

East Riding Standing Advisory Council on Religious Education Annual Report

2024-2025



Welcome to our annual report for the year 2024-2025!

You are warmly invited to share this report with your governing board, staff, parents, local places of worship and any other audience who may be interested in what SACREs – and in particular, the East Riding SACRE – does. This is a publicly funded committee, receiving £12870 from the East Riding of Yorkshire Council during the financial year to 31st March 2025 and £12870 in the financial year ending 31st March 2026.

This section provides a summary of the work of the East Riding Standing Advisory Council on Religious Education (SACRE) during the academic year 2024-2025. Through its work, East Riding SACRE has continued to prioritise support for schools to teach high quality Religious Education (RE). SACRE also provides advice, support and training on RE and collective worship as well working with members of different religious and non-religious communities locally to support community cohesion.

Whilst RE is a statutory subject that pupils at all key stages should be taught, curriculum pressures mean that there is a risk of it being squeezed out of the curriculum particularly at Key Stage 4 and 5. Recruiting specialist teachers of RE is a challenge for secondary schools. SACRE worked with secondary headteachers to emphasise the statutory requirements around RE.

26 schools and academies participated in an art competition to help raise the profile of RE across all settings and phases. It was particularly pleasing to see entries from special school and secondaries as well as primary schools. Over 250 entries were received and a selection made into a book *A Time for Reflection*, distributed across the LA. The art competition received great feedback and will be held again in 2026.

Visits to school enabled SACRE to monitor standards in RE and Headteachers to engage in discussions which has led to greater interest in RE and a deeper understanding of the requirements around RE and collective worship.

7 schools received grants enabling them to visit places of worship and 9 schools received grants enabling them to buy in representatives from different religious traditions and/or to hold interfaith days in school. The SACRE budget has also supported 17 schools to begin the journey towards gaining the RE Quality Mark which supports schools to improve creativity within RE teaching and celebrate what is working well as well as identifying next steps.

In readiness for a full review of the locally agreed syllabus, an online questionnaire was completed by 57 schools providing an additional insight for members about schools' views on the current syllabus.

Finally, East Riding SACRE now has its own logo, designed in-house and used on all SACRE documentation. This is an important step for a statutory committee within our local authority.

This report outlines some of the many activities SACRE are involved in. At the forefront of all we do are the children and young people of the East Riding.

Lucy Jordan (LA Officer to East Riding SACRE)

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Section 1: Introduction

Report from Martin Cox, Chair of East Riding SACRE

We always expect a busy year and this was no exception. My thanks must go to members for their attendance and focus on a variety of tasks.

We turned our attention to offering advice on Collective Worship and worked in partnership with Hull SACRE and teachers from across the two local authorities. This resulted in what was in essence the production of a summary guidance document that schools would find helpful and relevant as we wait for any change at national level.

Members undertook training, often immediately before each SACRE meeting led by our LA Officer. Four members attended the NASACRE conference and more of us used the provided links to undertake training sessions in the wake of conference. I have found these NASACRE sessions valuable throughout the year, especially those held for SACRE chairs and officers.

The key decision was taken to begin the revision of the current syllabus and to ask the authors to begin a "light touch" review rather than a major rewrite with strong indications that national guidance would soon be issued. This of course would both influence and guide the revisions to be made. Once again we will work with Hull LA in the next academic year on this work.

It is always good to work with like-minded people both in SACRE and in the workshops held to review the syllabus alongside the authors. I suspect that this may take a little longer than planned if national guidance filters down a stage at a time but at least the process is underway.

Opportunities to be involved as members with the work on the ground have been taken up by members, such as visits to schools working alongside our LA Officer. It is always a joy to meet pupils and witness their enthusiasm. This was very clear at the recording of a Living Faiths and Worldviews session at Driffild Junior School and we look forward to being able to distribute the final film. Our thanks go to the school team there and for to those who put

themselves in the “firing line” to answer searching questions from our young people. I would encourage SACRE members to step forward for training to become a speaker; a list of those who can be contacted for an invitation can easily be found on the RE Hub website.

