



**Standing Advisory Council on Religious  
Education  
(SACRE)**

**Annual Report 2022-23**

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## **Section One: Introduction and the Work of SACRE**

It is my pleasure to present Kirklees SACRE annual report with confidence in the strength and integrity of the work we do, in partnership with Pennine Learning and with the support of Kirklees, to enable the delivery of high quality R.E. in our schools. There are some really good examples of excellent learning going on and these are recognised through our R.E. awards to schools, which celebrate their achievement. R.E network days, and other resources we offer, support schools in teaching R.E. and in their provision of collective worship.

SACRE continues to monitor the provision of R.E. in schools within the borough. While the picture is uneven we continue to be proactive in encouraging best practice and championing the value of teaching R.E. at a time when the need for understanding and appreciation of faith and belief in a world in which people easily polarise has never been more urgent.

SACRE has met four times this year and it has been really good to do this at places of worship and in schools, informing us about the practice of a particular faith community or the provision of R.E. in that school. I want to thank Ian Ross our professional R.E. advisor without whom we could not do our work, Anna Twist our clerk, Hannah McKerchar our vice chair and all the members of SACRE for their contributions and attendance. We continue to be mindful of the need for a range of representation from people within education, the council and different beliefs at our meetings and to actively seek new members. It is very good to serve in a borough like Kirklees that steps up to the statutory requirement to fund the work of SACRE and I would also like to express our thanks to the borough for this.

A particular focus of the work of SACRE this year has been the revision of our locally agreed syllabus in partnership with other SACREs in West Yorkshire. This involves a considerable body of work, paying careful attention to the latest developments within R.E and to what has value and utility for teachers in the classroom. Our new syllabus is built around the Big Ideas themes that can be explored in different belief traditions. Through designing our syllabus in this way, we believe we can offer a high-quality syllabus which has a much greater sense of local ownership, and we look forward to launching this in our borough next year.

We commend our annual report to you.

Mark Janes  
Chair Of Kirklees SACRE 2022-2023.

## Overview

This annual report is prepared by Kirklees SACRE. SACRE as a body is required to advise the Local Authority on matters relating to Religious Education and Collective Worship. This report provides a picture of the support given for Religious Education and Collective Worship during 2022-23. The report is a public document which is also sent to the National Association of SACREs (NASACRE) and the Department for Education.

For further information on the report or on RE and Collective Worship in Kirklees, contact Ian Ross at [ian@penninelearning.com](mailto:ian@penninelearning.com)

For information on SACRE please contact the clerk, Anna Twist [annatwist@yahoo.com](mailto:annatwist@yahoo.com)

## Dates and content of meetings

There were four meetings of Kirklees SACRE during the year 2022-23, all held face to face. Meetings are open to the public and minutes are also available on-line. These meetings were held on 6<sup>th</sup> October 2022, 7<sup>th</sup> December 2022, 6<sup>th</sup> March 2023 and 21<sup>st</sup> June 2023.

Mark Janes was re-appointed chair of SACRE in June 2022 and was ably supported by Hannah McKerchar as Vice Chair. SACRE membership has increased this last year, but SACRE is conscious that diversity in representation is needed including the range of faiths and beliefs in the area as well as working with CEOs of Multi Academy Trusts.

As well as considering the general position of RE and collective worship in the borough, SACRE discussed the following issues at its meetings during the year:

- The Local Agreed syllabus – due to be reviewed and revised by 2024.
- Revision of guidance on sensitivity to faith in schools.
- Clarification of funding for Kirklees SACRE responsibilities and activities.
- Review of secondary provision for RE, including time allocation.
- Progress on the two sets of films funded by Westhill endowment trust.
- Faith and education project to encourage engagement between faith communities and schools.
- Improving representation on SACRE from those groups currently under-represented.
- Completion of SACRE self-evaluation.

- National Association of SACREs (NASACRE) – items of interest or action, including information from NASACRE conference on the future of SACREs.
- Future joint meetings of chairs and vice chairs across West Yorkshire (WYSACRE).

