SACRE self-assessment tool. This is a document that helps SACRE members assess their level of understanding of the work that the committee is doing, and to identify areas for growth and training as we advise the statutory body (CC) on RE.

Initial work has shown that a dedicated website should exist to both communicate the work of SACRE to parents and to provide a platform to assist lesson delivery for teachers.

I am pleased to note that a very positive relationship is developing between SACRE and the Cornwall Faith Forum. In the year ahead, the benefits of such a link will be explored more fully. SACRE members were very pleased to participate in the Peace Pole project, and the SACRE pole can be seen in the Penmount Crematorium garden.

We have once again noted a disappointing downturn in the number of entries for Religious Education at GCSE and at A Levels which now forms part of a longer term declining trend.

Having considered the reasons and implications of this, as a SACRE, we have concluded that the apparent downturn in entries at both KS4 and KS5 in Cornwall is likely being driven by a combination of national education policy trends and local demographic and school-level pressures rather than one single Cornwall-specific issue.

Some of the biggest influences appear to be:

1. The subject not being part of the EBacc

Across England, Religious Studies/RE has seen declining entries since reforms linked to the English Baccalaureate (EBacc). Because RE is not included in the EBacc performance measure, schools often prioritise subjects that are.

Education groups such as the Religious Education Council of England and Wales and National Association of Teachers of Religious Education have repeatedly argued this has reduced curriculum time and exam uptake.

2. Pressure toward STEM and “high-value” subjects

Nationally, A Level entries have increasingly shifted toward maths, sciences, computing, economics, and technical subjects. Humanities subjects — including Religious Studies — have been squeezed as schools and students focus on subjects perceived to improve university and employment prospects.

3. Reduced curriculum time and staffing

Many schools have reduced specialist RE staffing or merged RE into broader humanities or PSHE-style provision. Government research notes that teachers frequently connect falling GCSE RE entries with accountability measures and timetable pressures.

In more rural areas, like Cornwall, recruitment and retention of specialist teachers can be harder, which may further limit schools’ ability to run GCSE or A Level classes consistently.

4. **Small sixth-form cohorts**

Cornwall has many smaller secondary schools and sixth forms. A Level courses with low enrolment are often vulnerable because schools cannot justify staffing costs for very small classes. This affects niche humanities subjects especially strongly. A Level subjects risk being dropped when numbers become too small.

5. **Changing student attitudes**

Some students increasingly view RE as less directly linked to careers compared with sciences, business, psychology, or technology subjects. Online student discussions show mixed attitudes: while some value RE for ethics and cultural understanding, others see it as lower priority or “non-essential” compared with core academic subjects.

6. **Demographic and regional factors**

Cornwall has:

- a relatively dispersed rural population,
- transport challenges for post-16 education,
- lower average wages than many parts of southern England,
- and fewer large sixth-form colleges.

These factors can encourage schools and students to prioritise subjects with clearer vocational or university pathways, especially when budgets are tight.

7. **Decline of short-course GCSEs**

Historically, many schools entered pupils for short-course Religious Studies GCSEs. Once these stopped counting strongly in school performance tables, entries collapsed nationally.

If Cornwall schools previously relied on short-course provision, this would have amplified the local decline.

Finally, a very big **Thank You** to SACRE members both past and present for volunteering to be part of our meetings. Some have been participating for many years. It has been a pleasure listening to your views and experiences.

Cllr Mike Thomas - Chairman of Cornwall SACRE

Overview

During the 2024-2025 academic year, Cornwall SACRE held three scheduled meetings at New County Hall, Truro, on the following dates:

04 December 2024 (16 present, 5 apologies)

20 March 2025 (16 attendees, 4 apologies)

11 September 2025 (14 attendees, 8 apologies)

In each case the meetings were quorate.

