



# Ealing SACRE

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Annual Report  
September 2011 - August 2012

# SACRE ANNUAL REPORT

September 2011 - August 2012

## Table of contents

Introduction by the chair of SACRE	page 3
Religious education	page 5
Reflection	page 5
Community cohesion	page 5
Links with other bodies	page 6
Other issues	page 6
SACRE arrangements	page 7
Appendix 1 – Summary of monitoring results	page 8
Appendix 2 – Examination results	page 11
Appendix 3 – SACRE membership – September 2011 to August 2012	page 15
Appendix 4 – SACRE members' attendance during 2011-2012	page 17
Appendix 5 – Number of pupils of each religion by school, May 2012	page 19
Appendix 6 – Breakdown of 'other' data received, May 2012	page 24
Appendix 7 – SMSC good practice: Oldfield Primary School	page 25
Appendix 8 – SACRE constitution	page 27

## 1. Introduction

Welcome to the 2011-2012 SACRE Annual Report. It has been my great privilege to be appointed chair of SACRE after having previously served on the committee in a dual capacity as both local councillor and representative of the Armenian Orthodox Church. I would like to thank my predecessor Councillor Daniel Crawford for his insight, and for leaving me with such a well-run ship; I would also extend my heartfelt thanks to fellow members of SACRE who have welcomed me so warmly to the position of chair.

I consider it a great honour to keep company with the representatives of the various traditions collectively comprising the residents of the London Borough of Ealing. No less a task faces our committee than addressing the religious education needs of our borough's children. That the next generation might grow up with a well-rounded, well-informed and comprehensive religious education will be in no small measure due to the stellar work of local educators; however credit must also be given to the stewardship of harmony that SACRE members amply demonstrate through the deliberations of our meetings.

Individual actions by SACRE members along with invitations from various religious communities have ensured that our borough's calendar has not only become filled with dates of importance to various faiths, but has also seen the opening of the celebration of these events to a wider community, including RE students. This past year I myself have enjoyed invitations to Eid celebrations, Coptic New Year, Mormon choral singing and the 100<sup>th</sup> anniversary of the visit to London of Baha'u'llah, founder of the Baha'i faith. The significance of these observances as living examples of faith cannot be underplayed as we continue to answer how best to create tolerance. SACRE too has discussed how members might ensure amongst themselves a better understanding of each other's beliefs and how this understanding can aid them in their responsibilities to the committee: i.e. SACRE has recognised it is not without its own educational needs.



*Cllr Ara Iskanderian (centre) with Cllr Julian Bell (left) and the Armenian Archbishop (right)*

SACREs across Britain continue to face the uncertainty of religious education's future as a taught subject in the face of the government's on-going educational shakeup. However, I remain wholly confident that we will not only rise to the challenges tasking us, but also meet them with the same level of competence that has marked SACRE as a capable forum of interfaith dialogue.

I would like to take this opportunity to acknowledge SACRE consultant Nora Leonard and thank her for her indefatigable spirit and tireless hard work in making each SACRE activity a success. Undoubtedly the year ahead will task us, but we in Ealing remain committed to meeting the challenge posed by Archbishop Rowan Williams, i.e. how best to turn pluralism of belief to the creation of a harmonious community of communities.

**Councillor Ara Iskanderian**  
**Chair of Ealing SACRE**

## **2. Religious education**

2.1 It remains one of SACRE's chief concerns to ensure high quality provision of religious education in the borough. In the autumn term of 2011-12 a letter from the SACRE chair was sent out via the schools' gatekeeping system, asking schools to fill in and return a monitoring form. A similar letter from the primary principal advisor was sent at the beginning of the summer term. Twelve schools responded by returning a form, which is an improvement on last year, when only five forms were returned.

2.2 A summary of the information collected from the monitoring reports can be found in appendix 1.

2.1.1 The 2011-2012 examination results can be found in appendix 2.

In light of current national concerns regarding the uptake of religious education courses in schools, it is heartening to see that overall there was an increase in the number of students in Ealing doing an RE exam course in the academic year 2011-12. For instance the enrolment in the full GCSE course had increased by approximately 12% (i.e. 670 more entries as compared to 2010-11). The level of attainment in the full course with regards to A\*-C grades is also up, however the average point score is down slightly, which means that fewer pupils attained an A\*-G grade.

In contrast, the enrolment for the short course has gone down by 5% (100 entries), which considering the increased enrolment in that course may mean that some schools are encouraging entry into the full course instead. The average point score for the short course has also gone down slightly, as has the percentage of pupils receiving an A\*-C grade (down by 10%).

Entries to the A level course increased, and performance has also improved significantly, with nearly 9 out of 10 achieving an A\*-C (c.f. last year, when only 1 in 3 students achieved such a grade). By contrast although uptake of AS level has very slightly increased, the average point score has decreased.

## **3. Reflection**

3.1 There were no applications received from schools for a determination or for a renewal of an existing determination during the academic year 2011-12.

## **4. Community cohesion**

4.1 At the September meeting, the then mayor, Councillor John Gallagher, gave a presentation to SACRE members informing them of his plans for the

celebration in the borough of the Queen's Diamond Jubilee. He also asked members for suggestions as regards ways to encourage schools to participate.

- 4.2 At the same meeting Anees Shah gave a brief presentation of the work of "Discover Islam", a non-profit organisation established in 2008. The main focus of this group is to serve the Muslim and non-Muslim community in the UK by providing educational material about Islam; it also seeks to promote community cohesion in response to increasing crime among young people. Of particular relevance to SACRE was Discover Islam's work in primary and secondary schools, which includes exhibitions, school visits and mosque tours. As a result of this presentation, "Discover Islam" was invited to appoint a representative to Ealing SACRE.

## **5. Links with other bodies**

- 5.1 SACRE continues its membership of the National Association of SACREs (NASACRE). The SACRE consultant attending the NASACRE AGM held in London, a report of which was made available to SACRE members at the September 2012 meeting.

## **6. Other issues**

- 6.1 The "Days of Observance" calendar was again produced for the use of schools and LA officers. This poster-sized calendar contains listings for many religious festivals and other dates of note. An on-line version, including informative articles about all of the festivals mentioned, can be found on the Ealing Grid for Learning, [www.egfl.org.uk/religion](http://www.egfl.org.uk/religion).
- 6.2 Over the course of the year SACRE welcomed several new members:
- Mr Anees Shah of "Discover Islam"
  - Rev Lloyd Crossfield, The Church of God Pentecostal
  - Dr Peter Hounsell, Church of England
  - Rev Greville Thomas, Church of England
  - Philip Veasey, West London Humanists and Secularists
  - Liz Day, Headteacher Oldfield Primary School
  - Cllr Mohammed Kauser
- 6.3 After further discussion regarding the problems experienced during 2010-11 with quoracy, SACRE resolved to retain its present constitution subject to the following amendment to Paragraph 11, i.e. "A quorum shall consist of at least one third of the whole number of the SACRE (excluding vacancies), and will include at least two representatives from Group A (one Christian and one non-Christian) and one representative each from Groups B, C, and D."

