



**Enfield**

**Standing Advisory  
Council on Religious  
Education**

# **Annual Report 2020 - 2021**



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## **Introduction from the Chair**

Welcome to the 2020 – 2021 Annual Report for Enfield’s Standing Advisory Council on Religious Education (SACRE).

The past academic year has been an extremely challenging one for schools, due to the unprecedented circumstances of the COVID Pandemic and subsequent lockdowns.

Despite periods of online learning combined with face-to-face teaching in class bubbles, teachers across Enfield have worked hard to ensure that their pupils continue to receive their entitlement to Religious Education (RE). The SACRE sent out a newsletter to schools across Enfield packed with resources and links to support online teaching and learning in RE; many thanks to NASACRE for their support with this.

Enfield SACRE has continued to work and meet throughout the pandemic, holding three meetings in the academic year 2020 – 2021, all of which were online. All meetings were quorate, and I am deeply grateful to our members who have regularly attended meetings voluntarily and shared their knowledge, expertise and wisdom. Their ongoing commitment and time is essential to the achievement of our objectives and to the success of the SACRE.

We have continued to run our ‘National Association of Religious Education’ (NATRE) affiliated RE TeachMeet groups for Primary and Secondary RE Subject Leaders and Heads of Department, ensuring teachers are kept up to date with new initiatives and training opportunities. Getting together online has provided much needed opportunities for discussion and sharing of good practice. In addition to this, Primary Newly Qualified Teachers (NQTs) were invited to attend RE NQT training at either F/KS1 or KS2 online. We are proud as a SACRE to have extended this training to Teaching Assistants, as many TAs now teach and cover lessons including RE and we believe that up to date RE training is key to high quality teaching.

We continue to receive support from Julia Diamond-Conway, an external Religious Education Advisor. Julia was a primary teacher and advanced skills teacher. She currently writes for RE Today Publications and is a National Advisor; with her passion for excellence in RE. We are also extremely grateful to have the support of Lucy Nutt, the Head of Schools & Early Years Improvement Service. Lucy’s experience with other SACREs, enthusiasm for high quality RE and valuable contributions, both in and outside of meetings have been an enormous support to the SACRE.

## 1. Advice to statutory bodies

### 1.1 Local Authority

No advice was given by Enfield SACRE to the Local Authority.

### 1.2 Schools

Advice about curriculum delivery was given via the SACRE newsletter.

### 1.3 Government

The Government did not request any advice from Enfield SACRE.

## 2. Standards and quality of provision of RE

### 2.1 Public examinations

In this section, there would normally be a report on and an analysis of Religious Studies examination data at GCSE and A level from Enfield schools. However, the COVID 19 pandemic and subsequent lockdown has affected the public examinations. There were outcomes at both GCSE and A level, but these cannot be used to hold schools to account. The outcomes were also arrived at through a moderated teacher assessment grade and are not comparable to previous results, even those from 2020.

To give some idea about the outcomes, this is the data from the Joint Council for Qualifications at a national level. This is the national picture for KS 4 and KS 5 exams in 2021.

#### KS 5

Subject	Gender	Number sat	% of Total No. sat	A*	A	B	C	D	E	U
Religious Studies	Male	4924 (4662)	1.3 (1.3)	15.8 (10.9)	42.2 (34.4)	69.7 (62.7)	89.2 (87.3)	96.7 (97.0)	99.5 (99.7)	100.0 (100.0)
	Female	13458 (12877)	3.0 (3.0)	16.1 (11.4)	45.2 (37.1)	74.5 (67.8)	92.9 (90.4)	98.1 (97.9)	99.8 (99.9)	100.0 (100.0)
	Male & Female	18382 (17539)	2.2 (2.2)	16.0 (11.3)	44.4 (36.4)	73.2 (66.4)	91.9 (89.6)	97.7 (97.7)	99.7 (99.8)	100.0 (100.0)