We are very keen to maximise the amount of training and money reaching schools and our budget decisions reflected this. Money has been delegated to schools to help them finance visits and visitors as well as to enable an Art Competition to take place. The purpose of this was to help raise the profile of RE across all key stages. I was impressed by the quality of the entries as well as by the booklet produced by the LA team for circulation of these. In addition, several schools were granted money to help them through the process of achieving the REQM.

It is an exciting time to be involved with SACRE with fresh decisions on the horizon. I'm sure these will keep us “on our toes” as we continue to highlight the importance of RE in the lives of our students in coming to terms with our fast-changing world.

Martin Cox

SACRE meetings during 24/25

date	attendance	venue	Significant content
27 November 2024	15 plus members from Hull SACRE	County Hall, Beverley and live via Zoom and Youtube	2 new members joined SACRE grants to help schools afford to take pupils on visits to see different places of worship or to have visitors in to speak about their worldview were discussed – schools have started to apply for these. Grants to encourage secondary Heads of RE to lead a piece of work focused on an aspect of RS had not been take up. Members discussed the RE Quality Mark and how schools might be encouraged to work towards this. Members' training was noted New Guidance on Collective Worship was shared. This document was produced jointly with Hull and East Riding SACREs Members received the 2023-24 Annual Report which would be sent to NASACRE The timeline for the review of the 2022 Locally Agreed Syllabus was noted. Interfaith events were noted. Updates on the development plan were shared.
24 February 2025	12	County Hall, Beverley and live via Zoom and Youtube	Following the development of a grant to fund the cost of REQM assessment, 18 schools had shown interest and would begin work on a project led by the LA Officer to SACRE and the Vice-Chairman. Elected members of the East Riding of Yorkshire Council had written to various parties expressing their concern that RE was not always being taught in line with requirements. Members resolved to gather data to monitor carefully which schools were non-compliant. The increased budget was already having a positive impact in schools with 18 able to work towards the RE

			<p>Quality Mark, previously unaffordable. The draft budget for 25/26 was confirmed.</p> <p>Members were encouraged to attend various training sessions. These included a bespoke session for governors and headteachers on the new Guidance on Collective Worship.</p> <p>School Visits continued and were welcomed by headteachers.</p> <p>Members learned about the National Content Standard which would have implications for the review of the Locally Agreed Syllabus.</p> <p>A date for the initial meeting of the Agreed Syllabus Conference to begin the LAS review was identified.</p> <p>Interfaith events were noted.</p> <p>Updates on the development plan were shared.</p>
3 June 2025	13	County Hall, Beverley and live via Zoom and Youtube	<p>Agreed a stronger letter would be written to those secondary schools not yet meeting the requirement to teach RE following scrutiny of school workforce data.</p> <p>Agreed the LA Officer would attend a meeting of secondary headteachers to clarify requirements and offer support</p> <p>£5K had been allocated from the budget towards the cost of reviewing the locally agreed syllabus</p> <p>4 regular attendees (2 members, the LA Officer and SACRE consultant) had attended the NASACRE conference and gave a report to members</p> <p>School visits continued. Members reported headteachers are keen to welcome them and visits gave members a better understanding of RE in schools.</p> <p>Schools are currently being consulted for their views on the current LAS</p> <p>Interfaith events were noted.</p> <p>The first SACRE Art Competition had been a huge success and helped support the development of children's personal reflections.</p> <p>Updates on the development plan were shared.</p>

Agreed Syllabus Conference meetings during 24/25

It was agreed, following consultation with schools, that a joint agreed syllabus conference with Hull SACRE, be held in November 2025.

SACRE Development Plan 2023 - 2025

A new development plan was approved by East Riding SACRE in autumn 2023 with the following targets:

1. Ensure that SACRE members have the knowledge and skills needed to enable them to carry out their role effectively
2. Ensure both primary and secondary schools are supported to deliver high quality religious education in line with national requirements
3. Ensure SACRE meetings are always purposeful and effective

4. Continue to develop links with schools and academies to enable SACRE to act as an informed critical friend to the LA
5. Ensure schools are supported to deliver high quality collective worship in line with national requirements
6. Promote and support community cohesion where possible

A fuller copy of this plan can be seen at Appendix E.