It was also agreed that the membership as set out in the constitution should be updated to reflect changes agreed by SACRE since the last revision. In addition it was decided to adopt a vision and value statement and code of conduct as supplements to the constitution (see appendix 8)

- 6.4 The agreed syllabus writing group met several times in 2011 and the full agreed syllabus conference met in November. As a result of discussions held during these meetings it was decided to:
- arrange the syllabus material in thematic threads;
  - include example assessment activities for all units (along with differentiated outcomes);
  - place an emphasis on the development of learning and thinking skills;
  - adopt a human-centred approach, i.e. focussing on the various traditions as different religious and non-religious responses to common experiences, and
  - include activities for SEN and gifted and talented.

Because of the limitations on the time of the SACRE consultant, it was agreed to disseminate new material to schools as and when it became available.

- 6.5 Due to time constraints and poor attendance in previous years, no INSET specifically targeting RE teachers was provided in the borough. However information regarding relevant training opportunities available elsewhere was disseminated via the schools' gatekeeping system. In addition, the SACRE consultant worked with several schools and RE co-ordinators/heads of RE on an individual basis to improve planning and provision.

## **7. SACRE arrangements**

- 7.1 Throughout the year, SACRE received professional support from Nora Leonard, SACRE consultant. Cameron MacLean, democratic service officer, provided administrative and clerking support.
- 7.2 The LA continues to pay for membership of NASACRE and for limited attendance at conferences.

## Appendix 1

### Summary of monitoring results

	High Schools	Special Schools	Primary Schools
Schools participating	Brentside Ellen Wilkinson	Castlebar John Chilton	Dormers Wells Infant Durdan's Park Edward Betham CE Hobbayne Little Ealing Perivale Stanhope Viking
<b>Strengths of RE provision</b>			
Brentside	Variation of content in the RS schemes of work. All six main religions are covered and many of the topics are relevant to students. The enjoyment of the subject from students and staff.		
Ellen Wilkinson	Students' understanding of world religions and moral issues, as evidenced by excellent GCSE results. All pupils study for a full-course GCSE. SMSC recognised as a strength by Ofsted. Trips to places of worship/outside agencies.		
Castlebar	RE included in all classes medium term plans and opportunities to visit local places of worship are planned. Multi-faith festivals celebrated and acknowledged through class work, class led and teacher led assemblies, displays. Assemblies 3 x per week, ending with time for reflection. Moral attitudes such as caring, sharing etc. reinforced through our PSHE curriculum.		
John Chilton	Ealing syllabus combined with NC schemes and tailored to fit the needs of the pupils. Therefore the school has a practical and inclusive scheme that meets the needs of all pupils.		
Dormers Wells Inf.	Detailed RE and assembly plan covering major faiths. Displays		
Durdan's Park	Themed assemblies linked to curriculum. Collective worship. Recorded assembly content to ensure continuity. Peer mediation in key stage 2. PSHE curriculum links.		
Edward Betham CE	"Outstanding" in Section 48 inspection.		
Hobbayne	Coverage of religions throughout the school. e-School development—guidance and resources for teachers. Enthusiasm from teachers to teach RE. Whole school initiative for monitoring and assessment.		



Little Ealing	RE delivered both as a discrete subject area and as part of the creative curriculum. INSET training on improving delivery to make it more interactive and child lead. Good variety of resources, including many artefacts.	
Perivale		
Stanhope	Knowledge of all religions.	
Viking	All core subjects taught across all key stages.	
Areas requiring development		
Brentside	Examination results at GCSE do not reflect the enthusiasm of both staff and students.	
Ellen Wilkinson	A level reflection and RE.	
Castlebar	In some classes the RE links need to be highlighted on weekly plans—the activities are often taking place but recorded under other broad areas (e.g. ‘Creative’ or ‘KUW’). RE links need to be made more explicit in the weekly/short term plans and RE should be written on the class timetable if appropriate.	
John Chilton	Completing units and developing our secondary department provision.	
Dormers Wells Inf.	Teacher subject knowledge. Resources	
Durdan’s Park	New units being implemented/assimilated.	
Edward Betham CE	Consistency of practice between key stages.	
Hobbayne	Providing enough time in the curriculum to ensure RE has the attention it should. Assessment. MLE.	
Little Ealing	Further development of resources and inclusion in the wider curriculum.	
Perivale	Links with other curriculum areas. Creativity.	
Stanhope	Confidence of teachers in teaching RE.	
Viking		
Is RE provision in the school compliant with the Ealing agreed syllabus?		11 yes 1 no
If not, how are you addressing this?	Edward Betham CE: Provision is in line with Diocesan Board and referenced to Ealing agreed syllabus.	
Is the school compliant as regards provision of the statutory daily act of reflection?		10 yes 2 no
If not, how are you addressing this?	Brentside HS: Individual year groups have assemblies each day and have a collective act of reflection Stanhope PS: We will be applying for a Determination.	

Examples of how the school promotes SMSC (This is a new part of the form, hence some returns did not have this entry)	
Brentside	Lots of whole school charity work. Syllabus of citizenship and religious studies contain numerous examples of this. International culture celebrations take place at least annually.
Ellen Wilkinson	Student-led assemblies on various religious festivals, cultures, e.g. stereotyping. PSHEE/form time activities. Cultural awareness trips.
Castlebar	Wide variety of after school clubs to cater for different interests of our children—including football, dance, cooking, gardening clubs. Weekly whole-school 'good work' assembly where work is shown and stickers awarded.
John Chilton	Merits, rewards and celebration assemblies. Whole school cultural days several times a year.
Durdan's Park	Themed/topical assemblies throughout the year. Guest visitors from community (local churches, mosque, gurdwara). PSHE curriculum closely linked.
Little Ealing	Twice-weekly assemblies across all key stages that follow the SMSC outlines for the school. A theme links these assemblies to the SEAL/PSHCE lesson topics for the half-term block. SEAL/PSHCE each week on the timetable where the classes discuss issues relevant to themselves and link them to their application to the wider local community. Classes study global news events and issues as part of their year-group assemblies.