Scheduled meetings included the following standing agenda items:

1. Apologies for Absence
2. Declarations of Interest
3. Minutes of the Previous Meeting
4. Public Questions and Statements to SACRE
5. Membership Update
6. Budget Update
7. SACRE Action Plan

In addition, the following exceptional agenda items were tabled over the course of the three scheduled meetings:

1. LTLRE Area 1 Conference
2. Website Update
3. SACRE Consultants Roles, Responsibilities and Remuneration
4. SACRE Annual Report
5. Agreed Syllabus Conference
6. SACRE's annual cycle of Assess, Plan, Do, Review

2. Religious Education (statutory responsibilities)

2.1 The Locally Agreed Syllabus

In the year 2024-2025 Cornwall SACRE convened its Agreed Syllabus Conference in preparation for the design and delivery of the new The Cornwall Agreed Syllabus 2025 to 2030. Engagement throughout the process was extremely positive, with stakeholder voice being captured and represented within the final iteration for the new Agreed Syllabus.

This syllabus enables teachers to build on the excellent work of previous years while embracing the latest pedagogical developments, particularly in shaping an approach that incorporates both religious and non-religious worldviews.

By adopting these innovations, schools will empower pupils with the skills and understanding they need to thrive in an interconnected world.

We have been proud to introduce this syllabus and confident that it will enrich RE across Cornwall and the Isles of Scilly, ensuring that all pupils receive an education that is engaging, relevant, and academically rigorous.

The syllabus is utilised by many schools across the authority, including academies.

Cornwall SACRE include within its annual budget, sufficient financial resource to enable the effective monitoring of the provision of RE in education settings and this will ensure that the implementation of the new Agreed Syllabus is carefully monitored and its impact measured.

2.2 Monitoring

Pupils sat examinations in Religious Studies, at GCSE Level and above, in summer 2025.

Tables showing performance outcomes, including three year trends, are appended; however, the following provides a useful summary:

Standards and achievement in RE at Key Stage 4 (GCSE) and Key Stage 5 (16-19)

The number of entries in Full Course Religious Studies GCSE in Cornwall has continued to decline after the hiatus in examination results caused by COVID.

In 2017 there were a total of 1786 entries, falling to 1236 in 2018. The number of entries then stabilised briefly in 2019 when 1238 pupils were entered, before falling further again to 943 in 2022. This pattern continued into the 2022-2023 academic year with only 850 pupils being entered for the full course; and then numbers fell again in 2024 and 2025 with just 726 and then 598 entries, respectively. This means that the number of entries to the GCSE Full Course in 2025 amounted to approximately one third of the number at the high point in 2017.

Of those pupils who sat a GCSE in Religious Studies, The percentage of those pupils entered who achieved a standard pass (grades 9 to 4) was 65%; however, this dropped to 55% for those pupils who achieved a strong pass (grades 9 to 5). Girls outperformed boys in every category.

Overall outcomes for all pupils at GCSE were lower than those achieved by all pupils who were entered for the GCSE nationally.

It is likely that there remains a continuing priority placed on pupils sitting examinations in the EBacc subjects and therefore potentially disincentivising schools to teach the subject. However, if schools are not entering students for a GCSE in Religious Studies, they still need to be offering some form of RE provision to meet the legal requirement to teach RE throughout Key Stage 4.

There also remains a key focus on ensuring pupils are supported to fill gaps in prior knowledge within the core subjects through a greater focus on these in the school timetable and the provision of targeted catch-up intervention. There continues to be a shortage of specialist RE teachers being trained in the UK.

The number of RE A level entries in 2025, across a total of just four settings, reduced again to just 26, a far cry from the peak of entries in 2017 when Cornwall saw a recent high of 76 entries.

Whilst the percentage of young people in Cornwall achieving grades A* - B (inclusive) lagged slightly behind South West and National comparators, the percentage achieving grade C was much higher, which meant that, overall, more young people in Cornwall achieved a grade A*- C than both their South West and National comparators.

SACRE have not given any specific advice to the local authority during this period.

The wider role of RE in the curriculum

Religious Education (RE) is a vital part of a broad and balanced curriculum, equipping young people with the knowledge, skills, and understanding to navigate an increasingly diverse and complex world.

The Cornwall Agreed Syllabus provides a robust framework that encourages pupils to engage thoughtfully with religious and non-religious worldviews, fostering respect, curiosity, and critical thinking.