## **Priorities and actions for 2022 - 23**

### **Provide updated guidance and audit toolkits on key areas.**

- *RE*
- *Celebrating diversity*
- *SMSC and Fundamental Values*

Updated guidance has been produced and published on the Business Solutions website on Effective RE, Model RE Policy, Sharing the Journey (Sensitivity to Faith Guidance), RE Award and work has begun on the suite of celebrating diversity audits. Impact of this has been seen in the reduction in number of queries from schools and the good Ofsted inspection results in the last year.

### **Widen the membership of SACRE to ensure it fulfils its statutory duties.**

We have reviewed the census figures for Kirklees and adjusted the membership accordingly. We now have full membership in Committee B with the support of the diocese, but still need further representation in Committee A especially from Islam and other World faiths. We are actively seeking additional members through school links and Kirklees Interfaith.

### **Produce updated collective worship guidance for schools and provide training for Schools and SACRE members and monitor and support Collective Worship in up to 8 schools.**

Updated guidance has been produced and sent to all schools especially to remind them of the statutory nature of collective worship. A CPD session online has been provided and follow up conversations have been held. Our next task with this is to produce an Inclusive Collective Worship Award which schools can apply for similar to the one we provide for RE.

### **Offer professional conversations/ practice deep dives or assessment towards the SACRE RE Award to one pyramid of schools within the borough.**

Although we didn't use the pyramid structure to support schools we did however visit and made contact with 13 schools for both professional conversations and RE Reviews. We are pleased to announce that Crossley Fields school achieved the Kirklees RE Award which is a stepping stone towards REQM. The coordinator from Crossley Fields has shared good practice through the Primary RE Networks.

## **Begin the review process of the local agreed syllabus so that it is ready by 2024.**

We have carried out a number of consultation exercises throughout the year including discussions at teacher network meetings, setting up a cross SACREs working party and a questionnaire to all schools. A draft revised syllabus has been developed and this will be based on the Big Ideas project from Exeter University.

## **Self-evaluation**

During the year, Kirklees SACRE completed a process of self-evaluation based on the NASACRE template. Arising from this the following areas future development were identified and will be built into the development plan for the next two years.

### SACRE

1. Membership and attendance: SACRE needs to ensure there continues to be consistent attendance and needs more teacher representatives. Contacts with partners, such as MATS, The Council and Interfaith Groups should be developed.
2. Communication: An annual discussion of the report should take place at CYP Scrutiny or similar. Procedures should be put in place so that meaningful contact can be made with and between members outside of SACRE meetings. More opportunities should be found to hear from pupils and teachers.
3. Planning and Strategy: The development plan should be reviewed regularly and be the focus of every SACRE meeting. An annual questionnaire should also be sent to all schools to elicit relevant information and to enquire about what support might be needed.

### Religious Education

1. Information: An annual questionnaire should be used to enquire about RE and other matters. Arrangements should be made to receive and analyse data from public examinations. Together with reviewing Ofsted reports this information should be used to focus on appropriate support and intervention.
2. Providing more subject knowledge and teaching and learning activities training.

### Local Agreed Syllabus

1. Planning for the review and revision of the agreed syllabus, due by 2024, should start in September 2022. This should fully involve teachers, the maintained and academy

sector, and faith representatives. It should recognise and include latest guidance, research and developments and should be in partnership with other authorities in West Yorkshire.

#### Collective Worship

1. The pandemic has narrowed the scope of CoWo and SACRE now needs to raise its profile and offer some review or professional development to schools.
2. Continue to monitor and support the school in Kirklees with a determination.

#### Community Cohesion

1. Review and reflect on census information on faith, due in autumn 2022, and discuss how this might affect SACRE's work.
2. Develop further links with the Communities team and Kirklees Interfaith groups to ensure SACRE is fully engaged with wider borough issues.

Further details of the self-evaluation or the development plan can be obtained via the clerk to SACRE.

### **Meetings for 2023-24**

SACRE meetings and themes for 2023-2024 have been provisionally arranged for these dates Thurs 5<sup>th</sup> October 23 (syllabus and Provision monitoring), Wed 6<sup>th</sup> December 2023 (agreeing the annual report), Tues 12<sup>th</sup> March (LASC), Wed 19<sup>th</sup> June 2024 (AGM and links with the LA). For more information contact the clerk, [annatwist@yahoo.com](mailto:annatwist@yahoo.com)

### **Priorities for 2023 - 24**

- Continue to revise Local Agreed Syllabus including providing foundation and focus units of work.
- Carry out a Local Agreed Syllabus Conference in March 2024
- Introduce a new Inclusive Collective Worship Award to schools and visit 10 schools across the borough.
- Continue working with the Learning Services and School Improvement Partners to identify schools for support and professional conversations.