	O	G	S	I
Learners' achievement and standards in RE	2	6	1	3
Learners' personal development and well-being in RE	1	1	7	3
Quality of teaching and learning in RE	1	8	3	
Quality of the RE curriculum, including cross-curricular links	1	9	3	
Quality of care, guidance and support in RE	2	8	3	
Effectiveness and efficiency of leadership and management	1	8	3	
Overall effectiveness	1	8	3	
Improvement since last evaluation	1	7	1	

O = outstanding

G = good

S = satisfactory

I = inadequate

## Appendix 2

### Examination results for the academic year 2011-2012

GCSE Full Course Religious Studies 2012								
School name	Year 11 NOR	Cohort entered		%A*-C grades		%A*-G grades		Average points <sup>†</sup>
		No.	%	No.	%	No.	%	
Acton High School	238	30	13%	21	70%	30	100%	42.6
Cardinal Wiseman Catholic High School	297	296	100%	247	83%	293	99%	44.7
Dormers Wells High School	183	23	13%	17	74%	22	96%	39.3
Drayton Manor High School	236	116	49.2%	110	95%	116	100%	48.0
Elthorne Park High School	181	172	95%	115	67%	168	98%	39.6
Featherstone High School	244	240	98%	153	64%	226	94%	39.1
Greenford High School	236	47	20%	45	96%	47	100%	47.9
Northolt High School	233	1	0%	1	100%	1	100%	52.0
The Ellen Wilkinson School for Girls	205	156	76.1%	155	99%	156	100%	48.7
The Study Centre	35	1	3%	0	0%	1	100%	22.0
The West London Academy	193	174	90%	80	46%	155	89%	31.5
Twyford CE High School	189	187	99%	176	94%	187	100%	48.5
Villiers High School	233	165	71%	112	68%	162	98%	40.0
<b>Ealing total/average (2012)</b>	<b>2703</b>	<b>1608</b>	<b>59%</b>	<b>1232</b>	<b>77%</b>	<b>1564</b>	<b>97%</b>	<b>41.8</b>
<b>Ealing total/average (2011)</b>	<b>2009</b>	<b>938</b>	<b>46.7%</b>	<b>695</b>	<b>74%</b>	<b>924</b>	<b>98.5%</b>	<b>43.04</b>

<sup>†</sup> Each grade is accorded a certain number of points, which for the GCSE full course is: A\* = 58, A = 52, B = 46, C = 40, D = 34, E = 28, F = 22 and G = 16. These points are aggregated to provide a total points score for the school and then divided by the number of candidates to produce an average points score per pupil in the school.

GCSE Short Course Religious Studies 2012								
School name	Year 11 NOR	Cohort entered		%A*-C grades		%A*-G grades		Average points <sup>†</sup>
		No.	%	No.	%	No.	%	
Acton High School	238	70	29%	37	53%	70	100%	19.2
Brentside High School	213	207	97%	111	54%	199	96%	18.3
Dormers Wells High School	183	157	86%	76	48%	145	92%	16.6
Drayton Manor High School	236	115	49%	62	54%	109	95%	18.2
Elthorne Park High School	181	4	2%	0	0%	4	100%	11.0
Greenford High School	236	149	63%	39	26%	138	93%	14.4
Northolt High School	233	223	96%	89	40%	207	93%	15.9
The Ellen Wilkinson School for Girls	205	50	24%	19	38%	48	96%	16.5
The Study Centre	35	1	3%	1	100%	1	100%	20.0
<b>Ealing total/average (2012)</b>	<b>1993</b>	<b>1015</b>	<b>51%</b>	<b>434</b>	<b>43%</b>	<b>940</b>	<b>93%</b>	<b>15.5</b>
<b>Ealing total/average (2011)</b>	<b>1993</b>	<b>1116</b>	<b>56%</b>	<b>592</b>	<b>53%</b>	<b>1048</b>	<b>94%</b>	<b>17.72</b>

<sup>†</sup> Each grade is accorded a certain number of points, which for the GCSE short course is: A\* = 29, A = 26, B = 23, C = 20, D = 17, E = 14, F = 11 and G = 8. These points are aggregated to provide a total points score for the school and then divided by the number of candidates to produce an average points score per pupil in the school.

Entry Level Qualification (ELQ) Band B Religious Studies 2012							
School name	NOR	Cohort entered		Grade 3		Grade 2	
		No.	%	No.	%	No.	%
John Chilton	9	1	11%	0	0%	1	100%
<b>Ealing total/average (2012)</b>	<b>9</b>	<b>1</b>	<b>11%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>100%</b>
<b>Ealing total/average (2011)</b>	<b>10</b>	<b>6</b>	<b>60%</b>	<b>3</b>	<b>50%</b>	<b>3</b>	<b>50%</b>

Entry Level Qualification (ELQ) Band C Religious Studies 2012							
School name	NOR	Cohort entered		Grade 2		Grade 1	
		No.	%	No.	%	No.	%
Belvue School	18	13	72%	6	46%	7	54%
<b>Ealing total / average (2012)</b>	<b>18</b>	<b>13</b>	<b>72%</b>	<b>6</b>	<b>46%</b>	<b>7</b>	<b>54%</b>
<b>Ealing total/average (2011) (two schools)</b>	<b>348</b>	<b>2</b>	<b>0.57%</b>	<b>1</b>	<b>50%</b>	<b>1</b>	<b>50%</b>

GCE AS Religious Studies 2012								
School name	Year 11 NOR	Cohort entered		%A*-C grades		%A*-E grades		Average Points
		No.	%	No.	%	No.	%	
Villiers High School	233	17	7%	12	71%	17	100%	104.1
<b>Ealing total / average (2012)</b>	<b>233</b>	<b>17</b>	<b>7%</b>	<b>12</b>	<b>71%</b>	<b>17</b>	<b>100%</b>	<b>104.1</b>
<b>Ealing total / average (2011)</b>	<b>225</b>	<b>18</b>	<b>8%</b>	<b>13</b>	<b>72%</b>	<b>18</b>	<b>100%</b>	<b>107.5</b>

GCE A-level Religious Studies 2012								
School name	Year 13 NOR	Entries		Total A* to C		Total A* to E		Average points <sup>†</sup>
		No.	%	No.	%	No.	%	
Brentside High School	74	9	12%	7	78%	8	89%	210.0
Cardinal Wiseman Catholic High School	136	27	20%	25	93%	27	100%	227.8
Dormers Wells High School	51	3	6%	3	100%	3	100%	240.0
Drayton Manor Academy	151	16	11%	13	81%	15	94%	223.1
Greenford High School	229	2	1%	1	50%	2	100%	210.0
The Ellen Wilkinson School for Girls	152	9	6%	9	100%	9	100%	223.3
Twyford CE High School	249	21	8%	17	81%	21	100%	234.3
<b>Ealing total/average (2012)</b>	<b>1042</b>	<b>87</b>	<b>8%</b>	<b>75</b>	<b>86%</b>	<b>85</b>	<b>98%</b>	<b>224.1</b>
<b>Ealing total/average (2011)</b>		<b>69</b>		<b>24</b>	<b>34.8%</b>	<b>69</b>	<b>100%</b>	<b>212.17</b>

<sup>†</sup> Each grade is accorded a certain number of points, which for GCE A-level is: A\* = 300, A = 270, B = 240, C = 210, D = 180 and E = 150. These points are aggregated to provide a total points score for the school and then divided by the number of candidates to produce an average points score per pupil in the school.