RE plays a crucial role in preparing pupils for life in a multi-faith and multi-cultural society. It promotes understanding by exploring different religious and non-religious worldviews, encouraging respect for diversity and fostering social cohesion.

Through the study of RE, pupils develop critical thinking skills—the ability to question, reason, and evaluate religious and nonreligious perspectives. It also offers opportunities for personal reflection, helping young people explore their own beliefs and values in relation to others.

Just as importantly, RE contributes to social and moral awareness, deepening pupils' sense of responsibility, empathy, and ethical understanding. By engaging with a multi-disciplinary approach, pupils will develop the skills necessary to participate fully as global citizens in an ever-changing world.

High-quality RE is broad, balanced, and engaging, providing pupils with a rich understanding of different religious and non-religious worldviews. The Cornwall Agreed Syllabus is designed to cover a range of beliefs, teachings, and practices, highlighting their impact on individuals and communities. Importantly, RE must be inclusive, ensuring that all pupils, regardless of personal belief, feel valued and engaged in the learning process.

As a statutory requirement in all schools, including academies and free schools, RE provides an academic and balanced exploration of religious and non-religious worldviews, rather than promoting a particular faith. The subject also strengthens pupils' literacy in religious and nonreligious worldviews, helping them articulate and analyse different perspectives effectively. In addition, RE plays a vital role in supporting British values, promoting democracy, tolerance, and mutual respect.

Cornwall's distinctive identity is celebrated through the inclusion of Curriculum Kernewek, which reflects the unique heritage of the Duchy.

3. Collective Worship

It should be noted that SACRE's remit in relation to collective worship relates only to community schools and foundation and trust schools without a religious foundation.

SACRE has not reviewed its Collective Worship or Spiritual, Moral Social and Cultural Development policy or guidance during this reporting period; it has therefore only been appropriate for SACRE to provide guidance and support and not monitoring and scrutiny of Collective Worship.

However, SACRE has received recent training on what high quality Collective Worship should look like in education settings and will use this to benchmark its own criteria from which it can provide education settings support and challenge.

There were no applications for determinations in the year under report.

4. Links with other bodies and key stakeholders

To enable Cornwall SACRE to perform its statutory functions related to Religious Education and Collective worship; it works in partnership with other local education providers such as the Diocese of Truro, initial teacher education providers, and regional continuing professional development partners such as 'Learn, Teach, Lead RE' (LTLRE).

SACRE also has working links with national organisations such as the RE Council of England and Wales, the National Association of Teachers of RE, and the National Association of SACREs. The purpose of these partnerships is to assist schools in the RE provision, and to advise the local authority effectively on matters related to RE and school worship.

4.1 Schools

SACRE's consultants have continued to work with a broad range of groups to ensure that the Agreed Syllabus 2025-2030 continues to be implemented effectively in Cornish schools. These include Cornwall Council, Truro diocese, RE Today Services, Understanding Christianity trainers, LTLRE hub leaders, Cornwall Faith Forum representatives, and the Curriculum Kernewek consultants for other subjects.

Monitoring and evaluation of the agreed syllabus is a key aspect of the SACRE consultants' action plan. The Consultants have run meetings in schools and within MATs to help plot their curriculums based on the Agreed Syllabus. The Consultants support schools to deliver the Syllabus ensuring the lessons are engaging and coherent.

They have continued to use termly Hub meetings and regular newsletters to drive the improvement of provision and standards in RE. The Hub leaders have participated in and contributed to LTLRE training in the implementation of the agreed syllabus. Effective partnership working with LTLRE and a range of other bodies (Cornwall Faith Forum, Cornwall Association of Secondary Headteachers and Cornwall Association of Primary Heads) is key to successful work with schools.

4.2 The Local Authority

Throughout the academic year 2024-2025, the Local Authority (LA) provided support to SACRE at meetings with Democratic Services staff for clerking and a Senior Education Effectiveness Officer for advice and guidance.

