



London Borough of Newham

ANNUAL REPORT 2022-2023

STANDING ADVISORY COUNCIL on RELIGIOUS EDUCATION (SACRE)

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Section 1 Introduction

It is my pleasure to present Newham SACRE's Annual Report for 2022—23. As usual, our meeting agendas were filled with a mixture of regular items and the less frequent. A favourite among the regular items was the Newham Place of Worship Competition. Once again, we received some wonderful contributions from pupils across the borough, in the form of artwork, poetry and other media. It was a privilege to help with the judging.

Another highlight this year was the awarding of an MBE to Ellen Kemp for services to education. Ellen is the longest serving member of Newham SACRE, although her involvement in local education stretches far beyond this. Congratulations and well deserved!

In his latest review of annual reports for the National Association of SACREs (NASACRE), Dr David Hampshire stated that "SACREs rarely evaluated the impact of their advice or actions". While we have always taken care to gather evidence, we have not always documented it in our annual reports. That changes this year. For example, last year we launched the latest version of our Agreed Syllabus for Religious Education and Worldviews. Newham Council also provided funds for Claire Clinton, our excellent RE consultant, to provide training and additional materials to support the adoption of the new syllabus. We include evidence of the impact the new syllabus and training is having across the Newham's schools. The impact is significant and positive.

This year we refreshed our Prayer Room Advice for schools. Such work may lack glamour, but it is important, and provides a valuable resource for schools. SACRE is perhaps uniquely placed to help the local community understand the views of schools, elected officials and religious leaders, since all are represented on our committee including members also being parents and school governors. I believe that our diversity and expertise provide credence to the pragmatic and balanced path that we try to tread.

I can't finish without congratulating all the pupils who performed so well in their public exams. Both the proportion of students sitting RE at GCSE and A-level, and their attainment, were significantly above national averages.

Ed Hoyle – Newham SACRE chair

Section 1 Overview

Since 1988, it has been a requirement that every local education authority (LA) has a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship (CW) - in practice every SACRE has developed its own particular style and character.

Newham SACRE, which began its work in 1989, has certainly developed its own particular style and character as this report will testify.

Some of the notable features of Newham SACRE's work during 2022-2023 are included in this report, namely its support schools and its involvement with collective worship and prayer room advice development. SACRE continues to work with different religion and worldview leaders and teachers across all key stages to ensure our advice and work is fit for

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purpose. There has been a SACRE working group reviewing and writing collective worship and prayer room advice throughout this year – they have met over six times together during the year.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is sent to the Department for Education (DfE), NASACRE, to local schools and to other interested parties. Newham LA makes this report available publicly through their website.

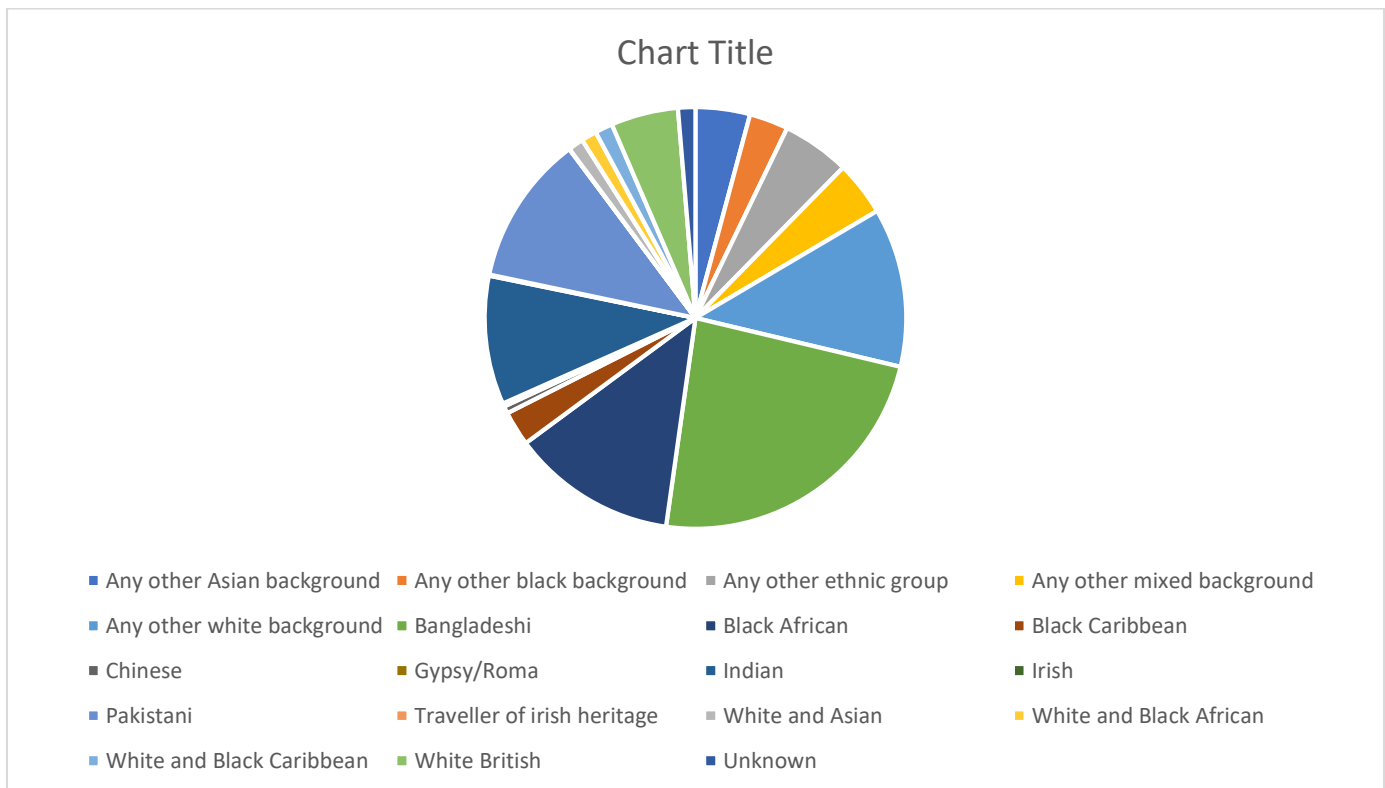
SACRE met four times across the academic year 2022-23. Our meetings were hybrid with some members participating through zoom, and live streamed on YouTube as a public meeting in accordance with the LA procedures. This has ensured that SACRE has continued to be active and discharge its responsibilities fully.

October 2022	Live on Newham YouTube channel via Zoom
March 2023	Live on Newham YouTube channel via Zoom
June 2023	Live on Newham YouTube channel via Zoom