GCE AS-level Religious Studies 2012								
School name	Year 13 NOR	Entries		Total A* to C		Total A* to E		Average points <sup>†</sup>
		No.	%	No.	%	No.	%	
Brentside High School	74	3	4%	0	0%	0	0%	0.0
Cardinal Wiseman Catholic High School	136	107	79%	45	42%	89	83%	82.3
Drayton Manor Academy	151	2	1%	2	100%	2	100%	127.5
The Ellen Wilkinson School for Girls	152	9	6%	2	22%	9	100%	88.3
Twyford CE High School	249	3	1%	1	33%	2	67%	95.0
<b>Ealing total/ average (2012)</b>	<b>762</b>	<b>124</b>	<b>16%</b>	<b>50</b>	<b>40%</b>	<b>102</b>	<b>82%</b>	<b>78.6</b>
<b>Ealing total/average (2011)</b>		<b>103</b>		<b>28</b>	<b>27%</b>	<b>92</b>	<b>89%</b>	<b>91.89</b>

<sup>†</sup> Each grade is accorded a certain number of points, which for GCE AS-level is: A = 135, B = 120, C = 105, D = 90 and E = 75. These points are aggregated to provide a total points score for the school and then divided by the number of candidates to produce an average points score per pupil in the school.

**LA Group:**

Cllr Daniel Crawford (Chair and Member of SACRE until May 2012)

Cllr Ara Iskanderian (Chair of SACRE from May 2012)

Cllr Tej Ram Bagha

Cllr Jon Ball

Cllr Eileen Harris

Cllr Swarn Singh Kang

Cllr Mohammed Kauser (Member from May 2012)

Cllr Anita Kapoor

Cllr Ian Potts

Cllr Edward Rennie

**Church of England Group:**

Dr. Peter Hounsell

Graham Marriner

Rev Prebendary N Richardson (Chairman of Group and Vice-Chairman of SACRE)

Ms C Sawyer

Rev Grenville Thomas

**Other Faiths Group:**

African Caribbean Church	-	Rev L Crossfield
Baha'i	-	Ms Nadine Sayer
		Ms Ursula Patel (substitute)
Buddhist	-	Dr C Amarasinghe
Hindu	-	Mr R Pathak
		Mr S Bhatia
Free Church Federal Council	-	Mrs M McNeil
Humanist	-	Ms K Richardson
Humanist & Secularist	-	Mr P Veasey
Jewish	-	Dr M Izen
Islam - Sunni	-	Mr S Minhas
		Ms T Kazi
		Mr A Olad
		Mr A Shah
Liberal Jewish	-	Ms R Knightley
Ramgarhia Sabha	-	Mrs B Lall
		Mrs P Pank
Roman Catholic	-	Ms K Burke
Sikh Missionary Society	-	Mr M S Grewal (Chairman of Group) (Member until January 2012)
Sri Guru Ravi Dasia Sabha	-	Mr S K Dhanda

United Reform Church	-	Mr Donald Burling
Valmiki	-	1 vacancy

**Teachers Association Group:**

NASUWT	-	Mr G Burchell
		Ms H O'Neill (Chairman of Group)
NAHT	-	Katherine Crawford
	-	Liz Day
ATL	-	Gill Denham
SHA	-	1 vacancy
PAT	-	1 vacancy

**Co-opted Members**

Foundation Schools-	-	1 vacancy
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**Appendix 4**  
**Members attendance – September 2011 to August 2012**

Key:           ✓ - Attended           ✕ – Absent           S - Substitute

LA GROUP	REPRESENTING AND/OR ROLE	DATE OF MEETINGS		
		26 Sept 11	11 Jan 12	14 Jun 12
Cllr Daniel Crawford	Chairman of SACRE & LA Group (until May 2012)	✓	✓	-
Cllr Ara Iskanderian	Chairman of SACRE & LA Group (from May 2012)	✓	✓	✓
Cllr Bagha		✓	✓	✓
Cllr Ball		✓	✓	✓
Cllr Kang		✓	✓	✓
Cllr Kauser		-	-	✓
Cllr Eileen Harris		✓	✓	✕
Cllr Anita Kapoor		✓	✓	✓
Cllr Potts		✕	✓	✓
Cllr Rennie		✕	✓	✓
Cllr Diana Pagan		S	-	-
<b>CHURCH OF ENGLAND GROUP</b>				
Dr Hounsell		-	✓	✓
Mr G Marriner		✕	✓	✓
Rev N Richardson	Vice Chair of SACRE & Chair of C of E Group	✓	✓	✕
Ms C Sawyer		✕	✕	✕
Rev G Thomas		-	✕	✕
<b>OTHER FAITHS</b>				
Rev L Crossfield	African Caribbean Church	✓	✓	✕
Ms Nadine Sayer	Baha'i	✕	✓	✓
Ms Ursula Patel (Substitute)	Baha'i	✕	✓	✓
Dr C Amarasinghe	Buddhist	✓	✕	✓
Mr R Pathak	Hindu	✕	✓	✓
Mr S Bhatia	Hindu		✓	✕
Ms Kathleen Richardson	Humanist	✓	✓	✓
Mr Philip Veasy	Humanist	-	-	✓
Mr S Minhas	Islam – Sunni	✕	✓	✓
Miss Tehmina Kazi	Islam – Sunni	✕	✓	✕

		DATE OF MEETINGS		
LA GROUP	REPRESENTING AND/OR ROLE	26 Sept 11	11 Jan 12	14 Jun 12
Mr Ahmed Olad	Islam	x	✓	x
Mr Anees Shah	Islam	x	✓	x
Dr M Izen	Jewish	✓	✓	✓
Ms R Knightley	Liberal Jewish	✓	x	✓
Mrs B Lall	Ramgarhia Sabha	✓	✓	x
Mrs P Pank	Ramgarhia Sabha	x	x	
Kim Burke	Roman Catholic		✓	✓
Mr M S Grewel	Sikh Missionary Society and Chair of Group	✓	✓	x
Mr S K Dhanda	Sri Guru Ravi Dass Sadha	✓	x	x
Mrs Marion McNeill	United Reform Church	✓	✓	✓
Mr Donald Burling	United Reform Church	✓	✓	✓
<b>TEACHERS' ASSOCIATIONS GROUPS</b>				
Mr G Burchell	NAS/UWT	✓	✓	x
Ms H O'Neill	NAS/UWT (Chairman of Group)	x	✓	x
Ms H Keogh	NAS/UWT	✓	-	-
Gill Denham	ATL	x	✓	x
Ms K Crawford	NAHT	x	✓	x
Liz Day		-	-	✓