## **Section Two: Statutory Responsibilities: Religious Education**

### **The Local Agreed Syllabus**

The Local Agreed syllabus, 'Believing and Belonging', is the statutory curriculum for all maintained schools in the borough. This syllabus is now shared with Bradford, Calderdale Kirklees, and Leeds. Other academies and free schools must teach RE according to the requirements of their trust deed or funding agreement. Although SACREs and local authorities do not have any responsibility or authority for their curriculum, it welcomes use of these resources by all local schools. Results from the recent SACRE survey of all schools in Kirklees demonstrated that the great majority of academies have adopted the local agreed syllabus.

The agreed syllabus is due to be reviewed and updated by 2024. The process for this review has started and a draft syllabus has been produced after consultation with schools, teachers, SACRE members and a working party across the four SACREs. This syllabus will be based on the work of the Big Ideas team from Exeter University.

### **Standards and Monitoring**

#### **SACRE enquiry**

In November 2021, Kirklees SACRE asked secondary schools to complete a brief survey about the provision of RE. Fifteen schools replied and those who did not respond have been followed up.

The main general findings and issues from the survey were:

- Most schools use the local agreed syllabus.
- Most schools make adequate time and curriculum provision at KS3.
- Only about 1/3 of responding schools had adequate provision for RE at Key Stage 4.
- A few schools seemed to be unaware of the requirements to follow a syllabus, citing the 'national curriculum' or 'we are an academy'.

The survey has informed SACRE of the needs of secondary schools and enabled targeted support and action. All schools received an individual and specific response to their entry. In some cases, schools have been offered tailored support which has made a real difference to



their RE provision. At least two secondary schools have increased their provision for RE at key stages 3 and 4.

A similar survey for primary schools was sent out towards the end of the summer term 2022 and will be followed up in the coming year. Sixty-one schools responded. All schools had adopted an appropriate syllabus for their school. Some schools do not appear to offer sufficient time for RE in the timetable and this doesn't comply with the recommended 5% of curriculum time in order to teach the subject with depth and integrity. The SACRE consultant will be writing to each school individually to offer advice and support. SACRE has identified from the Primary provision survey areas of need in schools including support for assessment, planning for faith visits and visitors, differentiation, and subject knowledge. These will be included in the CPD plan offered to all schools through coordinator networks and specific courses to be run.

A similar survey has been sent to all schools in Kirklees in September 23 and the analysis of this survey and the support offered from it will be included in the 23/24 annual report.

### **Examination results**

GCSE and A Level results for 2023 were not available at a local level when this report was published. SACRE has analysed the SWF Census return to generate questions for secondary schools as it appears that some schools have limited hours of teaching of RE at KS4.

A report produced by NATRE (National Association of the Teachers of RE) reveals that the removal of the short course from performance tables has had a devastating impact on the number of children leaving school with a qualification in Religious Studies. In many cases, the loss of the short course has coincided with an increase in the number of schools reporting zero hours of timetable time for RE in year 11 in the school workforce data. At A level, entries have remained fairly stable over recent years in England but in Wales, there is a step decline, of around 33% since 2020. The reasons for this need further investigation.

### **Key points:**

1. In both England and Wales, GCSE entries for Religious Studies Full Course have risen substantially.

Since 2010, GCSE entries for RS full course in England, have risen by just over 30% (51,645) from 170,767 to 222,412