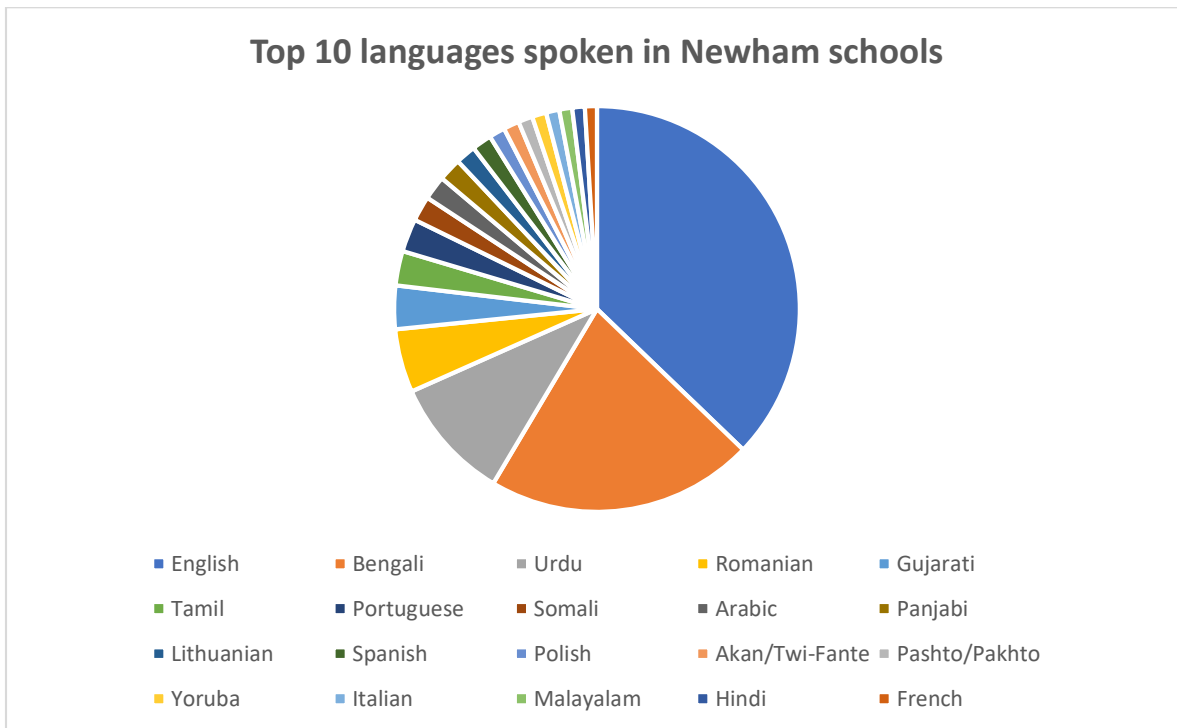
Background to the Borough

Newham is one of the most dynamic parts of the country. It has a youthful population, not an ageing one as in many other areas. There is an energy here that few other places can match. It is at the heart of one the largest areas of urban redevelopment in Europe.

According to the Newham school census of January 2023, there were 63,933 children and young people aged 19 or under in Newham schools. They make up 18% of the total population in the borough. For comparison, across London as a whole, children and young people are 16% of the population. The number of children and young people in Newham is an important feature of the area.



January School Census, 2022



January School Census, 2022

Data shown are for languages or groups of languages where there are 500 or more speakers within the borough

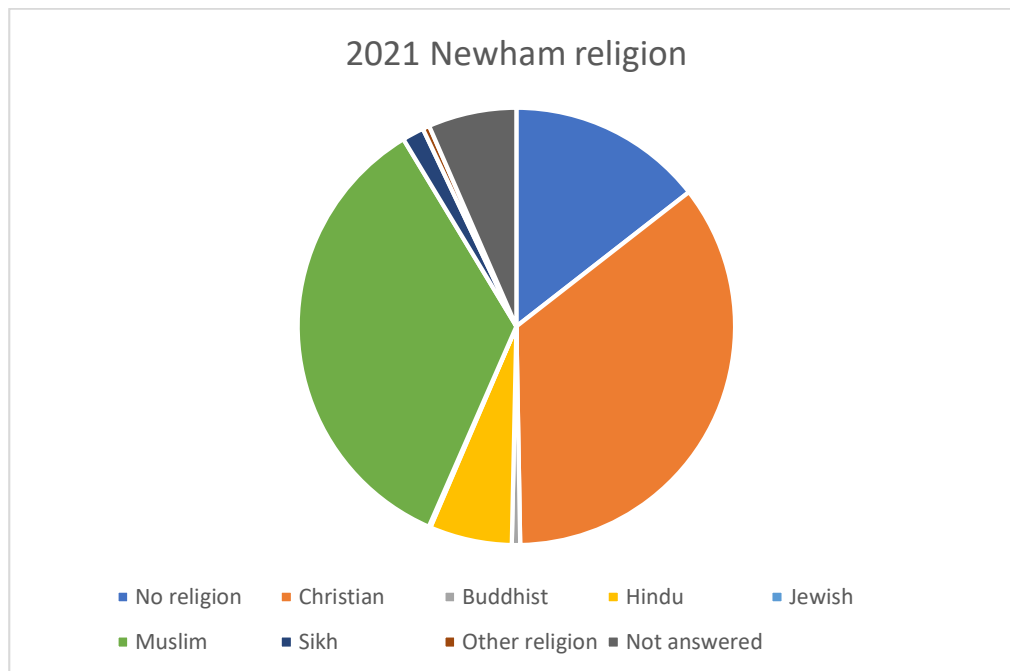
English is the most frequently recorded first language spoken, just under one third of all pupils in Newham schools speak English as their first language.

There are 20 different languages spoken by at least 500 pupils across all of Newham’s schools, and in total there are 168 languages spoken by at least 1 pupil. This, with the ethnicity break down within schools, shows there is a rich diversity within Newham schools that the teaching of Religious Education must embrace.

In the 2021 Census, Newham had the largest proportion of non-white, non-British ethnic groups in the country. Around 93% of children and young people were from these groups; the largest proportions were of Bangladeshi (18%) and Black African (16%) origin. However, the vast majority (85%) of Newham’s 0-15 year olds were born in the UK. This diversity is also expressed in terms of faiths. In the 2021 Census, 35% of the population said they were Christian, 34% Muslim (2nd highest figure for a Muslim population of a borough in the UK), 14% of people stated they had no religion, 6% stated they were Hindu, with the rest of the population members of other faith groups or not stating their affiliation. Newham is also an area of high mobility and we see in each census new religious group appearing in the borough.

Figures from 2021 census

Religion	Number of people	Percentage
Christian	123,746	35.3%
Muslim	122,146	34.8%
None (includes agnostics, atheists)	50,795	14.5%
Hindu	21,405	6.10%
Non-stated	22,933	6.5%
Sikh	5,638	1.6%
Buddhist	2,160	0.6%
Other	1,765	0.5%
Jewish	448	0.10%



Section 2 Standards and quality of provision of Religious Education (RE)

2.1 Within Newham, advice is available to schools around RE through four forms:

- The Newham Agreed Syllabus www.newham.gov.uk/downloads/file/4761/newham-religious-education-syllabus-2022 and over 80 supports and schemes of work and medium term plans from EYFS to KS3 within a Google Drive that all Newham schools (maintained, faith, academy, free-schools have access to)
- The Newham SACRE RE consultant
- regular CPD opportunities for Religious Education (RE) and collective worship (CW); and
- SACRE documents sent electronically into every school.

2.2 Newham SACRE has given advice to the local authority on a number of occasions in 2022/2023. Some of these have fallen into assistance with parental objections to a part of the school curriculum on the basis of religion. The meetings, between schools and the LA, with the support of SACRE often have to unpack cultural rather than religious objections to an area of the curriculum, offering a great learning experience for parents as well as school leaders.

The largest pieces of work this year for the SACRE consultant was heading up the two working parties on writing prayer room advice for schools, and reviewing the 2016 advice on collective worship.

Newham SACRE sent out updated advice on Ramadan and fasting in schools for pupils in January 2023, which was received well by schools. The SACRE consultant also provided training for local faith leaders on the content of the RE syllabus, on hosting school visits to their places of worship and how to be an effective school speaker.

Newham SACRE undertook a self-evaluation review, using the NASACRE tool. This has helped to inform our priorities going forward into work for 2023-24, as well as being able to recognise where we are outstanding (which continues to be in every area).

2.3 Throughout 2022-23 there were RE network termly meetings for both primary RE leads and secondary heads of departments. These have covered the following topics and professional development opportunities:

Primary

Local and national updates; Christianity masterclass; Judaism masterclass; Thinking skills in RE; leading an RE lesson observation as a middle leader. Primary networks were rated 100% as excellent by teachers attending.

Secondary

Local and national updates; using pupil voice as a mechanism for reviewing and action development in your RE department; Buddhism masterclass; Dealing with sensitive issues in the RE classroom. Secondary networks were rated 66.7% as excellent and 33.3% as very good by teachers attending.

Teachers have stated that this training has impacted their development in the following ways:

- *“For me as a subject leader the network meetings help me with my subject knowledge as well as keeping on top of national and local developments.”*
- *“I love the fact that we can go out and visit different religious buildings our syllabus asks us to do this – it is wonderful that pupils get to have first-hand experiences of religion and worldviews around them.”*
- *“Today’s training was awesome, so many ideas are buzzing around my head and lots of practical resources I am looking forward to using.”*
- *“I found the ‘new to leading R.E.’ course incredibly helpful and a great starting point for leading the subject in school. It was great to be able to ask questions about the new R.E. curriculum and to understand the thinking behind it. I found the talk from an experienced R.E. leader particularly useful as she shared some tips about how to make it work.’ in practise with us.”*
- *“An inspiring day, I now feel confident to start to lead in my new role and develop Collective Worship in my school.”*

2.4 SACRE working with RE Matters Student Interfaith group created some new films during 22-23 around religion and worldview stereotypes and how to overcome them. This project was led by our Student representatives on SACRE. They are available using the link: <https://www.youtube.com/playlist?list=PLBm9k0V6w4-XFealhSsTws9FE39hFSvHd>

There is a toolkit being developed with some funding from Westhill Trust to provide schools with lesson materials and ideas for how to tackle stereotypes around religions and worldviews in schools.