Section 2: Religious Education

The Locally Agreed Syllabus

The 2022 Agreed Syllabus for Religion and Worldviews is the title of the East Riding Locally Agreed Syllabus (LAS) which was originally intended to be launched in 2021 but delayed until 2022 due to COVID.

There is a requirement for SACREs to review their LAS every 5 years. This means the review must take place during the 2026-2027 academic year. At this point, a separate group of SACRE members and others with relevant expertise will be created. This is called an Agreed Syllabus Conference. This group is tasked with formally reviewing the LAS and making any recommendations to SACRE. SACRE then decide whether to continue with the current syllabus, make changes to it or commission a new LAS altogether.

All maintained schools, including voluntary controlled church schools in the East Riding Local Authority must follow the Hull and East Riding 2022 Agreed Syllabus for Religion and Worldviews. Voluntary aided church schools can choose their own RE curriculum in line with their trust deed. St Martin's CE VA Primary School follows the Leeds and York Diocesan Syllabus. Pollington-Balne CE VA Primary School and Cowick CE VC school are federated and located within the Diocese of Sheffield. With agreement from Sheffield Diocese, they follow the 2022 Agreed Syllabus for Religion and Worldviews.

Academies using the 2022 Syllabus for Religion and Worldviews

The following academies run schools in the East Riding:

Beverley Grammar School
 The Consortium Academy Trust
 Edukos Trust
 David Ross Education Trust
 DELTA Trust
 Ebor Academy Trust
 Horizon Academy Trust
 Hull Collaborative Academy Trust
 The Education Alliance
 Wonder Learning Partnership
 Bishop Konstant Catholic Academy Trust
 St Cuthberts Catholic Academy Trust

What academies and free schools must teach in RE is outlined in their funding agreements. All the trusts, with the exception of the two Catholic academy trusts, follow the locally agreed syllabus. Bishop Konstant and St Cuthbert's Catholic Academy Trusts follow their Diocesan approved syllabus, in line with their trust deeds.

Standards and Monitoring of RE

School visits – a summary of findings

Visits to school enabled SACRE to monitor standards in RE and Headteachers to engage in discussions which has led to greater interest in RE and a deeper understanding of the requirements around RE and collective worship.

A mix of community and church schools including infant, junior and primary schools were visited. Overall, SACRE members were impressed with what they saw in schools and found talking with staff and pupils incredibly helpful in building their knowledge and understanding of how schools plan and teach RE.

Themes common to more than one school were discussed at SACRE meetings and this helped members determine how to prioritise future actions. Themes prevalent in 2024-2025 were:

- The challenge of fitting high quality RE into an already busy curriculum
- Teacher subject knowledge
- Depth versus breadth – what to include about a worldview and what to leave out
- How to assess children's knowledge and understanding in RE effectively
- The enjoyment children gain from creative RE lessons
- The overall importance of RE

Schools were following the 2022 Agreed Syllabus on Religion and Worldviews and using this as a framework on which to build their own RE curriculum.

Most schools were using the non-statutory units but have adapted these to suit the school's own context.

Most schools liked the non-statutory units but wanted more help to plan lessons. Teachers perceive their subject knowledge to be weaker than they would like but time constraints mean they do not have the opportunity to build this as much as they would want to.

Some schools (mostly church schools) used the Understanding Christianity resource to support their planning and liked the detail this provides.

Most schools had selected a mixture of religious and non-religious worldviews (mostly Humanism) and a number of schools had renamed the subject Religion and Worldviews.

All schools visited taught RE weekly for one lesson a week. In church schools, RE was considered a core subject.

Most schools taught children to recognise similarities and differences between different religious and non-religious worldviews. Diversity within religious traditions was less frequently taught.