#### KS 4

Subject	Gender	Number Sat	% of Total No. Sat	CUMULATIVE PERCENTAGES by Grade			
				7/A	4/C	1/G	U
Religious Studies	Male	110378 (113026)	3.8 (4.0)	29.3 (26.6)	74.7 (74.7)	98.4 (99.2)	100.0 (100.0)
	Female	132693 (134598)	4.6 (4.7)	46.5 (42.8)	85.7 (86.1)	99.3 (99.7)	100.0 (100.0)
	Male & Female	243071 (247624)	4.2 (4.4)	38.7 (35.4)	80.7 (80.9)	98.9 (99.5)	100.0 (100.0)

## 2.2 Attainment in RE not covered by public examinations

Enfield SACRE does not ask for schools to report on attainment in RE at key stages one, two or three. However, schools should have their own individual summative and formative assessment procedures termly, at the end of each year and key stage to inform their reports and school development plan.

Assessment guidance is included in the Enfield Agreed Syllabus. It includes statements of attainment that schools are encouraged to use as support when assessing pupils. In addition to this, there is guidance from RE Online on assessing progress in RE in an educational context that has moved beyond levels.

As a kite mark, the RE Quality mark (REQM) continues to be recommended to schools as an important tool for self-evaluation and to enhance the professional development, skills, expertise of subject leaders and the status of RE. There is a section to celebrate schools that have achieved the REQM on the Enfield SACRE website. The SACRE also monitors Ofsted reports, in particular, RE 'deep dives'. Faith schools will not have a deep dive in RE as this is

## 2.3 The quality of RE provision in schools

To remind all schools of the legal status of RE, the statement below was issued on the Schools Hub by Lucy Nutt, Head of Schools and Early Years Improvement:

*"All state schools...must teach religious education to pupils at every key stage..."*  
(National Curriculum in England: Framework Document, DfE, September 2013, p.5)

*Each Local Authority has its own RE syllabus, there is no programme of study for RE within the national curriculum. **It is statutory that all maintained community, foundation and VA or VC schools that do not have a religious character, teach RE according to the Enfield Locally Agreed Syllabus.** Faith designation schools will use their Diocesan or faith body's syllabus.*

*Enfield's Locally Agreed Syllabus for RE is freely available to all schools on the Enfield SACRE website: <https://enfieldsacre.com/>, please look under the 'Schools' tab to see the syllabus and scheme of work. Enfield SACRE is the Local Authority's 'Standing Advisory Council for RE'; each Local Authority has a SACRE, and these councils are instrumental in the development of Locally Agreed Syllabuses.*

*There are some schemes of work which are commercially available for RE. Resources from other sources may be used to support the delivery of the Enfield Syllabus. Schools must ensure that their RE meets the requirements of the Enfield Syllabus, whether or not they have purchased a scheme of work.*

*Academies are contractually required through the terms of their funding agreement to make provision for the teaching of RE. Academies do not have to use the locally agreed syllabus but are able to do so if they wish to. As it is written and agreed by the local community it should reflect their context. Any scheme that is used must recognise diverse religions and systems of belief in the UK both locally and nationally.”*

Enfield SACRE has provided all schools with a scheme of work to support coverage of the Agreed Syllabus and to provide support for non-specialist RE teachers. The Agreed Syllabus is based on the expectation that RE receives a minimum of 5% curriculum time, which is equivalent to 36 hours per year at key stage 1 and 45 hours per year at key stage 2, which can be blocked.

Enfield SACRE recognises that the current scheme of work is outdated and that a new scheme of work is needed to fully reflect the syllabus and to ensure inclusion of current pedagogy; access to funds for a new scheme of work should be considered by the Local Authority in time for the next Agreed Syllabus review in 2021.

To maintain a high standard of RE teaching and learning, newly qualified teachers (NQTs) joining primary schools in Enfield attended a course on RE at either FS/ Key Stage 1 or Key Stage 2, ensuring that they are familiar with the Enfield Syllabus, scheme of work, resources and various pedagogical approaches.