2.5 Monitoring of RE in schools

From the LA’s monitoring of schools, we know that 4 pupils have been withdrawn from RE lessons across primary and secondary schools from a total of 63,933 pupils. This means that 99.99% of pupils in Newham attend RE lessons. This sustains our low figures of withdrawals over the last ten years, which we believe flows from the LA’s emphasis on inclusion, and the hard work of schools to explain the purpose of RE and the importance for all pupils to receive education about others’ beliefs and practices. We are grateful to local faith leaders being prepared to go into schools and talk about these issues directly with families from their own religion to support understanding around the purpose of RE in our area and keep everyone, as far as possible, receiving RE.

Primary RE

	Outstanding	Good	Needs attention	Inadequate
No. of schools	16	34	8	0
Percentage	30%	57%	13%	0%

Secondary RE

	Outstanding	Good	Needs attention	Inadequate
No. of schools	5	9	0	0
Percentage	36%	64%	0%	0%

94% of Newham schools, using SACREs criteria, have said that their RE provision is good or outstanding. SACRE has advised the LA these schools require support, and in turn the LA have provided time for the RE advisor/consultant to work with the primary schools who have indicated that their RE needs attention, ensuring they are given some support to tackle.

2.5 Complaints about RE

There have been no formal complaints received about RE from any Newham schools during 2022-23.

2.6 Public examinations

GCSE results

Counts

	1	2	3	4	5	6	7	8	9	U	Grand Total
Bobby Moore Academy		6	3	2	3	5	1	3		1	24
Brampton Manor Academy	4	5	19	14	28	54	74	78	74	1	351
Cumberland Community School	16	21	31	36	28	44	48	29	20		273
Eastlea Community School	7	26	34	16	29	31	25	16	5	6	195
Forest Gate Community School	5	14	21	21	25	40	32	43	28	2	231
Harris Academy Chobham	1	1	4	1	3	4	9	2	1	1	27
Kingsford Community School	5	17	60	45	48	40	26	27	17	1	286
Langdon Academy	6	21	39	35	44	59	49	45	14	4	316
Lister Community School	12	38	50	36	47	51	33	22	14	4	307
Little Ilford School		5	6	9	7	6	9	4	3		49
Oasis Academy Silvertown		1	4	5		6	3	2	3	1	25
Plasht School		5	14	29	52	50	48	36	36	1	271
Rokeby School	4	15	30	11	12	31	13	21	6	2	145
Royal Docks Academy	1	4	1	3	2	2	2	2	1		18
Sarah Bonnell School	4	3	30	16	45	39	43	51	26		257
St Angela's Ursuline School	4	7	15	19	23	31	23	28	18		168
St Bonaventure's RC School	1	8	16	17	18	43	39	30	14	1	187

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Stratford School Academy	12	13	40	27	35	43	39	34	35	1	279
Newham Total	82	210	417	342	449	579	516	473	315	26	3,409
England results											224461

Percentages

	1	2	3	4	5	6	7	8	9	U	Grand Total	% 9-4	% 9-5
Bobby Moore Academy		25%	13%	8%	13%	21%	4%	13%		4%	100%	58%	50%
Brampton Manor	1%	1%	5%	4%	8%	15%	21%	22%	21%	0%	100%	92%	88%
Chobham	6%	8%	11%	13%	10%	16%	18%	11%	7%		100%	75%	62%
Cumberland	4%	13%	17%	8%	15%	16%	13%	8%	3%	3%	100%	63%	54%
Eastlea	2%	6%	9%	9%	11%	17%	14%	19%	12%	1%	100%	82%	73%
Forest Gate School	4%	4%	15%	4%	11%	15%	33%	7%	4%	4%	100%	74%	70%
Kingsford	2%	6%	21%	16%	17%	14%	9%	9%	6%	0%	100%	71%	55%
Langdon	2%	7%	12%	11%	14%	19%	16%	14%	4%	1%	100%	78%	67%
Lister	4%	12%	16%	12%	15%	17%	11%	7%	5%	1%	100%	66%	54%
Little Ilford		10%	12%	18%	14%	12%	18%	8%	6%		100%	78%	59%
Oasis Academy		4%	16%	20%		24%	12%	8%	12%	4%	100%	76%	56%
Plashet		2%	5%	11%	19%	18%	18%	13%	13%	0%	100%	93%	82%
Rokeby	3%	10%	21%	8%	8%	21%	9%	14%	4%	1%	100%	65%	57%
Royal Docks	6%	22%	6%	17%	11%	11%	11%	11%	6%		100%	67%	50%
Sarah Bonnell	2%	1%	12%	6%	18%	15%	17%	20%	10%		100%	86%	79%
St. Angela's	2%	4%	9%	11%	14%	18%	14%	17%	11%		100%	85%	73%
St. Bonaventure's	1%	4%	9%	9%	10%	23%	21%	16%	7%	1%	100%	86%	77%
Stratford	4%	5%	14%	10%	13%	15%	14%	12%	13%	0%	100%	76%	67%
Newham Total	2%	6%	12%	10%	13%	17%	15%	14%	9%	1%	100%	78%	68%
England results												72.1%	61.3%

9-7=30.8

61.3

72.1

9-1=97.7

From this it can be seen that the GCSE averages in Newham were 6% higher at 9-4 and 7% higher for 9-5 and 9-7 than the national average, showing the added value pupils gain from sitting a GCSE in Religious Studies. It is also worth noting that 70% of year 11 pupils sat a full course GCSE in Religious Studies in summer 2023.

A' Level results

Counts

	*	A	B	C	D	Grand Total
Brampton Manor	16	25	9	1		51
London academy of excellence	7	13	1			21
Newham Collegiate sixth form centre	3	11	5	1		20
St. Angela's	3	4	11	6	2	26
St. Bonaventure's		5	6	2		13

Newham Total	29	58	32	10	2	131
England results						14683

Percentages

	A*	A	B	C	D	Grand Total	%A*-A	%A*-B	%A*-C
Brampton Manor	31%	49%	18%			98%	80%	98%	98%
London academy of excellence	33%	62%	5%			100%	95%	100%	100%
Newham Collegiate sixth form centre	15%	55%	25%			95%	70%	95%	95%
St. Angela's	12%	15%	42%	23%		92%	27%	69%	92%
St. Bonaventure's	0%	38%	46%	15%		100%	38%	85%	100%
Newham Total	22%	44%	24%	8%	0%	98%	66%	91%	98%
England results							25.6%	55.2%	78.7%

From these exceptional results we can see Newham pupils at A' Level did incredibly well compared with the English averages. A*-A results were 40% higher than the national average; A*-B were 36% higher. Newham SACRE are incredibly proud of these results.