Children's use of subject specific vocabulary was growing and this is an area schools say they have worked hard to develop. However, many schools said the suggested lists of words provided had to be shortened as children were unable to remember all the suggested words for a number of worldviews.

Most children, including those with SEND, enjoyed RE and the range of different activities their teachers planned. They loved talking about what they had learnt in RE lessons.

Free SACRE training was highly valued as many schools had budgetary constraints. Church schools valued the support they received from the relevant diocese.

All schools prioritise teaching children about diversity as this is not always obvious in the East Riding. Visits to different places of worship and visitors into school had been curtailed due to budgetary constraints.

Ofsted Inspection Reports

SACRE members note comments in school inspection reports which relate to RE. Contact is made with schools on behalf of SACRE where inspection reports indicate support with RE might be helpful and a supportive visit arranged.

School workforce Census Data Returns

Members discussed secondary school's statutory obligation to teach Religious Education. During the year, this information was used to identify which schools were not meeting statutory obligations. A supportive meeting was held with secondary headteachers.

Teacher training and materials for schools

SACRE funded or part funded a range of CPD for teachers throughout the year. Details can be found at Appendix B.

Three primary RE subject leader meetings were held, providing updates for teachers of RE and Heads of RE.

Primary and secondary RE newsletters were published termly throughout the year and within these, updates were provided to school leaders and RE teachers.

Teacher Recruitment and Retention

Following a decision to make stronger links with Initial Teacher Training in the light of challenges schools face in recruiting specialist RE teachers three new representatives were welcomed to SACRE. The University of Hull have a regular presence on East Riding SACRE and this helps members understand the picture in terms of training specialist RE teachers.

Advice to the LA

A representative of the local authority attends all SACRE meetings and undertakes work on behalf of SACRE such as leading termly network meetings, writing newsletters and developing a training programme in response to identified need. SACRE provide advice to the LA, for example, advising that schools teach about diversity within religious traditions as well as between them. This is then channelled to schools through training sessions and newsletters as well as through SACRE visits to schools.

Other information

There were no requests for withdrawals from RE. No complaints about RE were received.

Section 3 – Collective Worship

Advice on Collective Worship

New Guidance on Collective Worship for community schools and academies was written and published. This was the result of a joint working party from Hull and East Riding SACRE. SACRE funded training sessions for all community schools and academies to attend. This is hosted on HEREforschools.co.uk.

Standards and Monitoring of Collective Worship

The local authority checked compliance with legal requirements on collective worship during their annual visits to maintained schools. Where required, Improvement Advisers supported headteachers and governors to ensure compliance. This was largely around the daily aspect of collective worship. The LA Officer to SACRE who had led training for schools on the new guidance, also led training for school improvement advisers so they were able to support schools effectively.

Determinations

There were no requests for determinations received during the year.

Other information

There were no requests regarding withdrawals from Collective Worship. No complaints about Collective Worship were received.

Section 4 - Links with other bodies

National Bodies

SACRE is a member of the National Association of Standing Advisory Councils on Religious Education (NASACRE) and the Chair and one other member attended the 2024 Annual conference which was held in London. SACRE members have attended training sessions held virtually in 2024. Links are established with the National Association of Teachers of RE (NATRE) and the RE-Hubs.

Through termly newsletters to all schools and academies, teachers have been signposted to training sessions arranged in connection with NATRE and RE Today.

Local Bodies

SACRE has links with a number of local academy trusts and staff regularly attend training and network sessions. New links have been made with the three local Initial Teacher Training providers who now have representation on SACRE.

SACRE now has links with all local groups representing the major religions and each has representation on SACRE. There is no local Sikhi community representative however SACRE does have links with members of the wider Sikhi community. A new representative from Humanists UK also joined SACRE on committee A, following a change to the constitution in 2022-2023.

SACRE receives regular updates from the Hull and East Riding Interfaith group and members attend these when they can. East Riding SACRE is represented at Hull and East Riding Interfaith meetings and works with members to establish links between schools and people from different belief communities.