## **2.4 Withdrawal from RE**

SACRE did not receive any requests for withdrawal from RE.

## **2.5 Complaints about RE and collective worship**

SACRE did not receive any complaints regarding collective worship.

# **3. Agreed Syllabus**

## **3.1 Review of the syllabus**

The Enfield Agreed Syllabus was reviewed in 2017. It included new guidance on British Values, pedagogy in RE, requests to withdraw from all or part of RE, assessment and progression in RE and RE in the Early Years Foundation Stage (EYFS). The syllabus is available to download from the new Enfield SACRE website.

<https://enfieldsacre.com>

## **3.2 The next review**

The next review of our syllabus will be in the academic year 2021/22, although the SACRE discussions are ongoing regarding possible options for the next syllabus.

## 4. Collective Worship

### 4.1 Compliance with statutory requirement

Having prepared a 'Recommended Approach' to Collective Worship in 2015, Enfield SACRE updated the guidance in 2020 to support schools in their statutory responsibility to deliver daily acts of Collective Worship that are of 'broadly Christian character'.

The guidance highlights the provision of opportunities for spiritual expression and development and the school's duty to promote pupils' spiritual, moral, social and cultural (SMSC) development and British Values. The additional information in the update includes determination guidance for schools, taken from '*Religious Education and Collective Worship Circular number 1/94*' (Appendix A).

This can be downloaded from the Enfield SACRE website.

### 4.2 Quality of collective worship

From September 2017, to promote the work and raise the profile of SACRE and to further develop relationships with our schools, the Schools Visit Programme was relaunched. This was to provide SACRE members with the opportunity to observe and learn about collective worship and RE in our schools, meet with RE subject leaders and Headteachers and offer feedback and guidance in a non-threatening way.

Due to the ongoing situation with COVID 19, SACRE members have decided not to visit schools until further notice. The 'Visitor Protocol' and 'SACRE Visit Feedback' forms will be accessed via a 'members only' portal on the Enfield SACRE website.

### 4.3 Determinations

No applications for determinations were received. However, the following guidance was included in the Collective Worship Policy to support schools should they wish to apply for a Determination:

#### **Exemption from broadly Christian collective worship ('determinations')**

*The requirements that collective worship should be wholly or mainly of a broadly Christian character, should be appropriate for most pupils across the country. The determination' procedure, however, allows this requirement above to be lifted in respect of some or all of the pupils in a school where they are inappropriate. In determining this, the standing advisory council on RE (SACRE) is to have regard to any circumstances relating to the faith backgrounds of the pupils which are relevant for deciding what character of collective worship is appropriate.*

*The 1993 Act (s.148) allows any grant-maintained school equivalent to a county school (i.e. to which section 7(1) of the 1988 Act applies) to apply for a determination in similar circumstances to a county school.*

### **Applying for a determination**

*If the head teacher of a school considers that the requirements for collective worship could conflict with what is required, they can apply to the local standing advisory council on RE (SACRE) to lift or modify the requirements. Before doing so the head teacher must consult the school's governing body who in turn may wish to seek the views of parents.*

*(Religious Education and Collective Worship Circular number 1/94 paragraphs 68-88)*

### **4.4 Complaints about collective worship**

No complaints were received.

## **5. Management of SACRE**

### **5.1 Attendance at SACRE by Committee**

*Committee A:* Christian denominations other than the Church of England and other Faiths.

*Committee B:* Church of England representatives appointed by the London Diocesan Board in consultation with the Church of England Area Dean.

*Committee C:* Teachers and Headteachers.

*Committee D:* Four members of the Council (two from the Majority party and two from the Minority party) and two Officers from the Local Authority.

Three meetings were held virtually via Microsoft teams on the dates below, with each meeting being quorate. A full member list is included at the end the report.