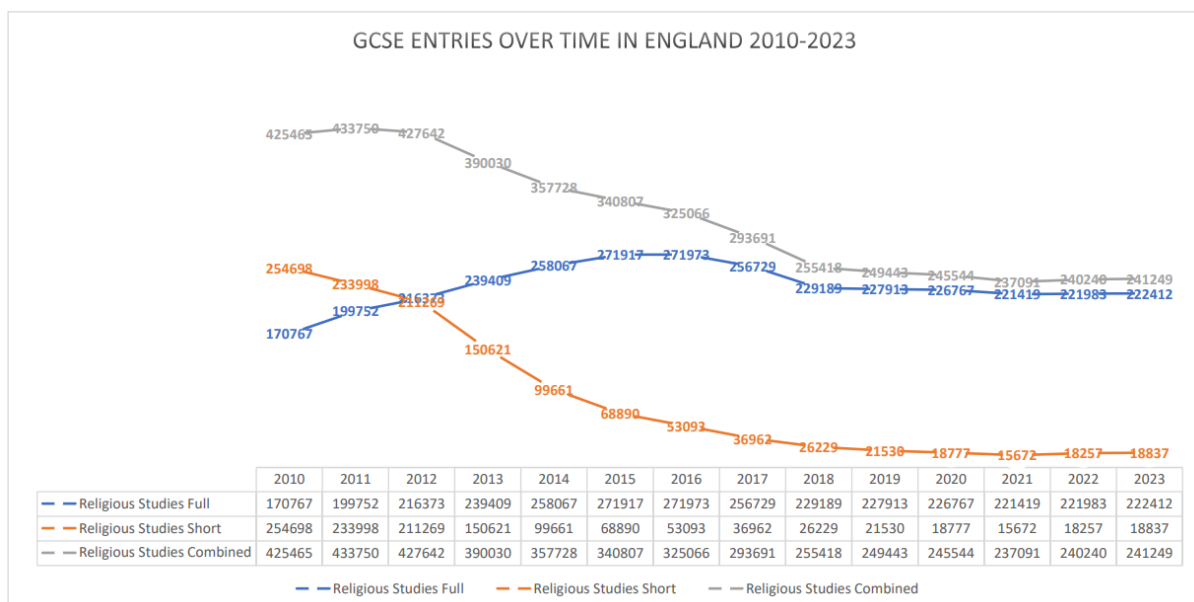
2. Short course entries in both nations in the same period, have fallen dramatically, but in England more rapidly than in Wales, almost certainly due to the removal of the short course in all subjects being removed from performance measures in England.

In the same period, short course entries in England have fallen by just over 92% from 254,698 to 18,837.

3. Far fewer pupils in England and Wales leave school with a qualification in RS in 2023, than did in 2010

Whereas around 425,465 pupils in England entered a GCSE qualification in 2010, in 2023 only 241,249 pupils did so in 2023 – a fall of 184,216 pupils (43%).

4. The trend in Religious Studies Full course entries over the last 5-6 years has been stable at around 22,000 students in England.



*A report on GCSE Religious Studies examination entries in 2023, Deborah Weston OBE:  
Research Officer NATRE (September 2023)*

When the school level data for the Local Authority is available, SACRE requests that the Local Authority investigates the provision of RE for non-examined students at KS4 and to remind schools of the statutory nature of RE for all students.

### RE Quality Mark

Kirklees SACRE encourages all schools to apply for the REQM mark. We do this through courses, networks and newsletters. Additionally, Kirklees schools are offered the

opportunity for a review of their religious education with criteria based on the bronze REQM. It is hoped this can be a gateway to entry to the national quality mark.

## **Professional development and support for schools**

### **General support**

During the year this professional support continued through Pennine Learning, a small local company specialising in RE and community cohesion. The team at Pennine Learning provide eighty days support per year in total, though this is arranged as flexibly as possible to facilitate effective working with schools and others. They also support SACREs and RE in Leeds and Calderdale, enabling appropriate collaboration and partnership.

Through Learning Services and the RE consultants, support has been available to schools, and used by teachers, in a number of ways, including:

- Maintenance of the syllabus and its schemes of work, including prompt response to queries or difficulties.
- Consultancy over specific or general RE issues, including advice about withdrawal from RE.
- Availability by phone, email or virtual meetings.
- Support for schools wishing to develop and improve RE following Ofsted inspections.

### **Training**

This year courses have included a termly primary RE network meeting, a day course for new RE coordinators. The Primary RE Network continues to grow in numbers with an average of 40 attendees at each session.

The secondary RE network is organised in partnership with Calderdale and Leeds RE networks and open to teachers from all three local authorities. This has now grown in numbers from 3 delegates to 22 delegates.

A successful series of twilight webinars on subject knowledge of world faiths took place over the academic year and included guests from faith communities. These were held in cooperation with partner local authorities. In the coming year a full range of CPD and consultancy will be available through the Kirklees Learning Services Support Plan.