The Holocaust Memorial Day was remembered in individual school communities. All schools were signposted to resources and encouraged to participate at an age-appropriate level.

SACRE involvement locally

The local authority officer provides support to schools on behalf of SACRE throughout the year, visiting schools to support teachers and school leaders. Governor induction training has an element focused on the requirements of governors around RE and collective worship. This training is led by SACRE's LA officer.

Section 5 - Other areas of SACRE's involvement locally

Governor training

SACRE and the role of governors with regard to RE and collective worship forms part of the Induction Training for all governors in the East Riding. Induction training is free and it is a requirement that all school governors attend this.

Advice on Issues within the East Riding Community

SACRE is made aware of any issues locally which its membership may be able to help with. Additionally, the Local Authority Officer to SACRE provides advice and support from time to time on various local issues.

Section 6 – SACRE's own arrangements

Professional and administrative support

The Local Authority provides the services of a Senior Committee Clerk to support SACRE. It also provides the services of a School Improvement Advisor who represents the Director of Children, Families and Schools at SACRE meetings and who links with SACRE and the LA between meetings. This person also arranges training for teachers and SACRE members, writes termly newsletters for Heads of RE and RE Subject Leaders, arranges the school visits programme, oversees membership of SACRE and acts as the link between the LA and SACRE.

Training for SACRE members, including ASC members training

Members have attended some of the NASACRE online training sessions as well as the NASACRE Conference. There has not been any need for ASC training this year but this is something SACRE will consider in the next year.

Developing an ASC

An ASC will be established in November 2025 in readiness for the next review.

Membership, representation and how the LA supports the SACRE (clerking, advisor, budget)
Finance given to SACRE for its work

Section 7 – Appendices

Appendix A - Table of GCSE – short and full, A/S & A Level RS results

Appendix B - Details of CPD provided to schools

Appendix C - Attendance record

Appendix D - Any LA/SACRE policy statements on RE or CW

Appendix E - Development plan

Appendix F - Who this report is being sent to

Appendix G - The Role of the SACRE

Appendix A - Table of GCSE & A Level RS results for the East Riding**Performance data****Table of GCSE Religious Studies (RS) results for the East Riding**

Results are for full course GCSE. The LA does not have data for the short course RS examination. All 15 secondary schools offered full course RE as an option.

	2022	2023	2024
Number of Pupils	585	1,028	593
Avg Point Score	4.6	4	4.7
% Grade 4+	66%	52%	63%
% Grade 5+	52%	39%	52%
% Grade 7+	19%	14%	24%
% Grade 1+	98%	98%	98%

Table of A level RS results for the East Riding.

3 out of 15 secondary schools offer A level RS

	2022	2023	2024
Number of Pupils	16	11	13
Average Point Score	39	33	37
Average Grade	B	C+	B-
% A*-A	6%	0%	31%
% A*-B	81%	55%	46%
% A*-C	94%	82%	85%
% A*-E	100%	100%	100%

Appendix B - Details of CPD provided to schools

SACRE funded or part-funded the following training during 2024-2025:

- Stories in Islam by Imran Kotwal – for primary schools
- Belonging and Community in Christianity – by Label of Love
- Right and Wrong in Christianity – by Label of Love
- New RE subject Leader Training – for primary schools
- Termly RE Subject Leader Network Meetings – for primary schools
- Annual Heads of RE Network meeting – for secondary schools

Appendix C - Attendance Record

Attendance Record 24/25– SACRE members

Name of SACRE member	Autumn meeting	Spring meeting	Summer meeting
Cllr Bowtell	absent	absent	absent
Martin Cox - chair	attended	attended	attended
Cllr Cantrell	attended	absent	attended
Julie Cattle	absent	attended	absent
Imam Mizan Choudhury	absent	absent	absent
Marc Cooper	absent	absent	absent
Alison Fletcher	absent	absent	attended
Tina Grant – Vice-chair	absent	attended	attended
Dr Sholeh Hakiman	attended	attended	attended
Cllr Johnson	attended	attended	attended
Kelsang Lekmo	attended	attended	attended
Dr Kate Mackay Roberts	attended	absent	attended
John Killingbeck	attended	attended	attended
Angela Nicholl	attended	attended	absent
Cllr Saribal	attended	absent	absent
Kelly Shakesby	attended	attended	attended
Prof Julian Stern	attended	absent	attended
Ian Sugarman	attended	attended	attended
Olivia Seymour	attended	attended	absent
Laura Wallis	attended	absent	attended