The Local Authority hosts a page available for schools on its school's platform that provides information on SACRE and its purpose. This links to the Democracy pages and also hosts the Agreed Syllabus, etc. The pages are publicly available so that members of the public can view them should they search for Cornwall SACRE. The link is: www.schools.cornwall.gov.uk/sacre

4.3 Learn Teach Lead RE (LTLRE)

Learn, Teach, Lead RE (LTLRE)

Learn, Teach, Lead RE is a regional programme to support RE that stretches from Cornwall to Wiltshire. Each local authority area has a Primary lead and a Secondary lead. Hub leaders are classroom teachers who get access to high quality training and facilitate three hubs per year aimed at both primary and secondary teachers, and teaching assistants. Cornwall hubs provide termly twilight meetings providing support for teachers of RE and a chance to network. These sessions are very well supported and feedback has been very positive.

The LTLRE conference in October 2024 took place in person. As they had done previously in 2023, both SACRE Consultants lead workshops at the 2024 conference. Feedback was very positive, valuing the input from speakers and workshops.

5. Other areas of SACRE involvement

Members of SACRE have attended CPD to support them in their role to ensure they have an up to date knowledge of the curriculum and developments in RE nationally.

They are fully aware of the comprehensive offer from NASACRE in this respect, much of which is available online.

The RE Consultants both attended the NASACRE twilight briefings throughout the 2024/2025 period

Members of SACRE are also members of the LTLRE steering group for Cornwall, Devon, Torbay and Plymouth. Both of Cornwall SACRE's consultants are members of AREIAC (Association of RE inspectors and Consultants)

6. SACRE's Internal arrangements

SACRE have taken it upon themselves, this year, to improve its annual cycle of self evaluation and improvement in an effort to move from a SACRE that is 'Developing' in some areas, to one which models 'Advanced Practice' in both.

To support this work, the Local Authority Officer to SACRE has advised on the quality and scheduling of key actions to support the continuous cycle of improvement, including re-designing the self evaluation templates and processes, ensuring the SACRE development plan is closely lined to areas which were highlighted in the self evaluation as being areas of potential under-performance, and ensuring that the SACRE budget was carefully matched to that costed development plan.

Membership of SACRE September 2024 to July 2025

Cornwall SACRE is composed of the four representative groups as follows:

Group A – Church Representatives (Other Churches)

Group B – Church of England

Group C – Teachers' Bodies Representatives

Group D – Elected Councillors (Local Authority Representatives)

Plus co-opted members

Group A – Church Representatives (Other Churches)

Vacancy - Baptist Churches

Ede, Ron Buddhist Community

Vacancy Christian Orthodox Churches

Buckley, Patrick Independent Churches

Judkins, Mary Independent Churches

Rockley, Bonnie Jewish Community

Vacancy Methodist Church

Keast, John Methodist Church

Vacancy Muslim Community

Vacancy Religious Society of Friends

McFadden, Dr Patrick Roman Catholic Church

Easterbrook, Sandy Roman Catholic Church

Vacancy United Reformed Church

Salthouse, Eve Pagan

Brosnan, Noreen Humanist

Group B – Church of England Representatives

Bonell, Nicola Church of England

Moscato, Lee Church of England

Rudge, Linda Church of England

Rowe, Phile Church of England

Group C – Teachers Bodies Representatives

Vacancy Association of School and College Leaders

Vacancy Cornwall Association of Primary Head Teachers

Vacancy Cornwall Association of Secondary Head Teachers

Pomfret, Jez National Association of Teachers of Religious Education

Vacancy National Association of Head Teachers

Vacancy National Association of Schoolmaster Union of Women Teachers

Heron, Michael National Education Union

Vacancy Special Education

Rutter, Angie VOICE Union

Group D – Local Authority Representatives

Ashton, Paul – Local Authority Representative

Ewert, Kate – Local Authority Representative

Frank, Hilary – Local Authority Representative

Thomas, Mike – Local Authority Representative

Co-opted Members

Yates, Andrew Cornwall Faith Forum

Support for Cornwall SACRE is provided by: Richard Orpwood, Democratic Officer; Mark Corbett, Senior Education Effectiveness Officer and Local Authority Officer to the SACRE; and two consultants, Clifflyn Banfield and Greg Parekh.