2.6 Newham Agreed Syllabus

In 2022-23 the RE consultant was commissioned by the LA, following SACREs request, to create further supports for primary schools. So power-points were put together as a starting place for teachers to further support their lesson planning for RE. These have been very well, received by schools. In our review of RE in Newham schools we asked schools

Secondary schools have told us:

- *The new agreed syllabus has been easy to integrate into our existing schemes of work, our challenge has been trying to incorporate visits to local places of worship due to timetabling and lesson duration. This is something we will look at in 23-24*
- *The new agreed curriculum has given a wider opportunity for children with SEND to access the curriculum as a more inclusive topics and delivery*
- *It has helped the school to focus on KS3 RE and the transition from KS3 to KS4*
- *The agreed syllabus was used to inform our existing schemes of work - this is ongoing*
- *It has been helpful in developing the new curriculum and helped with ensuring that learning is sequential and progressive.*
- *Really positive. New units have been incorporated in all 3 year groups with resources being adapted/created as necessary. Feedback from students has been really good - they have particularly enjoyed using data and statistics from the census. 'Nobody stands nowhere' has become a staple phrase in the teaching of worldviews, and we have made a conscious effort to break stereotypes and introduce more diversity and difference within the units*
- *It's been very good. There is very strong support in place from the LA and SACRE that makes delivery very manageable.*

Primary schools have told us:

- *Excellent, staff have found the new agreed syllabus easy to follow and can be adjusted when needed.*

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- *Plans are easy to follow with clear visual indicators of what the children are learning in each lesson. Now having power points in the resources are a great starting point and saves teachers time. The assessment criteria is clear and manageable.*
- *Teachers find it easy to use for planning and understand the learning journey*
- *Disciplines have allowed the skills taught in RE to be made more explicit and children are becoming more confident identifying them and how they have been used. LKS2 enjoyed the variety of activities for children to show their learning- particularly in Year 3. EYFS loved the story links to each unit and the opportunities for children to engage with artefacts.*
- *Learning and teaching has been successful. We now use 'Religion and Worldviews' as the subject name and the children and teachers have responded positively to all the changes/new content.*
- *The plans are easy to understand and provide teachers with lots of subject knowledge. It also enables teachers to understand what prior knowledge the children are coming up with*
- *The new syllabus has been easy to and smooth to roll out in school. The units are majority still similar and the lesson plans are there to support everyone with clear guidance and outlines.*
- *Really well - whole school have enjoyed teaching and learning of new units as well as the resource ideas provided being helpful. The RE Consultant has been outstanding with her knowledge and support when needed.*

2.7 Attainment in RE

The RE Advisor systematically reviewed Newham school Ofsted reports in order to maintain an overview of standards within schools.

Central Park: There are 23 afterschool clubs, for example, and **pupils visit places of interest as well as mosques and churches.** Many pupils get involved in helping around the school, taking responsibility for leading on things like the environment or as house captains. The school's core values of 'honesty, kindness and respect' sum up the very essence of the school accurately. **Pupils are taught to treat each other and their teachers with respect, to understand difference and diversity, and to know right from wrong. They learn about the fundamental British values and what these mean in practice**

Tollgate Primary: The excellent provision for pupils' personal development underpins the school's success. **Pupils are exceptionally respectful of others. They are polite and considerate, treating everyone as a valued member of the school community.**

Southern Road Primary: Pupils enjoy coming to this friendly, happy and welcoming school. Staff know the pupils well and care for them. Pupils are kind and caring to each other.

St Edwards Catholic Primary School: Leaders have created an inclusive culture based on the school's values. **Pupils know and understand these values, which include respect, tolerance and truth.** Leaders have carefully considered how to support the personal development of pupils. Pupils learn about fundamental British values, including mutual respect, in religious education and through events such as International Day

Roman Road Primary: Pupils are respectful and tolerant of others. **Class assemblies celebrate different faiths, and an 'express yourself' day encourages pupils to embrace who they are.**

Rosetta Primary School: Pupils' personal development is carefully considered. The personal, social, health and economic education curriculum is well designed and sequenced. Pupils learn about important issues such as rights, responsibilities and British values.

Ellen Wilkinson: **Pupils respect each other's differences.** They understand that bullying is wrong, and said that it rarely happens in this school.

Grange Primary: Pupils are taught about different faiths and cultures. Pupils visit different places of worship and visiting speakers from a range of faiths share their knowledge with them. Pupils are encouraged to understand and respect different beliefs and customs.

St Helen's Catholic Primary School: The school council makes tangible improvements to the school. For example, they have introduced celebrations for International Children's Day and led campaigns to make the school better. Leaders ensure that all pupils access the wider curriculum opportunities. Leaders have created a happy and inclusive environment for staff and pupils

Hartley Primary School: Pupils are proud to be part of this happy and inclusive community. **They celebrate differences. Pupils respond with kindness to each other and adults**

Keir Hardie: Staff help pupils to develop into respectful and responsible citizens who are ready for life in modern Britain. **Pupils learn about cultures and beliefs different from their own.**

Scott Wilkie: Pupils are happy and safe at Scott Wilkie. They look out for each other at school. Pupils know that staff will quickly act upon any concerns they may have. **They celebrate the diverse and inclusive school community.**

St Bonaventures: Pupils are safe, happy and cared for at this school. There is a climate of respect and compassion for all. Pupils are protected from bullying, which is not tolerated. **Pupils said that the school values everyone equally and that it celebrates diversity, for example through culture days. Pupils are highly respectful of one another and their teachers.**

St Michael's Catholic Primary: Teachers encourage pupils to learn about their own and others' beliefs and cultures. **Pupils interact respectfully towards each other.** They are very clear that everyone is welcome at their school and that they 'are all one'.

Eastlea (Requires Improvement): **Pupils also learn about different faiths and the concept of social justice.** Incidents of discrimination are rare, but when they do occur leaders deal with them effectively.

North Beckton: **Pupils enjoy lots of experiences in and out of school. They learn about those from different faiths and cultures, including visiting different places of worship.**

Vicarage Road: **Pupils strive for excellence in their work, are extremely respectful in the way they treat adults and each other and show resilience in finding ways to resolve any issues. They frequently study different cultures, faiths and people. For example, every pupil visits a place of worship each year, and they are taught about different races and different types of families through the texts they read. Pupils said that they are proud that difference is more than tolerated here, and is accepted.**

St Antony's Catholic Primary School: This is a thriving school community rooted in strong Christian values. **Pupils are proud to attend this school and enjoy celebrating each other's achievements. Music, drama and song are part of everyday life at St Antony's. Pupils value diversity and say that those of all faiths, or none, are welcomed at this school.**

Lathom Junior School: **Pupils celebrate each other's differences, including in culture and faith. They are proud of the school's diversity.** Leaders have identified well-considered opportunities for pupils to learn about the importance of respecting one another in society.

Kingsford Community School: **Equality and tolerance are two key principles running through this school community. Pupils learn to respect and celebrate individual difference. Through the curriculum, pupils develop a wide-ranging awareness of local, national and global topics. They frequently lead assemblies related to these themes.**

Plasht: **Pupils commit to their school mantra of treating others with respect. They enjoyed learning about people different from themselves. Pupils are taught to understand the harmful effects of discriminatory language.**

Hallsville Primary: Leaders ensure that pupils have rich experiences. Pupils are taught about many important topics and issues as they move through the school. This helps them to develop an understanding of themselves, their local community and the world in which they live.

Altmore Primary School: Leaders promote pupils' personal development exceptionally well. Pupils learn about diversity, tolerance and inclusivity. **Leaders enrich the curriculum by inviting a variety of visitors into school. Pupils also visit places of interest, such as the local places of worship and landmarks of London.**

Nelson Primary School: Pupils' personal development is supported well through a range of planned activities that develop individual talents and skills. This includes regular musical performances, as well as faith and cultural experiences such as linking classes to schools in Kenya. Staff are positive about the school.

Star Primary: Staff teach pupils about difference, including the different traditions and beliefs in society. **Adults make the celebration of diversity an important part of pupils' daily experiences.** Pupils are taught the importance of values such as democracy and liberty. They are well prepared for life in modern Britain.

Stratford Manor Primary School: Through the curriculum, pupils are encouraged to develop an understanding of their rights and responsibilities. **They are taught the necessary vocabulary to engage in meaningful discussions and debate sensitive issues. For instance, pupils in Year 3 learn about the importance of stereotypes and how this can lead to prejudice. They explore a range of stereotypes such as those about gender, race, disability, religion and age.**

Sandringham Primary: Pupils are taught about and encouraged to respect all cultures and faiths.

Park Primary: A kind and caring ambience permeates the school. From the moment children join the early years they are taught how to behave and care for others. **Across the school, staff deliberately teach pupils how to behave, be kind and value and respect everybody.**

Winsor Primary School: The promotion of pupils' personal development is effective. Leaders ensure that pupils are taught about a range of important issues that help to prepare them for life in modern Britain, including tolerance and respect for others

Drew Primary School: Pupils enjoy a wide range of experiences to support their personal development. For instance, residential visits help pupils to develop curiosity about the world around them. Leaders ensure pupils have regular trips to places of worship, such as local mosques, churches and temples. This supports pupils' knowledge and understanding of different religions and beliefs.