## Appendix 6

### Number of pupils of each religion by school, May 2012

School name	Christian										Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion	No religion	Unclassified	All pupils
	Christian (unspecified)	Baptist	Church of England	Catholic	Orthodox	Jehovah's Witness	Methodist	Seventh Day Adventist	Other Christian	Christian Total									
Acton High School	298	4	48	199	4		5		1	559	7	33		456	14	25	86	6	1186
Brentside High School	380	1	13	68	9	6	2			479	15	160		440	43	18	122	44	1321
Cardinal Wiseman RC High School	52			1654						1706		22		15	13	11	11	15	1793
Dormers Wells High School	115	1	24	61		6	2	5	2	216	6	140		519	137	5	47	1	1071
Drayton Manor High School	409	7	42	107	17	17	12	4	2	617	16	86	3	454	47	23	273	45	1564
Elthorne Park High School	442		1	2						445	7	35	5	140	22	17	322	3	996
Featherstone High School	106			17		2	1			126		177		762	398	22	13	1	1499
Greenford High School	288	5	12	66		5	9			385	6	288		676	383	6	65	3	1812
Northolt High School	367	8	9	160	11	7	5	4	1	572	31	161		300	25	22	302	7	1420
The Ellen Wilkinson School for Girls	203		6	98	3	9	1			320	9	152	1	755	21	10	140	21	1429
The West London Academy	26		3	5		1				35		5		22	5	1	16	877	961
Twyford CE High School	1107									1107	12	43	7	159	14	18	98	1	1459
Villiers High School	114									114	2	243		576	237	15	11	21	1219
High Schools Total	3907	26	158	2437	44	53	37	13	6	6681	111	1545	16	5274	1359	193	1506	1045	17730
Allenby Primary School	45			1						46	1	45		126	34	3	11		266
Beaconsfield Primary School	13			11						24		32		155	57		1	2	271
Berrymede Infant School	62									62	1	6	1	218	2	3	24	3	320
Berrymede Junior School	90		1	2						93		4		199	3	14	2	1	316
Blair Peach Primary School	19			6	1					26	1	171		217	93	2	1	3	514
Brentside Primary School	132		1	2						135	4	36		139	11	12	45		382

School name	Christian										Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion	No religion	Unclassified	All pupils
	Christian (unspecified)	Baptist	Church of England	Catholic	Orthodox	Jehovah's Witness	Methodist	Seventh Day Adventist	Other Christian	Christian Total									
Christ the Saviour	518	2	52	19	12					603	5	9		14		18	8	2	659
Clifton Primary School	9								1	10		38		191	114	6	6		365
Coston Primary School	185									185	4	32		194	17	5	37	3	477
Dairy Meadow Primary School	41		2	8	1		1			53	1	90		188	146	5	5	1	489
Derwentwater Primary School	140		11	60	2	7		2		222	10	9		383	10	4	116		754
Dormers Wells Infant School	39			21	1	2	2			65	1	62		182	58	1	12		381
Dormers Wells Junior School	42		2	11		4			2	61	1	65		174	49	5	13	2	370
Downe Manor Primary School	107			1						108	2	9	1	126	11	11	30	141	439
Drayton Green Primary School	57		1	40	3			1		102		6		124	4	2	41	1	280
Durdan's Park Primary School	17									17	1	135		163	151	26	4	4	501
East Acton Primary School	28			19	1	1			1	50		2		163	3	4	22	4	248
Edward Betham CE Primary School	185	14	134	46			3			382	4	31		25	14	1	6	1	464
Featherstone Primary School	32									32	3	91		307	251	1	2	1	688
Fielding Primary School	360			2						362	10	22	8	103	10	18	279	1	813
Gifford Primary School	135			59	2	2		1		199	3	45		318	39	15	84	8	711
Grange Primary School	258			5						263	8	22	4	165	7	16	206	4	695
Greenwood Primary School	185			2						187	12	108		93	10	12	61	1	484
Hambrough Primary School	31						1			32		195		153	135	1	1		517
Hathaway Primary School	137			1						138	4	15		209	15	5	33	3	422
Havelock Primary School	31									31		45		245	92	5	6		424
Hobbayne Primary School	158			60	7	3		1		229		23	1	137	12	8	119		529
Horsenden Primary School	120	3	1	95	10	1	1	3		234	16	209		284	12	7	40	12	814
John Perryn Primary School	147									147	4	7	1	243	1	4	18	5	430
Khalsa Primary School	1									1		2			219	4		1	227

School name	Christian									Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion	No religion	Unclassified	All pupils
	Christian (unspecified)	Baptist	Church of England	Catholic	Orthodox	Jehovah's Witness	Methodist	Seventh Day Adventist	Other Christian									
Lady Margaret Primary School	60								60	3	178		243	144	4	6		638
Little Ealing Primary School	85		132	53		4			274	3	27	7	42	6	11	200	14	584
Mayfield Primary School	134		1	3					138		18		102	14		79		351
Montpelier Primary School	94		5	60	7	2			1	9	32	7	252	12	3	185	2	671
Mount Carmel Catholic Primary School	4		2	457					463				1			1	1	466
North Ealing Primary School	136	2	14	39	18	2	2		1	11	31	6	108	15	8	145	57	595
North Primary School	25								25	2	123		132	138	2	3		425
Oaklands Primary School	173								173	3	12		155	10	33	95	4	485
Oldfield Primary School	162								162	1	40	1	160	10	13	35		422
OLOV Catholic Primary School	6			460					466								1	467
Perivale Primary School	54								54	9	151		231	16	4	1		466
Petts Hill Primary School	37			31				2	70	5	32		95	13	1	26		242
Ravenor Primary School	86		16	55	7	3	1	2	170	3	57		172	28	1	76	13	520
Selborne Primary School	216			3					219	3	26		184	8	11	19	5	475
Southfield Primary School	191								191		4	1	179	1	14	93	26	509
St. Anselm's Catholic Primary School	15		5	202	3				6		11		2	5		1		250
St. Gregory's Catholic Primary School	2			525					527							1		528
St. John Fisher Catholic Primary School	13			443					456		8			1				465
St. John's Primary School	139			1					140	9	12		207	9	7	33		417
St. Joseph's Catholic Primary School	4			462					466					1				467
St. Mark's Primary School	93	1	35	44	2	2		2	179	3	9	1	58	14	4	118		386
St. Raphael's Catholic Primary School	6		1	485					492				3			1		496
St. Vincent's Catholic Primary School	11			474	3				488				1		1	1	8	499
Stanhope Primary School	192			1					193	5	100		230	43	24	20	1	616