Cornwall Council continues to support the work of Cornwall SACRE with a funding commitment of £15,000 each year. This funds the SACRE consultants' posts, with the remaining funds disbursed across the five statutory aspects of SACRE's work and in the amounts that best match the spending intentions of SACRE, informed by its self evaluation and improvement planning.

Clerking is provided by Finance and Assurance Services. It is not costed separately.

7 Appendices

Data Appendix 2023 - 2025

SACRE Action Plan 2024-2025

Appendix 1

Data Appendix

Standards and quality of provision of Religious Education in Cornwall

2023-2025

GCSE Full Course

Academic Year	Cornwall entries	Cornwall Percentage grades 9 to 4 (standard pass)	National grades 9 to 4 (standard pass)	Cornwall Percentage grades 9 to 5 (good pass)	National grades 9 to 5 (good pass)
2023	850	65%	71%	53%	60%
2024	726	60%	71%	49%	60%
2025	598	65%	71%	55%	60%

Groups 2025

Group	Entries	Cornwall Percentage grades 9 to 4 (standard pass)	Cornwall Percentage grades 9 to 5 (good pass)
Boys	241	55% (Nat: 65%)	43% (Nat: 53%)
Girls	357	73% (Nat:77%)	62% (Nat:66%)

GCSE Short course



KS4 Grade Summary by Subject

2025 | 1

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Short Course (394)

QAN: 60183998

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	Avg Pts
-	National (State Funded)	624180	16230	4.0	7.4	10.3	13.0	12.2	11.6	13.8	10.7	8.1	6.3	2.5	0.0
-	LA (State Funded)	5575	182	0.5	2.7	5.5	8.2	9.3	18.1	24.2	15.4	6.6	6.0	3.3	0.0
4172	Mounts Bay Academy	191	89	1.1	5.6	9.0	10.1	13.5	23.6	22.5	7.9	1.1	1.1	4.5	0.0
4141	Sir James Smith's School	100	93	-	-	2.2	6.5	5.4	12.9	25.8	22.6	11.8	10.8	2.2	0.0

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Short Course (394)

QAN: 60188807

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	Avg Pts
-	National (State Funded)	624180	3790	5.5	8.8	11.0	13.3	11.2	11.6	13.7	11.0	8.3	4.7	1.1	0.0
-	LA (State Funded)	5575	182	-	3.8	7.7	8.8	11.0	14.8	17.0	19.8	9.9	5.5	1.6	0.0
4146	Helston Community College	214	182	-	3.8	7.7	8.8	11.0	14.8	17.0	19.8	9.9	5.5	1.6	0.0

A level

There were 26 entries in 2025 in four centres: two schools, one sixth form college and one college

	Entries	A*	A	B	C	D	E
Cornwall	26	0	15%	23%	50%	8%	4%
S.W.*	1042	4%	17%	30%	26%	15%	6%
National	11930	4%	17%	30%	26%	14%	6%

* State Funded schools and colleges in South West England.

There is no comparative groups data available.

Mark Corbett

Senior Education Effectiveness Officer and Local Authority Advisor to Cornwall SACRE

Appendix 2

SACRE Action Plan September 2024 – August 2025 (Working document)

Cornwall Standing Advisory Council on Religious Education (SACRE) continues to deliver statutory duties as defined within the Law and within its constitution.

Key Priorities:

1. Evaluating the effectiveness of the locally agreed syllabus (AS)
 - 1.1. Developing effective monitoring for use by system leaders:-
 - 1.1.1. Monitoring and Evaluating the effectiveness of the locally agreed syllabus
 - 1.1.2. Reviewing and refreshing the locally agreed syllabus
2. Promoting improvement in the standards, the quality of teaching, and provision in Religious Education (RE)
 - 2.1. Improving quality in:-
 - 2.1.1. Provision and standards in RE
 - 2.1.2. Assessment in RE
3. Managing the SACRE and building the partnership between the SACRE, the Local Authority (LA) and other key stakeholders
 - 3.1. Developing effective partnership working:-
 - 3.1.1. School to school support, including governance
 - 3.1.2. Faith groups
 - 3.1.3. Practitioner groups
4. Promoting improvement in the quality of Collective worship in LA schools
 - 4.1. Monitoring of the quality of Collective Worship in LA schools
 - 4.2. Provision of guidance to schools on statutory and best-practice guidance on the use of Collective Worship in LA schools
5. Contributing to cohesion across the community and the promotion of social and racial harmony:
 - 5.1. Review the composition and representation at SACRE
 - 5.2. Review role in ensuring that social and racial harmony is promoted