Autumn Term: 17 November 2020

Committee A – 6 members

Committee B – 3 members

Committee C – 3 members

Committee D – 3 members

Spring Term: 9 February 2021

Committee A – 8 members

Committee B – 1 member

Committee C – 6 members

Committee D – 2 members

Summer Term: 15 June 2021

Committee A – 7 members



Committee B – 3 members  
Committee C – 6 members  
Committee D – 3 members

## **5.2 Membership and training**

The Chair and another SACRE member attended the Annual Strictly RE Conference and then disseminated the information to RE subject leaders at RE TeachMeets.

The SACRE members are regularly updated on national initiatives and reports by the SACRE RE Advisor, Julia Diamond-Conway. New members receive a leaflet all about SACRE and its role.

## **6. Contribution of SACRE to the wider Local Authority agenda**

### **6.1 Holocaust Memorial Day**

SACRE members were invited to the annual Holocaust Memorial Day event in January. The theme of the evening 'Be the Light in the Darkness'. Enfield Council hosted and broadcast a Live Stream event (on You Tube) to commemorate Holocaust Memorial Day.

This year Enfield Council had commissioned a new documentary film 'Be the Light' that cast new light on the subject from an Enfield perspective and how the impact of these events long ago still shape our lives today. The ceremony included local speakers from the faith community and elected members shared their thoughts, plus there was music sung by pupils from an Enfield school.

The event was well attended online with 400+ attendee in addition to over 600 views of the long version.

SACRE published a Holocaust Memorial Day pack and circulated it to Enfield Secondary Schools. It was hoped that schools had found the pack an invaluable addition to their teaching resources for HMD 2021

### **6.2 SACRE's support for schools**

SACRE arranged two virtual meetings for newly qualified teachers (NQTs) at EYFS/key stage one and key stage 2. In addition to this, a network of primary RE teachers met at an online Primary RE TeachMeet and an online Secondary RE TeachMeet was held

A newsletter was sent to all schools across Enfield to ensure Headteachers and teachers are kept up to date with all the latest reports, RE TeachMeets and initiatives (available on the website).

### 6.3 Summary

Enfield SACRE recognises that an updated scheme of work and accompanying high quality resources are needed to support the implementation of the new Agreed Syllabus (due 2021 – 2026) and that a Local Authority budget will be needed to support this. We hope to continue to strengthen the status of Enfield SACRE by developing existing partnerships and forming new ones with multifarious stakeholders, particularly schools. To address this, the SACRE members agreed that more input is needed from schools and reviewed the Constitution to reflect this, ensuring that even more opinions and voices of teachers, members of the senior leadership team and headteachers continue to be heard and valued.

## 7. Membership of SACRE

Enfield SACRE membership 2020-2021

<b>Chair</b>	Ms Sabah Raza
<b>Vice Chair</b>	The Reverend. Dr Gordon Giles
<b><u>Group A</u></b>	<b><u>Religious traditions &amp; Christian churches</u></b>
Hasan Boluceh	Alevi
<b>Vacancy</b>	<b>Baptist</b>
Dr Bernard Arambepola	Buddhism
Marina Robb	Greek Orthodox Church
Mr Navaratnam Shanmuganathan	Hinduism
<b>Vacancy</b>	Evangelical Free Churches
Mr Muhammad Ibrahim	Islam
Mrs Rubbina Umar	Islam
<b>Vacancy</b>	<b>Islam</b>
Rabbi Emmanuel Levy	Judaism
Rabbi Yuval Keren	Judaism
Jill Saxton	Methodist Church
Nick Chanda	Pentecostal Church
<b>Vacancy</b>	<b>Religious Society of Friends</b>
Mrs Patricia Alder	Roman Catholic Church