School name	Christian										Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion	No religion	Unclassified	All pupils
	Christian (unspecified)	Baptist	Church of England	Catholic	Orthodox	Jehovah's Witness	Methodist	Seventh Day Adventist	Other Christian	Christian Total									
Three Bridges Primary School	6		1							7	1	1		6	1		7	536	559
Tudor Primary School	38		9	19			3			69		31	1	205	64	1	20	6	397
Vicar's Green Primary School	28			2						30		66	1	184	81	2			364
Viking Primary School	72									72	7	76		83	2	2	1	2	245
West Acton Primary School	41			5			1			47	2	22		108	15	14	30	1	239
West Twyford Primary School	75			29		1	2			107	15	4	1	269	1	6	100		503
Willow Tree Primary School	56			26	2	1		1		86		13	1	124	1	3	30		258
Wolf Fields Primary School	229			5						234	13	48		206	21	39	146	10	717
Wood End Infant School	14			1						15	1	45		175	98	23	24	5	386
Wood End Academy (Junior)	67		18	74	6	2		3		170	6	84		119	4	2	52		437
<b>Primary Schools Total</b>	<b>5958</b>	<b>23</b>	<b>453</b>	<b>4471</b>	<b>88</b>	<b>37</b>	<b>18</b>	<b>16</b>	<b>14</b>	<b>11078</b>	<b>215</b>	<b>2890</b>	<b>43</b>	<b>9382</b>	<b>2359</b>	<b>459</b>	<b>2831</b>	<b>896</b>	<b>30153</b>
Belvue School	44			2						46	2	9		38	8		18	3	78
Castlebar School	36									36		8		39	7	1	12	1	68
John Chilton School	14		7	15						36		8	1	29	7	2	8	1	56
Mandeville School	18			11						29	1	11		40	4	3	4	3	66
Springhallow School	27			7		1				35		7		15	3	1	13		39
St Ann's School	19			3	1					23	1	6	1	43	6	1	4		62
<b>Special Schools Total</b>	<b>158</b>		<b>7</b>	<b>38</b>	<b>1</b>	<b>1</b>				<b>205</b>	<b>4</b>	<b>49</b>	<b>2</b>	<b>204</b>	<b>35</b>	<b>8</b>	<b>59</b>	<b>8</b>	<b>574</b>
Greenfields Nursery School	8									8	1	20		43	44		3	1	112
Grove House Nursery School	10									10		40		31	32	3	1	2	109
Maples Nursery School	18		5	20						43		3		26	2	1	21	1	54
South Acton Children's Centre	21									21		1		56	1	5	2	8	73
<b>Nursery Schools Total</b>	<b>57</b>		<b>5</b>	<b>20</b>						<b>82</b>	<b>1</b>	<b>64</b>		<b>156</b>	<b>79</b>	<b>9</b>	<b>27</b>	<b>12</b>	<b>430</b>
<b>All Schools Total</b>	<b>10080</b>	<b>49</b>	<b>623</b>	<b>6966</b>	<b>133</b>	<b>91</b>	<b>55</b>	<b>29</b>	<b>20</b>	<b>18046</b>	<b>331</b>	<b>4548</b>	<b>61</b>	<b>15016</b>	<b>3832</b>	<b>669</b>	<b>4423</b>	<b>1961</b>	<b>48887</b>

*Comparison of school population with 2001 census results:*

	Total	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other	None	Not stated
<b>Ealing schools, May 2012</b>	48887	37%	0.67%	9.3%	0.12%	30.7%	7.8%	1.3%	9%	4%
<b>Ealing schools, May 2011</b>	46237	38%	1%	10%	<0.15%	31%	8%	1%	9%	1%
<b>England and Wales 2001 census</b>	52,041,916	71.75%	0.28%	1.06%	0.50%	2.97%	0.63%	0.29%	14.81%	7.71%
<b>Ealing, 2001 Census</b>	300,948	50.74%	1%	7.77%	0.49%	10.31%	8.51%	0.42%	13.44%	7.31%

## Appendix 7

### Breakdown of detailed data received, May 2012

	Other Christian								Other								
	Other Christian	Bethany Church Of God	Mormon	Pentecostal	Quaker	Salvation Army	United Reform Church	TOTAL	Other Religion total	Bahai	Humanist	Jain	Pagan	Parsee/Zoroastrian	Rastafarian	Ravidasian	Shinto
High Schools Total			3	1			2	6	179		4	3	3		3		1
Primary Schools Total	1	1	2	7	1		2	14	435	1	3	10	1	2	5	2	
Special Schools Total									8								
Nursery Schools Total									9								
All Schools	1	1	5	8	1		4	20	631	1	7	13	4	2	8	2	1



## Appendix 7

### SMSC good practice: Oldfield Primary School, Greenford

At the beginning of 2012 Ofsted placed a school's provision for spiritual, moral, social and cultural development (SMSC) at the forefront of their new inspection framework, the way a school performs in this area contributing to Ofsted's judgment on a school's overall effectiveness. Having received 'outstanding' as regards the promotion of SMSC when inspected in 2006 and 2011, Liz Day, head teacher of Oldfield Primary School, was invited to speak to SACRE<sup>1</sup> about her vision for promoting SMSC.

According to its latest Ofsted report<sup>2</sup> Oldfield Primary is a larger than average school. Approximately nine out of ten of its pupils are from minority ethnic heritages, which is well above average; approximately two-thirds speak English as an additional language, also well above average. In spite of their outstanding performance as regards SMSC, the staff of Oldfield decided that during 2012-13 they would look specifically at children's spiritual development throughout the curriculum, in order to see how this might contribute to the shared life of the school and community.

In 2003, fifty-six KS2 children applied to be in the head teacher's lunchtime gardening club. These pupils expressed interest in getting their hands dirty and learning about planting, growing and nurturing plants; the project was also useful when it came to getting non-English speaking children to join in activities with English-speaking classmates. The success of this venture led Oldfield to further develop facilities for



*Inside Oldfield's tepee*

outdoors' learning at the school. This included designing a bespoke viewing tepee in the early years' area: each class at Oldfield is allotted access to this room for two weeks a year as a place for reflection and to ponder the awe and wonder of nature.

The mission of the school is "Joy through effective learning for life." This is based on the belief that irrespective of creed, colour or background every child, indeed, every person in the school—and every person engaging with the school including parents—can be and achieve their best and thereby contribute positively to the school community and to society. It is the marrying of the two concepts of 'being' and 'achieving' that

<sup>1</sup> SACRE meeting 11 January 2012.

<sup>2</sup> <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/101869>

describes what the staff at the school mean when they refer to making a difference for children:

*When a child's gifts or talents are drawn out, when their 'learning lights go on' there is something profound going on in their lives that equates to joy, so we all work very hard to create the supportive learning environment that enables children to be themselves, to be accepted and valued for the unique person they are as well as for what they achieve.<sup>3</sup>*

One of the most important things taught at the school is how to ask for help: for example, if they are hungry pupils are encouraged to say so. Ofsted and Investors in People have commented on how Oldfield's attention to the health and wholeness of the children informs both the great mood in the school and the learning. This is also apparent in the RE planning, which is suitably inclusive (e.g. in a lesson on festivals of light, children are encouraged to consider what it might mean to "be a light" for other people).