SACRE PRIORITY	ACTION	LEAD	PROJECTED OUTCOMES	PROGRESS	PROJECTED COSTS
<p>1. Evaluating the effectiveness of the Agreed Syllabus (AS)</p>	<p>1.1. Monitoring and evaluating the effectiveness of the locally agreed syllabus (AS) and reviewing options of the new agreed syllabus for 2025-2030.</p>	<p>CB/GP</p>	<p>Implementation of the new agreed syllabus</p> <p>Arranging launch of the new agreed syllabus</p>	<p>September 2024: Agreed Syllabus Conference meeting taken place to decide on new syllabus</p> <p>October 2024: Discussions with Stephen Pett (RE today) to establish changes to the next syllabus, supporting resources needed for the new syllabus and costings for next syllabus</p> <p>January 2025: Venue for launch has been booked for dates (21st and 22nd May 2025).</p> <p>February 2025: Invites to schools drafted and sent for checking</p>	
	<p>1.2 Continuing to have a focus item in hub meetings on resourcing and embedding the Cornwall Agreed Syllabus (CAS)</p>	<p>CB and GP</p>	<p>CPD on new syllabus provided by all LTLRE Hubs</p>	<p>November 2024: November hub meeting to prepare for the new syllabus. LTLRE Hubs delivering CPD throughout the year to support CK4RE.</p> <p>December 2024: Hub meeting took place on-line with over 25 schools in attendance. CPD on AI use in the classroom and update on the new syllabus shared.</p>	
	<p>1.3 Consultants to SACRE to work with schools to support the continued implementation of the agreed syllabus</p>	<p>CB/GP</p>	<p>Schools are confident in using the agreed syllabus and are delivering the units of work</p>	<p>February 2025: Secondary Heads of RE (CASH) meeting taken place with many Heads of RE in Cornwall in attendance. Agenda items were Esther from AQA joining on teams to share exam feedback, agreed syllabus</p>	