Earlham Primary School: They take account of each other's views in lessons. Pupils' behaviour is exceptional. They listen attentively, are highly motivated and show respect and kindness to adults and each other

Royal Wharf Primary School: Leaders develop pupils' characters exceptionally well. **Staff encourage pupils to celebrate the differences and cultures of people across the world and in their community. Pupils understand that their opinions are important and valued.** They understand and know about modern British values.

St James's Cof E: Leaders have developed a clear vision based on the school's Christian values, but which is inclusive for the diverse community served by the school. **Carefully considered assemblies give pupils the opportunity to reflect and to think of others.**

Newham has had another two schools gain a gold national REQM award in 2022 – West Ham Church School and Curwen Primary school.

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3.1 Within Newham, advice is available to schools around CW through four forms:

- Newham’s published advice on CW in schools <https://www.newham.gov.uk/schools-education/school-curriculum/6>
- Newham’s published advice on prayer rooms in schools <https://www.newham.gov.uk/schools-education/school-curriculum/6>
- the Newham SACRE consultant and
- an annual collective worship course run by RE Matters.

3.2 The SACRE consultant to Newham SACRE has given advice to the local authority on a number of occasions in 2022-23 around issues concerning collective worship on behalf of SACRE. Some of these occasions have included assisting with parental objections to a part of collective worship practice within the borough.

Schools requested more up to date advice on collective worship in Newham schools as well as how they should handle requests for prayer places within schools. This request was then passed to the LA from SACRE, who then provided funds in order for the SACRE consultant to head up two working parties involving SACRE members, teachers and faith and worldview representatives to come together to work on these pieces of advice. Both groups meeting regularly across 22-23.

3.3 Compliance with the statutory requirement

Collective worship has been reviewed and monitored in Newham through the collection of relevant data from schools, which has shown:

Primary CW

	Outstanding	Good	Needs attention	Inadequate
No. of schools	16	34	8	0
Percentage	30%	57%	13%	0%

Secondary CW

	Outstanding	Good	Needs attention	Inadequate
No. of schools	2	10	2	0
Percentage	14%	72%	14%	0%

From this data it can be seen that 87% of schools judged, using our Newham criteria, that their acts of collective worship were good or outstanding.

From the LA’s monitoring of schools, we know that 2 pupils have been withdrawn from collective worship from a total of 64,676 pupils. This means that almost 100% of pupils are in daily acts of collective worship.

3.3 Determinations: There were no requests for a determination from schools in 2022-23, and there were no renewals.

3.4 Complaints about collective worship: there were no complaints received by the LA or Newham SACRE about collective worship in 2022-23.

Section 4 SACRE links with other bodies

4.1 Nationally: Newham SACRE is a part of NASACRE and the LA consultant is a member of AREIAC, NATRE and the NASACRE executive. One member of Newham SACRE serves as NASACRE treasurer. SACRE members attended the NASACRE conference in May 2023 and gained many of ideas to bring back to what we could do as a SACRE in Newham. SACRE members have also attended the NASACRE virtual webinar monthly training programme and found it useful training for all members.

Locally: Newham Council – One of our members is involved wider in the Local Authority. Ellen Kemp is a Member of Newham Councils Overview and Scrutiny Committee and the Education, Children and Young People Scrutiny Commission.

Governors Forum – Ellen Kemp and Saquat Ali are both on this, and often represent SACRE at these meetings. Ellen is also the chair of Newham’s Governor Association. The SACRE consultant has provided training to governors on RE and CW via ‘education space’, the LA governors training body.

Newham has set up annual neighbourhood and interfaith events around the borough, bringing the religious and non-religious community together. Many SACRE members are part of these meetings and continue to support project work outside of these meetings, trying to build community cohesion. Our SACRE vice-chair, Cannon Councillor Ann Easter, heads up the interfaith work within the borough as lead member on Newham cabinet.

We have had Shah Muhmud (Newham’s Community Engagement coordinator), Claire Clinton (SACRE consultant) and Tuffayel Ahmed (Faith police officer) working with the LA to help support faith groups.

Section 5 SACRE’s contribution to support schools through events and training

Newham SACRE members have made contributions to initial teacher training by coming to sessions run by Claire Clinton, the SACRE consultant, to talk to trainee teachers about their religious practices and beliefs. This was done virtually and through face to face meetings.

Many SACRE members have hosted school visits to their places of worship throughout the year or have visited schools to lead collective worship times as well as being a school religion and worldview visitor.

Newham SACRE with RE Matters ran our annual Visit a Place of Worship Competition through Newham schools. There were hundreds of entries and the winning work (judged by SACRE members) can be viewed at <https://www.rematters.co.uk/visit-a-place-of-worship-2021-2022> (scroll to the bottom of the page) and you will find a PowerPoint presentation with the winning work for 2021-22. SACRE members awarded prizes and certificates to schools and pupils at the end of the summer term.

Locally, Newham SACRE maintains a link with RE Matters (run by the SACRE consultant), which provides termly network meetings for all Newham schools on RE, as well as a number of continuing professional development days throughout the academic year. These include: ECT training for RE; RE ITT primary and secondary training through 4 local SCITTs; Junior and Infant RE conference days; SMSC advice; Visit a place of worship database and competition and staff meetings. RE Matters runs Student RE Matters a student SACRE group, between secondary schools, who meet half termly and representatives attend the adult SACRE group.

Section 6 SACREs own arrangements

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SACRE has been quorate for all of its meeting in the year September 2022-August 2023.

Chart of SACRE attendance 2022-2023

SACRE	Role	14.10.22	1.3.23	14.6.23
Aisha Sheikh	Teacher rep	Apologies	A	Y
Akhter Raouf	Other faiths – Sunni Muslim rep	Y	Y	Y
Alexia Charalambous	Teacher rep	Y	Y	Y
Asma Hussain	Other faiths – Shia Muslim rep	Y	Apologies	Apologies
Azaan Akbar	Teacher rep	Not on SACRE	Y	Y
Brother Sam	C of E rep	Apologies	Y	Y
Catriona Martin	Officer – RE Matters	Y	Y	Y
Charlene McLeod	Teacher rep	Apologies	Apologies	Y
Chetna Gandhi	Teacher rep	Y	Y	Apologies
Claire Clinton	SACRE consultant	Y	Y	Y
Councillor Canon Ann Easter	Vice-chair LA rep	Y	Y	Y
Councillor Dina Hossain	LA rep	Y	Apologies	Y
Councillor Joshua Garfield	LA rep	Not on SACRE	Not on SACRE	Y
Councillor Jane Lofthouse	LA rep	Apologies	Y	Y
Councillor Femi Falola	LA rep	Apologies	Y	Apologies
Councillor Amar Virdee	LA rep	Y	Apologies	Y
Councillor Simon Rush	LA rep	Apologies	Apologies	Left SACRE
Dr S Saxby	Other faiths – Catholic rep	Not on SACRE	Y	Y
Edward Hoyle	Chair and other faiths Humanist rep	Y	Y	Y
Elicia Lewis	Teacher rep - University	Y	Apologies	Y
Ellen Kemp	C of E rep	Y	Y	Y
Jo Mathias	Teacher rep	Apologies	Y	Apologies
Kishor Varsani	Other faiths – Hindu rep	Apologies	Y	Y
Marie Hardie	Teacher rep	Y	Y	Y
Pat McFarlane	Teacher rep	Apologies	Apologies	Y
Puja Roudh	Other faiths – Hindu rep	Y	Apologies	Apologies
Pradeep Singh	Other faiths – Sikh rep	Not yet on SACRE	Y	Apologies
Rafiq Patel Minhaj Ul Qur'an	Other faiths – Muslim rep	Apologies	Left SACRE	Left SACRE
Rev Christina Asinugo	C of E rep	Apologies	Left SACRE	Left SACRE
Ross Paton	LA prevent officer	Apologies	Apologies	No longer on SACRE
Ruth Everett	C of E rep	Y	Y	Y

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Saquat Ali	LA – governor rep	Y	Y	Y
Sarah Heath	Teacher rep	Y	Y	Y
Sharmin Ali	Other faiths – Sunni Muslim rep	On Maternity	On Maternity	On Maternity
Shirley Fortune/ Mehrunnisa Hussain	Clerk	Y	Y	Y
Taranum Afshan	Teacher rep	Y	Y	Y
Tuffayel Ahmed	Met Police Faith rep	Apologies	Y	Unwell
Venerable Makure Mangala	Other faiths – Buddhist rep	Apologies	Apologies	Y
Yael Callaghan	Other faiths – Jewish rep	Y	Y	Y

SACRE costs

Professional and administrative support

During the year 2021-21, three LA officers supported Newham SACRE professionally and administratively:

- Claire Clinton as professional SACRE consultant;
- Paul Smith/Patrick Alexander as the Local Authority link office, and
- Mehrunnisa Hussain/Shirley Fortune as clerk to SACRE.