**Vacancy**

**Salvation Army**

**Vacancy**

**Sikhism**

**Vacancy**

**United Reformed Church**

**Group B**

**The Church of England**

Ms Sally Moore

London Diocesan Board of Schools

The Reverend. Dr Gordon Giles

St Mary Magdalene, Enfield

The Reverend. Ian Crofts

Jesus Church, Forty Hill

The Reverend. Tina Kelsey

St Peter's, Edmonton

**Vacancy x2**

**Group C**

**Teacher Associations**

**Headteachers**

**Vacancy**

Secondary Head/Deputy/Assist Head

**Vacancy**

Primary Heads/Deputy/Assist Head

**Teachers**

**Enfield Teachers' Association**

Ms Sabah Raza

NEU

Hannah Croton

NASUWT

Ozlem Onay

NEU

Becky Shah

Samantha Manipon

Rebecca Islam

**Group D**

**The Local Authority**

Cllr James Hockney

Cllr Michael Rye, OBE

Cllr Ergin Erbil

Cllr Charith Gunawardena

**LA Officer**

Ms Lucy Nutt

Head of Schools & Early Years Improvement Services

**Co-opted**

**None**

Enfield SACRE is grateful to the Local Authority, in particular for the provision of Pauline Swain, Clerk to Enfield SACRE

## 8. Enfield SACRE Development Plan 2020 – 2022



### Introduction:

An evaluation of the 2018-20 action plan demonstrated that all areas had been considered. Many key actions were judged as established or advanced, whilst those judged as developing are on-going and are repeated in this plan.

We continue to measure our effectiveness against each of the five dimensions of the Ofsted 'SACREs and Self-evaluation: a guide'

- 1. The monitoring and improvement of the standards, quality and provision for RE**
- 2. The partnership between SACRE, the LA and other key stakeholders**
- 3. The effectiveness of the locally agreed syllabus**
- 4. The monitoring and improvement of the provision and quality of collective worship**
- 5. The contribution of SACRE to the promotion of social and racial harmony.**

This plan has identified key issues/actions that will be SACRE's priorities for the next two years. However, whilst the SACRE aims to implement this Development Plan, it should be noted that due to financial constraints and issues outside its control, it is recognised that it may not be possible to achieve some aspects. However, for some actions to be attainable, we aim to work in partnership with other organisations where appropriate.

Enfield SACRE aims to ensure that decision makers are aware of what is required to enable the LA to fulfil their statutory responsibilities effectively.

## Enfield SACRE Development Plan 2020 – 2022

<b>Dimension 1: Standards and Quality of Provision of RE</b>				
<b>Key Issues / Actions</b>	<b>Strategies</b>	<b>Monitoring and evaluation (who and how)</b>	<b>Success Criteria</b>	<b>Responsible</b>
<p>To continue to monitor and evaluate standards and the quality of provision for RE in schools by obtaining data centrally for all RE exams at GCSE, AS and A level</p> <p>Continue to develop the process to improve SACRE's data and evidence of standards and evidence in RE.</p> <p>To promote and encourage the delivery of high quality RE</p> <p>Congratulate and contact schools with great exam results and those who have achieved the REQM (celebrate REQM on websites)</p>	<ul style="list-style-type: none"> <li>• LA to obtain results centrally on behalf of SACRE.</li> <li>• To produce a newsletter encouraging schools to apply for the REQM and provide links that support high quality teaching and learning of RE.</li> <li>• To continue to provide advice and support to schools.</li> <li>• To deliver an annual RE Subject Leaders Workshop to develop and increase the support and resources available to schools and promote the REQM.</li> <li>• To continue to deliver annual RE training to F/KS1 &amp; KS2 Newly Qualified Teachers (NQTs) to promote high quality RE teaching.</li> <li>• To continue to promote and run primary &amp; secondary RE teachers' network that meet termly (Teachmeets).</li> <li>• Write a template for a letter that SACRE can send to schools</li> </ul>	<p>SSS Head of Service to obtain results and pass to SACRE.</p> <p>Chair</p> <p>All members</p> <p>RE Advisor</p> <p>RE Advisor</p> <p>RE Advisor</p> <p>All SACRE members</p>	<ul style="list-style-type: none"> <li>✓ SACRE review exam results and annual take up of RE</li> <li>✓ Enfield SACRE better informed about standards &amp; provision for RE</li> <li>✓ SACRE advises LA on strengths &amp; recommends strategies for improvement</li> <li>✓ At least 2 schools will have completed the RE Quality Mark</li> <li>✓ Good monitoring processes disseminated across schools</li> <li>✓ Teachers/NQTs more informed about RE pedagogy &amp; delivering high quality RE in schools</li> <li>✓ Primary and secondary teachers network in place and Teachmeets held termly.</li> <li>✓ Letters will have been sent to successful schools.</li> <li>✓ Dedicated section on website to celebrate REQM awards</li> </ul>	<p>LA Lead and Chair</p> <p>Chair to write a letter /newsletter highlighting the importance of self-evaluation and REQM process</p> <p>School Based RE Subject Leader supported by RE Advisor</p> <p>School Based RE Subject Leader (Primary RE Network) &amp; SACRE members from Group C (Secondary RE Network)</p> <p>All members and CLC</p>