After pupils responded enthusiastically to a lesson based on the four Greek words for love—*agape* (God's love), *filio* (friendship love), *storge* (family bonds) and *eros* (romantic and sexual love)—a modern translation of 1 Corinthians 13 was used as the basis of a display for the school's RE/'Our Community' board. This display was subsequently used in discussion in other subjects to develop understanding, for example with respect to friendship and sharing, the unique worth of every human being, and boundaries in relationship.<sup>4</sup>



*Head teacher Liz Day and pupils on the nature trail outside the tepee*

Head teacher Liz Day's passion for her work is fuelled by her strong Christian faith, which she puts into practice by drawing out the best in the pupils, parents and staff. As a parent at a family learning day event said to her, "You work with love here, you can feel it all around."

<sup>3</sup> Extracted from Oldfield Primary School's three year plan.

<sup>4</sup> As there are high levels of vulnerable children in the school (51 out of 420 children being monitored for neglect and other child protection matters) it is interesting to note that the children responded very positively to learning about boundaries in relationships.



Constitution  
Composition of SACRE  
Vision and values  
Code of conduct

### 1. *Role and functions*

- i) To advise the authority upon matters connected with reflection in its schools.
- ii) To advise the authority upon the religious education to be given in its schools in accordance with an agreed syllabus. In particular it can offer advice on methods of teaching, the choice of materials and the provision of training for teachers.
- iii) To determine and review the cases where, on application from a head teacher, the requirement for reflection in a school to be “wholly or mainly of a broadly Christian character” is not to apply.
- iv) To decide whether the authority’s agreed syllabus should be reviewed (the local authority committee of the SACRE cannot ask for such a revision).
- v) To write an annual report on its work which will
  - (a) specify any matters in respect of which the SACRE has given advice to the authority;
  - (b) broadly describe the nature of the advice given;
  - (c) where any such matter was not referred to the SACRE by the authority, give the SACRE’s reasons for offering advice on that matter.

Copies of the report must be sent to schools, NASACRE and local teacher training institutions.

For (i) and (ii) the authority may refer matters to the SACRE or the SACRE may decide its own areas of work.

- vi) At the discretion of the authority the SACRE may
  - (a) monitor RE provision to inform their advice and reporting;
  - (b) be involved in the complaints procedure.

## 2. *Officers*

- i) The chief executive of the London Borough of Ealing or her/his representative shall be clerk to the SACRE.
- ii) The executive director for children and adults of the London Borough of Ealing or her/his representative shall attend and may participate in discussions of the SACRE as professional adviser.

## 3. *Membership*

In accordance with the provisions of the Education Act 1996 (Section 390(4)):

- i) the SACRE is to comprise four groups representing respectively:
  - (a) such Christian denominations and other religions, denominations of such religions and non-religious beliefs as, in the opinion of the authority, will appropriately reflect the principal traditions in the area;
  - (b) the Church of England;
  - (c) such associations representing teachers as, in the opinion of the authority, ought to be represented, having regard to the circumstances of the area;
  - (d) the local authority.
- ii) the authority has to take all reasonable steps to assure itself that the persons appointed under (i) are representative of the denominations or associations in question;
- iii) in accordance with section 390 (6) of the Education Act 1996 the authority must ensure that the number of representative members appointed to any subgroup of the group referred to in 3 i) (a) above (other religions and denominations of religions) shall, so far as consistent with the efficient discharge of the group's functions, reflect broadly the proportionate strength of that denomination or religion in the area;
- iii) the authority may remove a member of the SACRE if in the opinion of the authority that member ceases to be representative of the denomination or association which he/she was appointed to represent;
- iv) any member may resign at any time.



4. *Term of officers of members*

The first members shall hold office until the first ordinary meeting of the cabinet held after the next election of the whole council. Thereafter the term of office shall be for the period between elections of the whole council and until the first meeting of the cabinet held after the elections.

5. *Cessation of membership*

Where a nominated representative fails to attend three consecutive meetings of the SACRE and is not represented at any of these meetings by a named deputy s/he, shall cease to be a member of the SACRE and the nominating body shall be invited to nominate another representative provided that:

- (a) the clerk to the SACRE has advised the member in writing of the provision of this clause, copied to the chair of the group to which the member belongs, within a fortnight of the second missed meeting and at least a fortnight before the third missed meeting.
- (b) SACRE does not decide to disapply this rule for reasons of extenuating circumstances.

6. *Vacancies*

- i) A member appointed to fill a vacancy shall hold office only for the unexpired term of office of the member in whose place he/she is appointed.
- ii) Any vacancy occurring within three months of the expiration of the term of office of a member need not be filled.

7. *Deputies*

- i) Each nominating body having not more than five representatives (including vacancies) on the SACRE may nominate one named deputy.
- ii) Nominating bodies having six or more representatives (including vacancies) may appoint two named deputies.
- iii) Only named deputies may attend or vote in place of a member.

8. *Chair and vice-chair*

- i) The chair shall be appointed by the council.

- ii) The vice-chair shall be elected by the SACRE, except in the case of a tied vote when the council would be asked to decide which of the nominees should be vice-chair.

9. *Voting*

- i) On any question to be decided by the SACRE only the representative groups on the SACRE shall be entitled to vote and each group shall have a single vote. Decisions made within each group require a majority vote as do decisions made by the SACRE.
- ii) Each representative group has a single vote on the question of whether to require a review of the authority's agreed syllabus except the authority group [see 1 (iv)].

10. *Co-options*

The SACRE may co-opt members on the nomination of any of the groups. Such co-opted members may participate fully in the discussions of the SACRE but may not vote.

11. *Quorum*

A quorum shall consist of at least one third of the whole number of the SACRE (excluding vacancies), and will include at least two representatives from Group A (one Christian and one non-Christian) and one representative each from Groups B, C, and D.

12. *Frequency of meetings*

The SACRE shall normally meet at least once in every school term. The four groups may meet beforehand if they wish.

13. *Notice of meetings*

At least seven clear days before each meeting of the SACRE the clerk shall send notices to every member setting out the business to be transacted. Items for the agenda may be submitted by any of the four groups, and such items should be sent to the clerk and at the same time to the executive director for children and adults not less than 14 days before a meeting.

14. *Meetings of four groups*

Each of the committees of the SACRE may hold its own meetings, and shall make its own arrangements to appoint a chair and vice-chair.

15. *Sub-committees*

The SACRE may constitute sub-committees to deal with particular matters as and when it sees fit. Seven clear days notice of meetings of any such sub-committees should be given to the members thereof.

16. *Minutes*

Minutes of each meeting shall be sent by the clerk to each member as soon as practicable after a meeting. The minutes shall be confirmed and signed at the next meeting.