### **RE Reviews and SACRE RE Award**

The review and award continue to be available on line and face to face. A small number of schools have worked with a consultant to review their RE provision using the award framework. A 'Deep Dive' in Religious Education is also offered to schools. This half-day session focuses on a review of curriculum provision, looking at its scope, rigour and sequencing. These opportunities are promoted via RE networks and our half termly newsletter.

### **Other information**

A range of guidance continues to be available to Kirklees schools on a wide range of related areas, including:

- RE Policy
- Withdrawal from RE
- Collective Worship
- Celebrating Diversity
- Engaging with faith communities
- Sensitivity to Faith in Schools (Sharing the Journey)

In addition, a half termly newsletter and index of resources is available to all schools, together with a directory of possible visits and visitors.

## **Section Three: Statutory Responsibilities: Collective Worship**

### **Standards and Monitoring of Collective Worship**

Guidance is offered to schools and Ofsted reports are scrutinised in order to keep up to date with current issues and concerns. It has been difficult for schools to maintain an effective programme of collective worship during the pandemic and one of SACRE's key priorities in the coming year will be to remind, facilitate and support schools. This will include offering an award for schools offering inclusive collective worship.

### **Complaints and determinations**

There were no complaints made during the year to SACRE about Collective Worship. There is one determination to vary statutory requirements in a maintained school in Kirklees and this has been monitored this year. Responsibility for determinations in English academies and free schools rest with the Schools Funding Agency.

### **Professional development and support for schools**

Through the consultant, SACRE is always ready to advise or support schools on request. It has been noted that some SACRE members are well-placed to support collective worship in schools and opportunities for discussion about this will be included to support collective worship reviews in 23-24. A half-day course on planning for collective worship/ inclusive assemblies will be offered in summer 2024 to aid schools in developing an effective and inspiring programme. It is hoped that SACRE members will become more involved in practical support and monitoring. These questions may be helpful to SACRE members in reflecting on the value and effectiveness of collective worship in school:

1. Collective: How does the assembly celebrate and promote a sense of community within the whole school (or group)?
2. Educational: Is there a clear aim and focus, with appropriate learning? Does it engage and interest pupils and staff?
3. Spiritual: How does the assembly nurture pupils' awareness of their beliefs and values - and those of others (including non-religious beliefs)? How does it develop a sense of the meaning, purpose and value in their lives?

4. Reflective: Is there space and opportunity for thoughtful reflection, in the assembly or as a follow up? If prayers are used do these allow for different approaches and responses?
5. Inclusive: How does the assembly programme develop understanding of different perspectives and cultures? How does it promote values of tolerance, diversity and equality?
6. Responsive: How did pupils respond and participate?

## **Other information**

Parents have a statutory right to withdraw their children from collective worship. Guidance on good practice and protocols for withdrawal is available to schools; consultants are available if further support is needed. SACRE recognises parents' legal rights but hopes all children will be enabled to receive stimulating and balanced RE as part of their entitlement to a broad curriculum. Guidance is also provided to schools in fulfilling statutory obligations over collective worship and promoting good SMSC development.

## **Section Four: Links with other organisations**

SACRE has active links with the following organisations:

- National Association of SACREs (NASACRE)
- West Yorkshire SACREs (WYSACRE)
- The Association of RE Inspectors, Advisers and Consultants (AREIAC)
- Local faith organisations and interfaith groups
- Calderdale School Effectiveness Service
- RE Today Services
- National RE Hubs
- And other local organisations and charities such as Equilibria

## Section Five: Other areas of involvement

### Welcoming Schools

Visits to local places of worship and links with faith communities continue to be promoted to fulfil our obligation to promote fundamental values of respect and tolerance. As in-person visits have resumed following the pandemic, we want to broaden pupils' experience and perspectives of the faith communities in West Yorkshire. A directory of faith visits and visitors is regularly updated. It includes individuals from faith communities who are willing to come into school and bring some direct engagement and an opportunity for dialogue. It also includes some general information about places and organisations. We have worked with the Kirklees Cohesion Team and especially with Mashuda Shaikh. For further information contact [Mashuda.shaikh@kirklees.gov.uk](mailto:Mashuda.shaikh@kirklees.gov.uk) or Helen Rivers at [Helen@penninelearning.com](mailto:Helen@penninelearning.com)

In the Autumn term 2023, Kirklees primary schools were invited to participate in an online diversity conference about 'Faith at Home. Following some subject content and creative activities, pupils were given the opportunity to meet representatives from local faith communities and to ask questions in an online session. It is anticipated that 'virtual' sessions will continue to be offered and promoted alongside in-person visits and events.