Finance: The sum of **£47,610** was made available through the LA to support the work of SACRE during the year. The sum covered the cost of employing an RE consultant, the cost of clerking SACRE, membership of NASACRE and attending conferences, refreshments, printing and postage for all SACRE meetings. (These figures break down to: £2000 for the clerk to SACRE; £2000 LA management costs; printing £205; NASACRE membership £105; RE Advisor consultant £43,000; NASACRE conference £250 & webinar programme £50)

Appendix 1 Membership of Newham SACRE 2022-2023

Church of England panel

Ruth Everett
Rev. Christiana Asinugo (retired during the year)
Ms Ellen Kemp
Brother Sam
Cannon Councillor Ann Easter **Vice chair**

LA panel

Saquat Ali (LA Governor rep)
Councillor Joshua Garfield joined June 23
Councillor Jane Lofthouse
Councillor Simon Rush left June 23
Councillor Dina Hussain
Councillor Amar Virdee
Councillor Femi Falola

Other faiths panel

Kishor Varsani (Hindu)
Yael Callaghan (Jewish)
Edward Hoyle (Humanist) **Chair**
Raffiq Patel (Sufi Muslim) left SACRE
Surinder Jandu (Sikh) retired from SACRE
Ahktar Rouf (Sunni Muslim)
Venerable Mangala (Buddhist)
Asma Hussain (Shia Muslim)
Puja Roudh (Sikh)
Sharmin Ali (Sunni Muslim)
Dr S Saxby (Catholic)

Teacher panel

Aisha Sheikh
Chetna Gandhi
Elicia Lewis - UEL RE Education lead
Jo Mathias
Marie Hardie
Pat McFarlene
Taranum Afshan
Sarah Heath
Alexia Charalambous
Azaan Akbar

Local Authority lead officers

Claire Clinton
Paul Smith/Patrick Alexander
Shah Muhmud
Ross Paton
Tuffayel Ahmed

Clerk to SACRE: Mehrunnisa Hussain/Shirley Fortune

Appendix 2 SACRE priorities for 2022-2023

Key:	 Task completed
	 Task to do
	 Task started

No	Priority	Date	Process	Outcomes	Cost/resource implications
1	Annual report produced	<p>Oct onwards 2022</p> <p>Nov 2022</p> <p>December 2022</p> <p>January 2023</p> <p>Feb 2023</p> <p>Feb 2023</p> <p>July 2023</p>	<ul style="list-style-type: none"> RE Advisor to write Annual report from October 2022, ready for review with SACRE executive in December 2022 RE Advisor to liaise with LA data team to get 2022 GCSE, A/S exam analysis for RE September 2022 Send final Annual Report 2022 to DFE and NASACRE – December 2022 Publish 2021-22 report to schools & on LA website Review schools survey at February SACRE meeting 2023 decide action points RE Advisor to e-mail RE subject leaders new 2023 monitoring forms, and ask for monitoring survey to be completed by July 2023 RE Advisor to collect returns from schools 	<ul style="list-style-type: none"> Both the LA & SACRE will know that they are discharging their legal duty to produce an annual report by 31.12.23 LA & SACRE will have an overview provided on the implementation of the Agreed Syllabus in schools and school needs around RE and CW 	Total cost of this work to be met from Adviser's commissioned time budget, paid by LA
2	Membership of SACRE	<p>Oct 2022</p> <p>On-going</p> <p>On-going</p> <p>March 2023</p>	<ul style="list-style-type: none"> RE advisor and SACRE members to suggest new recruits: ongoing – especially new religious groups in the Borough Ensure each panel is quorate Work with Mayoral office for new appointment of councillors Review membership in light of 2021 census 	<ul style="list-style-type: none"> a good breath and diversity of faiths established on Newham SACRE SACRE as far as is possible is representative of Newham population 	Cost implication met within advisors and clerks paid roles to SACRE
3	Supporting good RE in schools	<p>October 2022</p> <p>January 2023 onwards</p> <p>January 2023</p>	<ul style="list-style-type: none"> POW competition is launched with schools – posters/postcards sent out to schools. Handbook written and sent to schools. SACRE members decide dates for judging at Feb meeting Members should visit at least one school to see RE lessons/ CW in progress or help with POW competition in 2022-23 Consider new ways in which SACRE can support excellent RE in Newham schools 	<ul style="list-style-type: none"> Members develop a vision and ownership for how SACRE can support good RE in schools Members visit local Newham schools get a better understanding of what good RE looks like 	Cost implication met within advisor paid role to SACRE

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No	Priority	Date	Process	Outcomes	Cost/resource implications
4	Links to best practice in RE and CW	September 2022 Sept 2022 April 2023	<ul style="list-style-type: none"> Secure RE consultant to keep SACRE and LA up to date on legal issues: LA employed Claire Clinton to ensure this is done for 12 months LA to provide membership of NASACRE and it's on-line monthly training webinars Provide finances for consultant and SACRE member to attend National SACRE AGM May 2023 	<ul style="list-style-type: none"> Fulfil legal requirement to have a SACRE running correctly Reflect on best practice from other authorities and use in Newham 	Funding for 80 days work by RE advisor, to be secured for 2022-23
5	Develop and launch our New Agreed Syllabus 2022	Sept 2022 Sept 2022 Sept 2022 October 2022 June 2023	<ul style="list-style-type: none"> RE advisor met and trained the 7 school who did not attend the June training to ensure all schools understand the new resources and pedagogy RE advisor has written press releases from our official launch – use in Newham recorder and with schools RE Advisor working with film maker has edited and created 4 films for schools around RE in Newham Primary and secondary network meeting training on implementing the new agreed syllabus successfully at both meetings Survey teachers on successes and any difficulties with New Agreed Syllabus 	<ul style="list-style-type: none"> Fulfil legal requirements to have an up to date AS Reflect on best practice nationally as we develop our present AS Ensure teachers voice is central to the process 	Funding secured from LA for this extra piece of work

Newham SACRE December 2023



Celebrating Diversity!



Newham SACRE Prayer and Reflection Space Advice to Schools

May 2023

Introduction

Many secondary schools in Newham already have a prayer or reflection space and have done so for many years. Some prayer spaces are primarily used by Muslim students daily, others are used by a range of students throughout the week.

Each school community has its own needs, issues and challenges. This advice aims to provide a way for schools to explore this important aspect of spiritual and cultural development in a positive and inclusive way, placing pupil and staff needs centrally. We hope this advice will support all schools to ensure they have robust systems in place around prayers and meditations taking place within their schools, ensuring that all inspections find quality practice in place.

In the 2022 Ofsted Inspection handbook it sets out in section 208:

All schools are also required to promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

And again in section 304:

On graded inspections, inspectors will focus on pupil development through pupils' spiritual, moral, social and cultural development, citizenship education, modern British values, the development of character and wider development.