## Enfield SACRE Development Plan 2020 – 2022

<b>Dimension 2: Management of SACRE and partnerships with the Local Authority (LA) and other key stakeholders</b>				
<b>Key Issues / Actions</b>	<b>Strategies</b>	<b>Monitoring and evaluation</b>	<b>Success Criteria</b>	<b>Responsible</b>
<p>To secure sufficient support from the LA to sustain SACRE to deliver its Development Plan</p> <p>SACRE meetings to be purposeful and well represented.</p>	<ul style="list-style-type: none"> <li>• LA Lead &amp; SSS Head of Service to continue to work with the SACRE to ensure Chair of SACRE is supported.</li> <li>• LA lead ensures that the SACRE is informed and consulted on LA priorities and initiatives where relevant.</li> <li>• SACRE accessing RE key RE stakeholders e.g. REC, NATRE; LA advised of national RE developments.</li> <li>• SACRE should endeavour to obtain available grants and funding.</li> </ul>	<p>LA lead officer to attend meetings termly to provide the SACRE with formal feedback regarding LA news and initiatives.</p>	<ul style="list-style-type: none"> <li>✓ SACRE has sufficient information, finance and resources to carry out its functions as prioritised in this Development Plan.</li> <li>✓ SACRE and LA in dialogue to inform each other's practice.</li> <li>✓ SACRE has representatives on, and its policy and practice informed by, national and local forums/initiatives, for example the National Association of SACREs (NASACRE); Enfield Faith Forum, NATRE.</li> </ul>	<p>LA Lead Officer, SACRE Chair &amp; Vice-Chair &amp; SSS Head of Service</p>
<p>Ensure representative from SACRE at the annual NASACRE Conference</p>	<ul style="list-style-type: none"> <li>• Member of Enfield SACRE to attend</li> </ul>	<p>Chair / Vice Chair</p>	<ul style="list-style-type: none"> <li>✓ Member of SACRE has reported on updates from NASACRE conference.</li> </ul>	<p>Chair, Vice-Chair or member of SACRE</p>
<p>To continue to develop and maintain partnerships with other stakeholders, particularly those with a faith/community focus.</p>	<ul style="list-style-type: none"> <li>• Organisations invited to introduce their group at SACRE meetings and discuss ways of working together. SACRE members to attend events where possible.</li> </ul>	<p>Chair / Vice Chair</p>	<ul style="list-style-type: none"> <li>✓ SACRE is informed by and interacts with a variety of stakeholder groups.</li> </ul>	<p>All SACRE members and stakeholders</p>
<p>Continue to support new / serving members of Enfield SACRE</p>	<ul style="list-style-type: none"> <li>• Potential new members invited to observe meetings and receive a welcome booklet</li> <li>• Existing members to approach Chair of their group as first point of contact, then Chair / Vice Chair.</li> </ul>	<p>Chair/ Vice-Chair and all members</p>	<ul style="list-style-type: none"> <li>✓ New SACRE members have a clear vision of SACRE's aims and understand Enfield SACRE's Terms of Reference and Constitution.</li> </ul>	<p>Chair/Vice-Chair to lead induction</p> <p>All SACRE members to support new members &amp; other members of their group.</p>