				<p>launch and expected changes, sharing good practice and resources and looking at assessment in RE.</p> <p>February 2025: Visit to Mylor school to support RE</p> <p>May 2025: Agreed Syllabus launch taken place over two days. This was really successful in terms of attendance of primary and secondary colleagues over the two days.</p> <p>June 2025: LTLRE Meeting 12th June to meet RE leads, primary and secondary to review how the launch went and identify any areas of concern which we can plan future CPD sessions for teacher over the next academic year.</p>	
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<p>2. Promoting improvement of RE</p>	<p>2.1. Improve quality in the provision and standards in RE and assessment in RE</p> <p>2.2 Continue Southwest (SW) regional hub leader (PLRE) training</p> <p>2.3. Promote teacher, school and SACRE involvement in national initiatives and competitions – e.g. Spirited Arts, NASACRE/Westhill awards, RE Quality Mark, REC Young Ambassadors scheme.</p> <p>2.4. LTLRE Area 1 Conference – SACRE consultants to deliver workshops and share CPD with other teachers in Cornwall</p>	<p>CB and GP</p> <p>CB and GP with area 1 steering group and hub leaders</p> <p>SACRE Clerk</p> <p>CB and GP</p>	<p>Sustained and improved participation in hub meetings. has been noted in two areas – mid and west Cornwall. Online opportunities have boosted attendance.</p> <p>Cornwall hub leaders participated in and contributed to LTLRE training programme and to key points in the Cornwall SACRE plan focusing mainly on how best to support teachers in continuing the implementation of the agreed syllabus.</p> <p>Regular Newsletters circulated to schools offering support, ideas and resources and to include these items, and celebrating school and SACRE achievements,</p> <p>CPD to be shared with teachers across Cornwall</p>	<p>November 24: November LTLRE Hub meeting to support high quality RE</p> <p>December 2024: Hub meeting took place on-line with over 25 schools in attendance. CPD on AI use in the classroom and update on the new syllabus shared.</p> <p>April 2025: Hub leaders meeting took place on line with over 30 schools in attendance. CPD shared on Non-religious worldviews, for example Humanism. This was to meet the need that leaders had highlighted in the previous meeting as something they wanted support on. Feedback showed that they found this useful. This is also poignant due to the movement of religious and non-religious worldviews in the new agreed syllabus 2025</p> <p>September 24: Updates (Newsletter) have been sent out to schools</p> <p>October 24: LTLRE Conference and regional hub leaders training</p> <p>October 24: Workshop on Ofsted deep dives in RE delivered at Area 1 conference to teachers</p> <p>March 25: Hub leaders training to take place in Plymouth – This took place and was successful in training LTLRE leaders in Cornwall to deliver further CPD support to teachers in Cornwall for the new agreed syllabus. It also</p>	
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				<p>gave us the opportunity to learn from Plymouth, Devon and Torbay who are already 1 year into the agreed syllabus.</p> <p>July 25: 4th July LTLRE Hub Leaders training session in Plymouth. Further support for leaders on supporting RE teachers in Cornwall on the new agreed syllabus, as well as planning for the LTLRE conference in October 2025. The conference will also provide training in support of the new agreed syllabus.</p>	
<p>3. Managing the SACRE and its partnerships</p>	<p>3.1 Develop effective partnership working through school-to-school support, including governance, through partnerships with faith groups and through practitioner groups <i>for example</i> LTLRE hubs and wider networks</p>	<p>CB and GP and SACRE members</p>	<p>CB and GP to attend and advise stakeholders on key updates</p> <p>SACRE members are encouraged to offer more direct support to schools. E.g. faith</p>	<p>September 24: LTLRE steering group meeting 1 held to discuss conference and supporting hub leaders and teachers through CPD</p> <p>February 25: LTLRE steering group for Area 1 to discuss conference for</p>	

	<p>3.5 Updating national links for Cornwall.</p> <p>3.6 the publication of the annual SACRE report to schools, local education providers and national organisations</p>	<p>SACRE members and officers</p> <p>Local Authority</p>	<p>Reports will be shared at SACRE meeting of any national updates from RE associations including the National Association of SACREs and the Interfaith Network, and from the DfE.</p> <p>Annual report published for 2023 to 2024</p>	<p>the academic year 23-24 with them to continue into the new academic year 24-25</p> <p>June 25: NATRE executive meeting online – attended by GP. Sharing updates to RE and reviewing thoughts of the RE community on the National content standard and potential 'national curriculum for RE'</p> <p>March 2024: Secondary consultant joined NATRE executive committee.</p>	
4. Promoting improvement in the quality of collective worship	4.1. Monitoring of the quality of Collective Worship	CB/ GP SACRE hub leaders.	School needs for assistance and clarification will be discussed at SACRE and help offered through hub meetings and SACRE networks.	October 24: Discussion with LTLRE Hub leaders to focus on collective worship – It was felt this was not appropriate and so SACRE needs to explore other ways to monitor and support schools in collective worship	
5.Promoting Social Cohesion	5.1 Review the composition and representation at SACRE	<p>Officers and Clerk to SACRE</p> <p>SACRE members</p>	Membership representative of local area	<p>October 24: SACRE clerk to ensure that representatives across the spectrum of faith groups and communities are part of SACRE Clerk to contact faith groups where there is no representation</p> <p>June 24: No updates on this and a call out to SACRE members to see if this is</p>	

	<p>5.2 SACRE revisits the constitution and the wording of objectives</p> <p>5.3 Review role in ensuring that social and racial harmony is promoted e.g. through work with young people and schools e.g. to establish Youth SACRE for Cornwall or Student Voice contributions to SACRE agendas.</p>	<p>SACRE members</p>	<p>A sub committee be established to revisit the constitution and the wording of the current objectives</p> <p>The idea of a Youth SACRE or Student Voices has been discussed and developed among consultants and officers.</p>	<p>something they would like to be part of moving forward</p>	
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