Prof Richard Wooley	attended	attended	absent
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Attendance Record 24/25 – SACRE officers

Name of SACRE officer	Autumn meeting	Spring meeting	Summer meeting
Michelle Bennett - Senior Committee Manager	attended	attended	attended
Lucy Jordan - Local Authority (LA) Adviser to the SACRE	attended	attended	attended
Sue Holmes - Independent Religious Consultant	attended	attended	attended

Appendix D - Any LA/SACRE policy statements on RE or CW

A statement about RE

East Riding SACRE commissioned their own Locally Agreed Syllabus. This can be found at hereforschools.co.uk. The following is an extract about the purpose of RE which SACRE expects all schools to acknowledge:

The purpose of RE

“Young people are growing up in a world where there is increasing awareness of the diversity of religious and other worldviews and the impact this diversity can have on individuals and society. Learning about religion and worldviews contributes dynamically to young people’s education by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE, young people learn about religion and worldviews in local, national and global contexts, to discover, explore, consider and interpret different responses to life’s big questions. Studying religion and worldviews gives opportunity to develop knowledge and understanding of important aspects of human experience.

Learning in RE develops religious literacy [5], so that young people are equipped with systematic and powerful knowledge, deepening as they progress through the school. RE provides multiple opportunities to develop an understanding of key concepts from a range of religions and worldviews, through engaging with quality resources and deploying the skills needed to understand, interpret and critically evaluate texts, sources of wisdom and authority. Young people learn to weigh up the value of wisdom from different sources, to develop and articulate their insights in response, and to agree or disagree respectfully.

RE develops pupils’ aptitude for dialogue, and provides young people with appropriate vocabulary to be able to express their learning in meaningful ways. They develop their knowledge and conceptual understanding of religion and worldviews and how these function

in the lives of individuals and communities. Young people explore their own responses and those of others to questions of meaning, purpose and truth, enabling them to develop their own ideas, values and identity. They can then participate fully and positively in our society with its diverse religions and many differing worldviews.

The aims of RE

The curriculum for RE aims to ensure that all pupils develop religious literacy through

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social Sciences
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them
- Gaining and deploying skills taken from the disciplines of Theology, Philosophy and Social Sciences to enhance learning about religions and different worldviews

[5] Religious Literacy: A Way Forward for Religious Education? - report submitted to the Culham St. Gabriel's Trust (Gert Biesta, David Aldridge, Patricia Hannam & Sean Whittle, June 2019)

A Statement about Collective Worship

SACRE recognises the possible contentious nature of the legislation on collective worship, especially for many secondary schools. The debate has continued over recent years, notably with various proposals for new ways forward from the RE Council for England and Wales, the National Association of SACREs and the UK InterFaith Network, requesting 'regular' rather than 'daily' acts of collective worship. At present, however, there seems no prospect of a change in the law. Whilst SACRE acknowledges that some schools find the legal requirements constraining, we firmly believe in the great value of Collective Worship. Done well, as it is in so many schools, it offers a worthwhile and distinctive contribution to the ethos and values of the school, as well as giving opportunities for enriching the experiences of pupils. SACRE has produced guidance in order to encourage and facilitate the further development of high-quality Collective Worship in our local schools.