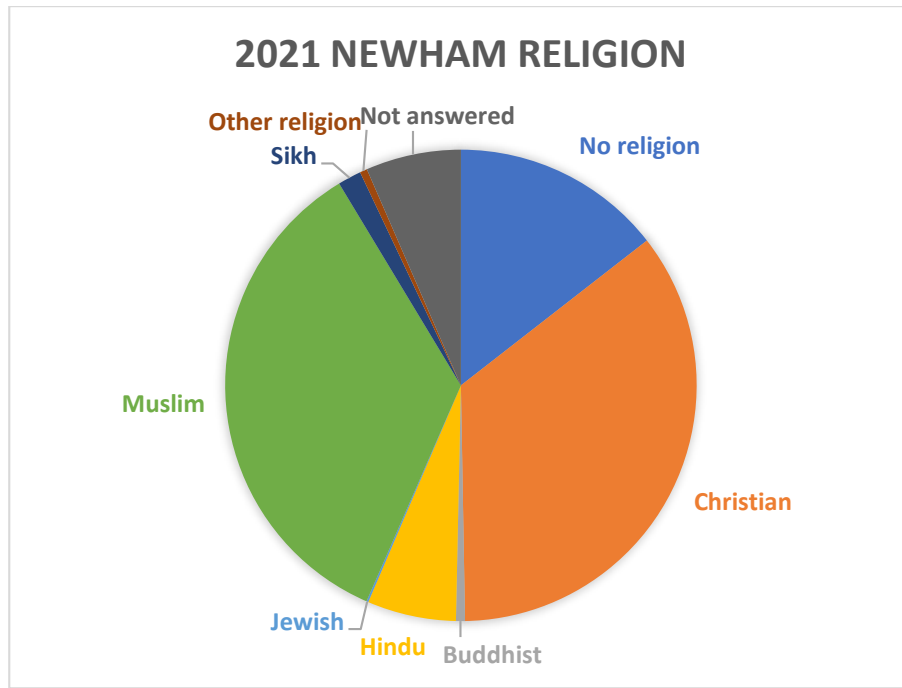
<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#part-2>

Reflection, meditation and prayer spaces provide evidence of how a school is taking spiritual and personal development of their pupils seriously.

Newham is a very pluralistic borough in terms of religions and worldviews. The recent 2021 census shows us that the vast majority of adults have a belief in God (66%). We know from Newham data that 83% of the borough believe religion shapes the nature of Newham (2018) and that the vast majority of pupils in our schools attend a place of worship weekly (80%).

No religion	50556	14.5%
Christian	123746	35.3%
Buddhist	2160	0.6%
Hindu	21405	6.1%
Jewish	448	0.1%
Muslim	122146	34.8%
Sikh	5638	1.6%
Other religion:	1765	0.5%
Religion not stated	22933	6.5%

Within in 'no religion' there were 175 Agnostic people; 46 Atheist people and 17 Humanist people.



Do we need a prayer and reflection space?

This is the first question that a school must ask themselves. The question usually arises because students, parents or teachers have requested such a facility. However, there may be positive benefits of having such a space even if it is not specifically requested e.g. for encouraging peace and harmony, for promoting pupils' development, for use by small groups of students to pray, meditate or reflect in.

Schools should therefore take into account the make-up of their school community and the needs within it. It is suggested that schools review the needs of their community regularly and an audit tool is provided in Appendices 1-6, starting on page 6 of this document.

The Equality Act 2010 and schools – DfE advice for school leaders, school staff, governing bodies and local authorities' states:

1.9 It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourable because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity (DfE 2014 pg 8)

1.7 If a school treats bullying [which relates to a protected characteristic] less seriously than other forms of bullying ... then it may be guilty of unlawful discrimination (DfE 2014, pg 8)

Schools need to be mindful of the law on equality when providing a prayer and reflection space.

What are the possible prayer needs of the main different religion and worldview groups?

Buddhist people

- Somewhere to meditate
- Image of Buddha as a focus (not essential)

Christian people

- Somewhere to perform their prayers
- A bible, rosary beads, icons, cross, candle (not essential)

Hindu people

- Somewhere to perform their prayers
- Images of deities (Murtis), Bhagavad Gita (Vedas), prayer beads (not essential)

Jewish people

- Somewhere to perform their prayers
- Clothing for prayer e.g. Kippah, Talit, (these may be provided by the students)

Muslim people

- Somewhere to perform prayers at set times (around lunchtime and in winter possibly at the end of the school day)
- Washing/ablution facilities nearby (this can be a normal toilet area with a low level sink if possible)
- Know the direction of Makkah
- A leader to lead Friday prayers (can be pupil or staff)
- Prayer mats or clean cloth sheets

Sikh/Sikhi people

- Somewhere to perform their prayers and meditations

Other worldviews

It will be an important part of any school's audit to ensure the space created is inclusive and students whether religious or not have the opportunity to use a quiet space for personal reflection. Providing this space is part of the school's wellbeing practice.

How can we overcome the issue of space?

Case study school 1: Mixed comprehensive secondary school

The school makes a hall available on each site that pupils can use for prayer and reflection during lunchtimes from Monday-Thursday. The hall on both sites has washing facilities nearby and there is a lunchtime supervisor situated outside of the hall listening for any disturbance. It is available to all pupils to use quietly. On a Friday, the school has a set agreed time for Jumma prayers to be held on each site, with a member of staff who has agreed to lead the prayers. In this school males and females are in the same hall praying, but not alongside each other.

Case study school 2: Single-sex boys' comprehensive secondary school

The school provides a small space for prayer and reflection that is available to all but is mainly used by a few Muslim boys within the school on a daily basis. At the back of the space there are prayer mats for use. Toilets are near by the space for wudu. There are a regular number of boys and staff who use the prayer space successfully at lunchtimes and in the winter months straight after school. No other groups use it at present, but they could should the need arise.

Case Study school 3: Single-sex girls' comprehensive school

The school provides a space that each year group can access at different times for prayer and reflection on a daily basis. The spaces are looked after by staff and schools prefects. Pupils come within their allotted time and make use of the space.

Primary schools and prayer

Primary schools often provide informal spaces for staff to pray or reflect in. A school needs to ensure that they have had a conversation with their staff about what the needs are for prayer, meditation or reflection. Many primary schools find it difficult to accommodate a separate prayer and reflection space for staff. If this is the case, an ordinary classroom or office may be used.

Schools have no duty to provide a space for prayer and reflection for their pupils. However, parents and pupils may request a prayer and reflection space within the school. In these circumstances, the school will need to engage with parents and hopefully find a way forward. For example, could pupils go home at lunchtime so that they can pray with their family, such as happens in some schools during Ramadan? It is important to emphasise that nurture in a religion or worldview is the responsibility of parents and carers, not the school.

What is the nature and function of the prayer and reflection space?

Naming is important, so the name given to the space should clearly denote its nature and function.

The term 'reflection' is more inclusive than the term 'prayer'. In addition, the nature of prayer varies among different religious traditions and could cause confusion. Therefore, if the school decides to have one space for all faiths (and those of none), this term may be more appropriate.

However, if the space is being used specifically for prayer (e.g. Muslim Salah) then using the term reflection space may be misleading. It may be more appropriate to use the term prayer space.

How can we manage our prayer and reflection space?

- The school may consider setting down clear guidelines or rules for the use of the space e.g. times when it is available for use, behaviour and expectations in the space itself.
- The school may consider the length of lunchtimes and/or timings of the school day so that the prayer and reflection space is easily accessible to all. However, those requesting the space should be made aware of the pressures and limitations that schools face in making such changes. The school may consider the supervision of students in the space e.g. there could be a teacher/TA/lunchtime assistant available to supervise the space and make sure it is used appropriately, prefects may be used to help supervise.
- Schools come under the equalities duty and as such cannot bar either sex from using the space, these rules are not the same for places of worship and sometimes this needs explaining to pupils and parents. This does not mean that in reference to Muslim prayer that male and female mix together, but rather the space is divided into having an area for males and a separate area for females.

What about Jummah prayers on a Friday?

Secondary schools often find a desire from Muslims within their school community to come together for Friday prayers. Schools must determine if it is possible to provide a space that is large enough for these needs to be met.

Some Newham schools, having thought about this, have decided to have longer working days between Monday and Thursday, to accommodate an earlier finish on Friday. This allows pupils and staff members who want to attend Jummah prayers to do so.

If a school decides to provide a space for Jummah prayers, it is important that leaders ensure the person who delivers the sermon links into the school's values and its collective worship theme for the week. This element of school life should resonate with the collective worship programme rather than stand on its own.

If a school cannot provide a space for Jummah prayers, it may allow parents to collect their children and attend prayers elsewhere, if this does not impact on curriculum time.

Where schools can support their pupils needs in this area it is deeply appreciated by families and the local community.