17. *Submission of minutes to the cabinet*

The clerk shall submit the minutes of SACRE meetings to the cabinet for information.

18. *Availability of papers to the public*

- i) All papers of the SACRE shall be available to the public, except in relation to any information defined as confidential in regulation 9 of the Religious Education (Meetings of Local Conferences and Councils) Regulations 1994.
- ii) All meetings of the SACRE and of any sub-committee of the SACRE, including the four groups which constitute the SACRE, shall be open to the public, except that the public may be excluded from any meeting during an item of business whenever it is likely that, if members of the public were present, confidential information as defined in regulation 9 of the Religious Education (Meetings of Local Conferences and Councils) Regulations 1994 would be disclosed.

Approved by education committee 18th April 1989. Amended by education committee 3rd July 1990, 31st January 1995, 30th October 1996, 1st July 1998, cabinet 6<sup>th</sup> March 2001. Amended by SACRE 26 September 2011.



## Composition of Ealing SACRE

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<b>A Group representing religious denominations other than the Church of England</b>	<b>20</b>
(Figures in parentheses represent current representation)	
Christian	4
African Caribbean Church (1)	
Free Church Federal Council (1)	
Roman Catholic (1)	
United Reform Church (1)	
Baha'i	1
Buddhist	1
Hindu	2
Humanist 2	
British Humanist Association (1)	
West London Humanists and Secularists (1)	
Islam	4
"Discover Islam" (1)	
Sunni (2)	
Shi'a (currently vacant)	
Jewish	2
Orthodox Jewish (1)	
Liberal Jewish (1)	1
Ravidassia and Sikh	4
Ramgharia Sabha (2)	2
Sikh Missionary Society (currently vacant)	1
Sri Guru Ravi Dass Sabha (1)	1
<b>B Church of England Group</b>	<b>6</b>
<b>C Teachers' Associations' Group</b>	<b>5</b>
Association of Teachers and Lecturers	1
National Association of Headteachers	2
National Association of Schoolmasters/Union of Women Teachers	2
National Association of Teachers	
<b>D Local authority group</b>	<b>8</b>
<b>Foundation Schools</b>	
<b>Total membership</b>	<b>40</b>

Approved by Education Committee 22nd November 1988. Amended by Council 7th March 1989. Further amended by Education Committee 3rd July 1990, 31st January 1995, 30th October 1996, 1st July 1998. Amended 26 September 2011 by Ealing SACRE.

The members of Ealing SACRE seek to ensure that all pupils in our schools are encouraged to develop spiritually, academically, emotionally and morally in a way that enables them to understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing world.

### *Our vision is:*

#### **for schools to be able to:**

- provide challenging, compelling and inclusive learning experiences through the RE curriculum;
- promote an ethos of aspiration through inspirational, meaningful and engaging assemblies and reflection; and
- contribute to cohesion by engaging the wider school community in an exploration of identity and belonging in the local, national and global context.

#### **for the local authority to:**

- place a high priority on the role of RE and reflection in schools;
- provide sufficient resources to support schools in the above;
- work in partnership with SACRE to build links between schools and local communities.

#### **for SACRE members to:**

- represent their constituents in the spirit of promoting educational RE and reflection that is also inclusive;
- represent fairly the views of their constituents as far as this is possible;
- work with other members of SACRE to model and promote respect for—and understanding of—different beliefs and lifestyles, and to acknowledge that humans seek meaning in a multitude of ways.

Education at its best is a process that engages the whole person. It is not just about the attainment of academic standards; it is also about achievement across a range of skills, as well as the development of ethical values. Religious education must be open to all pupils and so has to be taught in the context of this understanding. It cannot promote any particular religion or philosophy. Rather it must enable pupils to understand their own world-view—religious or non-religious—and to learn from the study of other perspectives.

In view of this, members of SACRE work together to promote the following aims:

- 1 The promotion of pupils' self-esteem.
- 2 The cultivation of understanding and tolerance in a diverse society.
- 3 The development of understanding of—and respect for—the influence of Christianity in British and European history, literature, law and institutions.
- 4 The facilitation of pupils' spiritual and moral development
- 5 To enable pupils to develop thinking skills, including critical and evaluative skills and the capacity for understanding situations from the perspective of others.

### **All representatives should:**

- attend the meetings of SACRE and take part in the deliberations and work of SACRE;
- participate in and review the work of SACRE for the benefit of the whole community;
- actively challenge and resist stereotyping;
- assume at all times that other members of SACRE are honourable and concerned with the best interests of SACRE;
- state views and opinions honestly—and, where appropriate, forcefully—but at all times politely;
- respect the rights of other members to disagree with your point of view.

### **Faith/belief group representatives should:**

- ensure that they are adequately qualified to represent their faith or belief community;
- be able to explain how they intend to inform and consult with their faith or belief community;
- feel a sense of responsibility not only to the children coming from their own faith or belief but also to all the children of Ealing;
- provide expertise—or assist in providing access to such expertise—in matters of fact, tradition, theology and practice relating to their own faith or belief for the benefit of the whole school population;
- represent to SACRE the interests and concerns of their own faith or belief community;
- endeavour to represent fairly the views and interests of the widest possible range of beliefs within their community (this is particularly relevant if they are the sole representative on SACRE for their particular belief);
- follow the guidelines for visits to schools (see below);
- recognise that stating a belief or religious tenet is not the same as advancing an argument for or against any proposal, although it may well be an overriding consideration;
- inform members of their belief community of the work of SACRE.

### **For school visits SACRE representatives should:**

- only visit a school as a SACRE representative when invited;
- inform the clerk of SACRE of any invitation received and visits made;
- make absolutely clear that you are speaking from the perspective of the particular religion or belief system that you are representing, if that is the purpose of your visit;

- ensure that you do not say or do anything that could be viewed as denigrating any other religion or ethical belief system;
- at all times behave honourably in relation to your fellow SACRE members.

**Teacher and teacher association representatives should:**

- provide information and expertise in relation to teaching and the school environment;
- if appropriate provide information and expertise in relation to the teaching of religious education and the provision of reflection in schools;
- represent the interests and concerns of teachers, pupils and schools;
- consult with teaching colleagues and students;
- keep colleagues informed about the work of SACRE;
- ensure that the welfare and education of all the children in Ealing is SACRE's primary focus.

**Local authority representatives should:**

- represent the wider public interest;
- provide information and expertise to SACRE in their capacity as an elected member of Ealing Council;
- inform SACRE of concerns or issues known to the council relating to education and in particular the provision for SMSC (spiritual, moral, social and cultural development), teaching of religious education and the provision of reflection in schools;
- support the work of SACRE by representing its interests in Ealing Council;
- endeavour to ensure that SACRE is adequately funded and supported;
- ensure that legal requirements for the conduct of SACRE are observed, in particular in relation to the suitability and qualifications required to be a member of SACRE.