Appendix E – SACRE Development Plan 2023-25

Focus	Link to Role of SACRE	Actions	Timescale	Cost
<p>Monitor provision and standards in RE</p> <p>strengthen partnerships with national and local stakeholders</p>	2	<p>Embed systematic approach to school visits to nursery, primary and secondary schools</p> <p>gather views of staff, children and students</p>	By end plan	Cost of training SACRE members
Advise schools on teaching RE and reviewing RE provision	3, 4	<p>Continue to provide free termly network meetings for all primary and secondary schools which provide advice and support for schools around RE</p> <p>Signpost schools to other training providers, locally and nationally, through termly newsletter, emails and sharing information at meetings</p> <p>SACRE provision of bespoke training to schools and clusters, including governing boards to support development of RE curriculum</p> <p>Develop audit tool to help schools review RE curriculum</p>	<p>ongoing</p> <p>ongoing</p> <p>Ongoing</p>	<p>Cost of LA officer to lead sessions</p> <p>Cost met by ILS</p> <p>Cost met by ILS SLA</p> <p>Cost met by ILS</p>

To ensure that SACRE members have the knowledge and skills needed to enable them to carry out their role effectively	Relates to all SACRE roles	Formalise the induction process for new SACRE members Embed a training session ahead of every SACRE meeting	By spring 2024 By end plan	Cost met by ILS Cost met by ILS for LA Adviser and poss other costs from external trainers
Ensure both primary and secondary schools are supported to deliver high quality collective worship in line with national requirements	1,5	Ascertain how schools approach collective worship through surveying Establish working party <u>Determine next steps from CW survey in terms of support needed for schools</u> Provide and/or signpost schools to training on collective worship	By spring 24 Spring 2024 By Aut 2024 ongoing	No cost – LA funded
Ensure SACRE meetings are always purposeful and effective	Relates to all SACRE roles	Develop agendas following consultation with members	ongoing	ILS to pay for cost of LA Adviser to attend SACRE meetings and undertake prep and follow up work related to this
To continue to develop links with schools and academies to enable SACRE to act as an informed critical friend to the LA	2	Embed systematic approach to school visits At least one school visits each SACRE meeting to share work	By end plan	Cost of training SACRE members

Ensure schools are supported to deliver high quality collective worship in line with national requirements	1,5	<p>Develop a working party to review SACRE support for collective worship</p> <p>Provide and/or signpost schools to training on collective worship</p>	By end plan	Cost of consultants/any publications produced
To promote and support community cohesion where possible	1,3	<p>RE newsletters to include information on events supporting community cohesion</p> <p>Visits to school to include discussion about how the school encourages community cohesion through RE</p> <p>LA Adviser to attend Hull and East Riding Interfaith meetings and feedback to SACRE and schools with relevant information</p> <p>LA Adviser to attend open events held by religious and non-religious worldview communities and feedback to SACRE and schools with relevant information</p> <p>LA Adviser to develop links with LA Equalities Officer (Martin Batstone) and Samantha Matthews (Head of Service – Targeted Intensive Services) and thereby share information which can support community cohesion</p>	By end plan	ILS to pay for cost of LA Adviser

Appendix F - Who this report is being sent to

Copies of this report are sent to all schools and academies in the East Riding of Yorkshire as well as the following organisations:

- The Department for Education
- The East Riding of Yorkshire Council
- Hull SACRE
- NASACRE
- Hull and East Riding Interfaith group
- Hull University
- Vantage Teaching School
- Yorkshire Wolds Teacher Training
- Organisations representing faith communities across the East Riding and the Humanist community

Appendix G – The role of the SACRE

The role of the Standing Advisory Council on Religious Education (SACRE) is as follows:

- Advise the local authority on matters connected with religious education and collective worship, as the local authority may refer, or as the SACRE sees fit
- Monitor provision and standards in religious education
- Advise on methods of teaching, choice of materials, and provision of teacher training
- Support schools in reviewing and self-evaluating their provision for religious education
- Support schools in reviewing and self-evaluating their provision for collective worship
If you have any queries about collective worship please email lucy.jordan@eastriding.gov.uk
- Consider complaints about the provision and delivery of religious education and collective worship referred to it by the Local Authority
- Publish an annual report of its work
- Make a determination on collective worship when requested
- Require the review of an agreed syllabus for religious education adopted by the council.