## Enfield SACRE Development Plan 2020 – 2022

<p><b>Dimension 2 continued.</b></p> <p>Ensure membership of Enfield SACRE is periodically reviewed and where necessary updated to represent the diversity of faiths and beliefs across Enfield.</p>	<ul style="list-style-type: none"> <li>• To continue to pursue vacancies in the SACRE membership and periodically review the constitution to ensure that it represents the diversity of its principal faiths &amp; beliefs in Enfield.</li> <li>• Members who have missed 3 or more meetings: contact group to see if another representative could be put forward.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Enfield SACRE's Constitution and Terms of Reference have been reviewed and amended where appropriate.</li> <li>✓ SACRE membership is representative of the diversity of its principal stakeholders.</li> <li>✓ Organisations/faiths will be contacted to suggest an alternative representative if a member has missed 3 consecutive meetings.</li> <li>✓ Every effort has been made to fill vacancies.</li> </ul>	<p>All SACRE members &amp; LA Lead</p> <p>Amendments to Constitution to be reviewed by Legal Team</p>
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## Enfield SACRE Development Plan 2020 – 2022

<b>Dimension 3: The Effectiveness of the Local Agreed Syllabus</b>				
<b>Key Issues / Actions</b>	<b>Strategies</b>	<b>Monitoring and evaluation</b>	<b>Success Criteria</b>	<b>Responsible</b>
<p>To monitor the implementation of the Agreed Syllabus in schools.</p> <p>To ensure all schools are aware of Enfield SACRE's website and how it can support and celebrate RE in their school.</p> <p>Encourage schools to appoint a RE specific Governor and inform Governing Bodies of the role of SACRE and the importance of the Agreed Syllabus.</p>	<ul style="list-style-type: none"> <li>• Consultation with RE Subject leaders (in annual workshop &amp; Teachmeets)</li> <li>• SACRE to continue to build links already established with Barnet SACRE to compare and share good practice</li>   <li>• Publicise the new website in a newsletter, emails to schools and showcase at RE TeachMeets.</li>   <li>• Write to all schools to request they appoint a RE Governor and inform SACRE of the Governor's name.</li> <li>• SACRE member to attend Chair of Governors meeting to talk about the work of SACRE and the Agreed Syllabus.</li> </ul>	<p>SACRE members &amp; RE Advisor</p> <p>SACRE Chair, RE Advisor &amp; Group C SACRE members</p> <p>LA Lead &amp; Chair</p>	<ul style="list-style-type: none"> <li>✓ Teachers/schools will have engaged with the agreed syllabus and will be delivering RE/schemes of work that meets the criteria.</li> <li>✓ RE Subject Leaders will have provided feedback on the Enfield Agreed Syllabus</li> <li>✓ SACRE member(s) will have attended a Barnet SACRE meeting</li>   <li>✓ SACRE will have compiled a list of RE Governors.</li> <li>✓ A SACRE member will have spoken at a meeting for the Chair of Governors.</li> </ul>	<p>School based RE Advisor</p> <p>Chair / Vice-Chair of Enfield SACRE to attend a Barnet SACRE meeting.</p> <p>School Standards &amp; Support Project Manager</p> <p>LA Lead to advise of next meeting of Chair of Governors and arrange for SACRE to attend and speak;</p>