Appendix 1

Suggested Audit

There are a number of ways in which schools may undertake an audit:

- Through a questionnaire (on-line via Google or Microsoft forms) given to all students and staff.
- Through the school council and staff meetings.
- Through representatives of different faith groups within the school.

The aim of undertaking an audit is to gauge the school community's need for a prayer and reflection space. The school should consider that the audit:

- might indicate that there is no requirement at the present time for a prayer and reflection space. In this case the school may decide not to provide one or they may choose to provide one for a short time and monitor its use to see if it is needed.
- might indicate that the needs of the school community are greater than the facilities that the school can provide. In this case, the school may need to discuss with students and staff a compromise e.g. one space that can be shared, if spaces for different faiths is requested but is impractical. Or in the case of post-16 education, working with local religious communities and other safe spaces to see whether the need can be accommodated in after way.

The following questions may be used in a school questionnaire or in discussions with students or children. They are based on those devised by the Student SACRE in one of their meetings.

Appendix 2

Student Questionnaire

Name (optional): _____ Year Group: _____

1. Do you belong to a particular religion or worldview group? Click on the choice below
2. Is taking time to prayer or reflect during the school day important to the practice of your religion or worldview?
Yes/No
3. If you do not have a religious faith, would you like to have a space available in school for quiet reflection? Yes/No
4. Would the use of a prayer and reflection space in school be helpful to you?
5. Would you need any special facilities in the prayer and reflection space?
6. If we had a prayer and reflection space available are you happy with this as its aim? *“This space aims to provide a way for our school to explore this important aspect of spiritual and cultural development in a positive and inclusive way, placing pupil and staff needs centrally.”* Yes/No
6. Are there any other comments you would like to add about prayer and reflection spaces.

We have created a template google form with the above questions. You can create a copy and then save the form in your own school area for use if helpful.

<https://forms.gle/gzxx4vtUPvC3qSJQA>

Appendix 3

Staff Questionnaire

Name (optional): _____

1. Should the school provide a prayer and reflection space for use for pupils only or for pupils and staff? Please explain your answer.
2. If we had a prayer and reflection space available are you happy with this as its aim? *“This space aims to provide a way for our school to explore this important aspect of spiritual and cultural development in a positive and inclusive way, placing pupil and staff needs centrally.”* Yes/No
3. Would you be willing to supervise students in such a space on a rota basis during lunchtime?
4. Are there any issues you can see if the school was to set up a prayer and reflection space?
5. Are there any further comments you want to make?

We have created a template google form with the above questions. You can create a copy and then save the form in your own school area for use if helpful.

<https://forms.gle/tYZnBHHvpmDmwiVu5>

Appendix 4

School Information Gathering

The school may also find collation of the following information helpful to compare against our Newham census 2021 data. The information is already gathered via your school office.

1. Family religious/worldview background of pupils:

RELIGION	NO. OF PUPILS	% PUPILS
Buddhist		
Christian		
Hindu		
Humanist		
Jewish		
Muslim		
Sikh		
None		
Not known		
Others (specify if known)		

2. Spaces that could be used as a prayer and reflection space

3. Staff willing to supervise students

4. Member(s) of staff who is willing to oversee the prayer and reflection space

Appendix 5

Consultation with other stakeholders

A. Consultation with parents

The following paragraph could be used in a school newsletter or used as part of a more formal letter to parents.

At _____ school we are currently seeking student and staff opinions on the possibility of creating a prayer and reflection space in our school.

We would value parent's views on this subject so that we can best meet the needs of our diverse community. If you would like to discuss the matter further or have any comments you would like to make please use the link below.

B. Consultation with governors

It is often through governing bodies that the issue of providing a prayer and reflection space is raised. Governors may be made aware of the school audit as well as the practical implications of providing a space. Governors have an important role to play in expressing the wider community's perspective on the nature and purpose of such a space. They may also have received requests from parents about creating a prayer and reflection space. They could also be part of the consultation process, but should definitely be reported to about findings from the consultation process the schools carries out around creating & reviewing its prayer and reflection space.

C. Consultation with faith communities

The school may wish to talk to local faith communities, particularly to find out specific requirements for prayer. In addition, this may foster very positive links with the school and encourage dialogue.

Appendix 6

Planning for a Prayer and Reflection Space Checklist

1. Consultation (tick as appropriate)

Governing body

Teachers

Parents

Faith communities

Pupils

Non-teaching staff

2. Aims of the prayer and reflection space agreed by all parties: *“This space aims to provide a way for our school to explore this important aspect of spiritual and cultural development in a positive and inclusive way, placing pupil and staff needs centrally.”*

3. Space to be used:

4. Space to be called:

5. Space to be used by (e.g. name particular religions/worldviews, all faiths etc.):

6. Facilities in the space to be provided (e.g. mats, cushions, books etc.):

7. Setting up costs (if appropriate, further details on a separate sheet): £

8. Person responsible for the prayer and reflection space:

9. Supervisors

10. Signature of Headteacher:

11. Signature of Chair of Governors:

12. Date:



Published June 2023

Appendix 4

Newham Agreed Syllabus Feedback

The Newham Agreed Syllabus was launched in June 2022. Feedback from Schools has shown it to have been well received across the borough. Kaizen Primary said, 'I have found the first year of teaching the new RE syllabus to be hugely successful! It has been an incredibly supportive syllabus that provides myself and staff with a clear focus of content that needs to be taught and the impact on children's learning. I have also found that the progression from EYFS to year six to be very clear. Furthermore, this new syllabus has given our RE curriculum a significant boost in regard to its intent, implementation and impact. The children are much more confident in speaking about their learning in RE and so are the staff.'

Feedback from Maryland Primary sums up the feedback of many schools: We have successfully implemented the new agreed syllabus and its positive impact on both our children and staff, fostering a greater sense of inclusion and understanding. The incorporation of worldviews and the utilisation of icons have played a significant role in enhancing the teaching and learning experience.

With the introduction of world views into our curriculum, we have expanded the perspectives and insights shared with our children. By including diverse beliefs, cultural practices, and global issues, we ensure that our children receive a well-rounded education that reflects the world they live in. This inclusion has helped our children develop a broader understanding and appreciation of different cultures, traditions, and ways of life, promoting empathy and respect. The use of icons has proven to be an invaluable tool for our teachers in implementing the lessons effectively. Our Newham disciplinary icons serve as visual cues that assist both teachers and children in understanding and navigating the curriculum content. They provide a quick reference, ensuring that important concepts, themes, and skills are incorporated into lesson plans consistently. The use of icons helps streamline the teaching process and encourages a cohesive approach to curriculum delivery throughout the school.

Our unit plans have become easier to understand and follow due to the inclusion of clear progression and detailed references to previous learning. The unit plans outline the knowledge and skills that should have been taught previously, creating a logical progression of learning. This coherence allows teachers to build upon prior knowledge, ensuring that children can connect new information to their existing understanding. By clearly articulating how the new learning relates to previous concepts, our unit plans provide a solid foundation for children's continued growth and development. The unit plans also outline what children will learn in each unit, offering a comprehensive overview of the content and objectives. This clarity empowers teachers to prepare engaging and relevant lessons that align with the desired learning outcomes. Teachers can design activities, assessments, and resources that cater to the specific needs and abilities of their children, enhancing the overall quality of instruction.

The provision of useful links and resources has been instrumental in enriching the learning experience for both children and staff. These resources supplement the unit plans, offering additional materials, videos, interactive tools, and external references to support teaching and learning. By providing a wealth of diverse resources, we enable teachers to cater to different learning styles, promote independent research, and foster a deeper understanding of the topics covered.

Lastly, the new and improved knowledge organisers have proven to be valuable tools in consolidating and summarising key information for children. These organisers present the essential knowledge and concepts in a structured and accessible format, aiding children in revision, note-taking, and overall comprehension. The knowledge organisers ensure that children have a clear reference point for the essential information they need to grasp within each unit.

In conclusion, the implementation of the new agreed syllabus has had a significant positive impact on our school community. The inclusion of world views, the use of icons, the clarity and coherence of unit plans, the provision of useful links and resources, and the improved knowledge organisers have all contributed to a more inclusive and effective teaching and learning environment. By embracing these enhancements, we are nurturing a generation of children who are knowledgeable, open-minded, and culturally aware, preparing them for success in an increasingly interconnected world.