Free training is offered to faith communities in order to inform them of the requirements of the Kirklees RE Syllabus, and to support them in hosting visits from schools. Training was offered in-person at venues in Leeds and Kirklees. Some SACRE members have participated in training and this project continues to build up worthwhile links between schools and faith communities. Kirklees SACRE have prioritised working more closely with Kirklees Interfaith to support publicity and participation in training events.

An audit tool and consultancy support is available for promoting tolerance and understanding of different faiths in schools. This has been promoted via the Pennine Learning website and in RE networks.



## **Westhill Project**

Leeds SACRE has been awarded a Westhill grant to support Religious Education in the local area. Alongside some additional funding from Kirklees and Calderdale SACREs, this grant is funding the production of two professionally-produced films to introduce young people to a synagogue and a gurdwara in Leeds. Interviews with representatives from the two faith communities have been filmed and edited along with footage of worship and activity in the places of worship themselves. The films will be offered to schools, alongside supporting materials and the option of a live session online or in person with representatives of the faith community.

## **Faith sensitivities**

During the previous year Kirklees SACRE has worked with partners in Leeds, Calderdale, Oldham and Tameside to produce advice on sensitivity to issues relating to faith in schools. This is available to schools as practical information and support to school leaders and is called 'Sharing the Journey.' This document has been sent to all schools in Kirklees and is publicly available on the Kirklees Business Solutions website.

## Section Six: Kirklees SACRE arrangements

Kirklees MBC funds the operation of SACRE by contracting its consultants, providing a clerk and supporting its work through links with senior education officers.

SACRE membership includes representatives from all four constituent committees.

Group A	Faith and belief communities except for the Church of England
Group B	Anglican representatives
Group C	Teachers and schools
Group D	Kirklees MBC

Membership and attendance for 2022-3 was as follows:

Name	Representing	04/10/ 2022	07/12/ 2022	6/03/2 023	21/06/ 2023
Hannah McKerchar	British Humanist	P	P	P	P
Mark Janes	Baptist		P	P	P
Mashuda Shaikh	Islam		A	A	A
Suzanne Bridges	Methodist		P	P	P
Prashant Kumar	Hindu		P	P	P
Kuljindar Shokar	Sikhi		A	P	P
Rupert Madely	C of E		A	A	P
Pamela Kent	C of E		A	A	A
Karen Atkinson	C of E			P	P
Amanda Ogilive-Berry	C of E		P	P	A
Martin Short	C of E		P	P	P
Anna Twist	Secondary Teacher		P	P	P
Abdul Majeed	Secondary Teacher		A	A	A
Janice Leam	Teaching Union		A	P	P
Emma Salter	Huddersfield University		P	P	A
Councillor Andrew Marchington	LA		A		P

Councillor Darren O' Donovan	LA		A	A	A
Councillor Hannah Mckerchar	LA		P	P	P
Councillor Joshua Sheard	LA				P

SACRE needs to ensure there continues to be consistent attendance and needs more teacher representatives. Contacts with partners, such as HE providers, should be developed. It is worth exploring whether a more structured link with MATs is feasible and beneficial

Training is provided by NASACRE and offered to SACRE members including an induction pack.

## Section Seven: Advice to the Local authority

The following advice is given by SACRE to the local authority:

1. To review the funding of SACRE to ensure it is in line with national recommendations and good practice.
2. To review the membership of SACRE to ensure it reflects the breadth and diversity of the borough in terms of faiths and beliefs.
3. To ensure SACRE's annual report is considered carefully by the Scrutiny Panel of the Council and any of its content noted.
4. To investigate the provision of RE at Key Stage Four in all Secondary schools to ensure that non examined students receive their full entitlement to the statutory curriculum.

No appendices are attached to this report; all the relevant information is contained within the main body. However, any further information can be requested via the clerk, Anna Twist [annatwist@yahoo.com](mailto:annatwist@yahoo.com)