## Enfield SACRE Development Plan 2020 – 2022

<b>Dimension 4: Collective Worship</b>				
<b>Key Issues / Actions</b>	<b>Strategies</b>	<b>Monitoring and evaluation</b>	<b>Success Criteria</b>	<b>Responsible</b>
<p>To monitor provision for and quality of collective worship in non-denominational schools and advise the LA on strengths and areas of development.</p> <p>Create a private area on the new SACRE website where members can download proformas/guidance for CW visits and upload completed ones.</p> <p>Keep this dimension high on the agenda</p>	<ul style="list-style-type: none"> <li>• Contact the schools that indicated in the online survey (2019) that they would welcome a member of SACRE to observe collective worship.</li> <li>• Update the list of SACRE members and schools that they can visit to observe an assembly; on visits, where possible, contact should also be made with Head of RE/Headship team.</li> <li>• SACRE members to be issued with guidance for these visits.</li> <li>• Website updated with a separate 'Members Only' section.</li> <li>• Proformas, guidance and list of members and allocated schools added.</li> <li>• Log in details sent to all members</li> <li>• Add an update of CW monitoring to every agenda.</li> </ul>	<p>SACRE members</p> <p>School Standards &amp; Support Project Manager</p> <p>School Standards &amp; Support Project Manager &amp; Chair / Vice Chair</p> <p>Chair</p>	<ul style="list-style-type: none"> <li>✓ SACRE has sent letters to identified schools and observed collective worship.</li> <li>✓ Accurate information about provision and practice of collective worship.</li> <li>✓ SACRE members who have been on visits, feedback to SACRE and have uploaded feedback to the members only area of the website.</li> <li>✓ SACRE members can access a 'private members' only area that has documents to support schools visits to observe collective worship.</li> <li>✓ Regular updates on observations of CW</li> </ul>	<p>All SACRE members &amp; School Standards &amp; Support Project Manager</p> <p>SACRE members</p> <p>CLC &amp; All SACRE members &amp; School Standards &amp; Support Project Manager</p>

## Enfield SACRE Development Plan 2020 – 2022

<b>Dimension 5: Contribution of SACRE to Community Cohesion</b>				
<b>Key Issues / Actions</b>	<b>Strategies</b>	<b>Monitoring and evaluation</b>	<b>Success Criteria</b>	<b>Responsible</b>
<p>To maintain SACRE’s good reputation and mechanisms for consultation with stakeholders including religious groups</p> <p>To ensure SACRE’s involvement with various projects and events that will actively contribute to its promotion of community cohesion.</p> <p>SACRE to support faith leaders across the borough to create a ‘virtual tour’ of their place of worship that schools can access online <i>only</i> if trips cannot be made there (e.g. due to COVID)</p>	<ul style="list-style-type: none"> <li>• Maintain a comprehensive list of partnerships and groups attending SACRE.</li>   <li>• Inform SACRE members of events they might wish to attend e.g. National Interfaith Week, Holocaust Memorial event (supported by the SACRE Website and emails).</li> <li>• Raise the profile of SACRE by attending other forums, etc. and being active participants in these events.</li> </ul> <p>Members of SACRE Groups A, B &amp; D to build on their community connections, supporting and promoting the initiative.</p>	<p>Chair/Vice-Chair</p> <p>All SACRE members</p> <p>Members of SACRE groups A, B &amp; D supported by other SACRE groups</p>	<ul style="list-style-type: none"> <li>✓ The work of SACRE is well known and understood within the LA and across the Borough and SACRE is aware of the role of other organisations.</li>   <li>✓ There is effective communication between SACRE, the community and faith organisations.</li> <li>✓ SACRE members have a good understanding of the community cohesion agenda.</li> <li>✓ The key role/contribution of SACRE to the promotion of community cohesion, religious &amp; racial harmony is recognised by the LA and stakeholders</li>   <li>✓ ‘Virtual tours’ of places of worship across Enfield will be available on the Enfield SACRE website.</li> </ul>	<p>School Standards &amp; Support Project Manager</p> <p>LA Lead Officer, SACRE members &amp; School Standards &amp; Support Project Manager</p> <p>All SACRE members</p> <p>Members of SACRE groups A, B &amp; D, &amp; CLC.</p>