NORTH SOMERSET LOCAL AUTHORITY

Standing Advisory Council on

Religious Education

2025 - 2026

-

Contents

1. Introduction

- Foreword
- Overview of the Work of SACRE

2. Religious Education (RE)

- 2.1 The Locally Agreed Syllabus and RE in Schools
- 2.2 Standards and Monitoring of RE
- 2.3 Teacher Training, Materials and Advice for Schools
- 2.4 Other Information
- 2.5 Advice Given to the Local Authority

3. Collective Worship

- 3.1 Standards and Monitoring of Collective Worship
- 3.2 Determinations
- 3.3 Teacher Training
- 3.4 Other Information
- 3.5 Advice to the Local Authority

4. Links to Other Bodies

- 4.1 National Bodies
- 4.2 Local and Regional Bodies

5. SACRE Involvement in the Local Area

- 5.1 Governor and Headteacher Links
- 5.2 Advice on Community Issues

6. Managing SACRE and Partnership with the Local Authority

- 6.1 Professional and Administrative Support
- 6.2 Membership and Attendance
- 6.3 Training
- 6.4 Finance

Appendices

- **Appendix A:** Validated Key Stage 4 and Key Stage 5 Examination Data, Summer 2025
- **Appendix B:** Circulation of the Annual Report

Foreword

It is a real privilege to reflect on the work of the Standing Advisory Council for Religious Education (SACRE) in North Somerset over the past year. As Chair, alongside my role as Education Link Person, I have had the opportunity to work closely with members who bring a wealth of knowledge, experience, faith and perspective to our shared work.

One of the strengths of SACRE is the diversity of voices around the table. Our members represent different faith and belief communities, the Church of England, teacher associations, the local authority and professional expertise in Religious Education. This creates a rich space for conversation, listening and learning from one another, enabling us to consider the experiences and needs of our schools and wider communities from a range of perspectives. We are also grateful for the ongoing support, guidance and professional expertise provided by RE Today, which continues to strengthen our work and support us in fulfilling our role.

This year has been one of continued development for Religious Education, both locally and nationally. At a time when there is renewed national discussion about the place and future of RE within the curriculum, SACRE has continued to provide a constructive and collaborative voice for North Somerset. We have worked together to support Religious Education and Collective Worship, and to support schools in implementing our Agreed Syllabus across North Somerset. Our shared focus has remained on ensuring that children and young people experience high-quality RE that develops their knowledge and understanding, encourages thoughtful enquiry and enables them to engage respectfully with different religious and non-religious perspectives.

SACRE has also continued to grow and develop as a group. This year we have said goodbye and thank you to members who have moved on from SACRE, recognising the time, knowledge and commitment they have given to our work. At the same time, we have welcomed new members who bring fresh perspectives, experience and enthusiasm. It has been particularly encouraging to see our membership continue to grow, strengthening the breadth of voices and relationships that contribute to SACRE.

I would like to thank every member for the contribution they have made throughout the year. The value of SACRE lies not only in the work we undertake, but in the relationships we build through listening to one another, sharing different perspectives and working together towards a common purpose.

As we look ahead, we will continue to build on these strong foundations, working in partnership with schools, the local authority, faith and belief communities and others across North Somerset. Together, we can continue to support high-quality Religious Education and create opportunities for children and young people to develop knowledge, curiosity, understanding and respect for the diverse world in which they live.

Sarah McGahern

Chair and Education Link Person
Standing Advisory Council for Religious Education (SACRE), North Somerset

Overview of the work of SACRE

Since 1988, every local authority has been required by law to have a Standing Advisory Council on Religious Education (SACRE). SACREs have statutory functions in relation to religious education (RE) and collective worship in maintained schools and advise their local authority on matters connected with these areas.

North Somerset SACRE has developed its own approach to fulfilling these responsibilities. During 2025–2026, SACRE continued to consider and support matters relating to religious education and collective worship, monitor developments affecting RE, maintain links with local and national organisations, and provide advice to North Somerset Council on matters within its remit.

It is a statutory requirement for a SACRE to prepare an annual report on its work. This report covers the period from 1 September 2025 to 31 August 2026 and provides an account of the work undertaken by North Somerset SACRE during the academic year.

North Somerset SACRE met three times during the reporting period, on 18 November 2025, 10 March 2026 and 13 July 2026. All meetings were held virtually. Attendance at each meeting is set out in the table below.

During the year, SACRE considered matters including the locally agreed syllabus, national and local developments in religious education, Ofsted inspection information, workforce data and teacher training. Further details of SACRE's work during the academic year, including areas identified for further development, are set out in the relevant sections of this report.

During the reporting period, an Agreed Syllabus Conference (ASC) was convened and met to consider the adoption of a new agreed syllabus for 2027. Further details of the work and progress of the ASC are provided in the section on Religious Education.

Section 2: Religious Education

2.1 The Locally Agreed Syllabus and RE in schools

Religious Education (RE) is a statutory part of the curriculum for pupils in maintained schools and is also required in academies and free schools under their funding agreements. RE is not currently part of the National Curriculum. For maintained schools, the arrangements for RE depend on the school's status and religious character.

North Somerset's locally agreed syllabus is Awareness, Mystery and Value (AMV). The agreed syllabus applies to maintained schools required by law to follow the locally agreed syllabus. Schools with a religious character may have additional requirements arising from their trust deed or religious designation. Academies and free schools are required to provide RE under their funding agreements and may adopt a locally agreed syllabus where appropriate.

During 2025–2026, North Somerset considered the future of the locally agreed syllabus in the context of the scheduled review and emerging national developments concerning Religious Education. Following consideration by the Agreed Syllabus Conference and SACRE, it was agreed in July 2026 to retain Awareness, Mystery and Value (AMV) at this stage rather than adopt a new locally agreed syllabus. This decision reflected the anticipated national developments in Religious Education and the timing of the proposed changes.

2.2 Agreed Syllabus Conference

North Somerset Council convened an Agreed Syllabus Conference (ASC) during 2025–2026 in preparation for the review of the locally agreed syllabus for Religious Education, which is due for renewal in 2027. The ASC is a separate statutory body from SACRE and is responsible for producing an agreed syllabus for RE and recommending it to the Local Authority.

The ASC met on 10 March 2026. Members considered feedback from schools gathered through a questionnaire about the current Awareness, Mystery and Value (AMV) agreed syllabus. Just over 43% of schools responded, including 27 primary schools, one secondary school, two special schools and one pupil referral unit. The feedback identified areas of strength and areas where schools would welcome further support, including curriculum planning, assessment, access to resources, the teaching of Humanism and other non-religious worldviews, approaches for special schools and links with local faith and belief communities.

The ASC also considered emerging national developments concerning the future position of Religious Education within the curriculum, including proposals for RE to become part of the National Curriculum. Members considered the potential implications of these developments for the timing and scope of the review of the North Somerset agreed syllabus.

Following discussion, the ASC agreed to defer a final decision on whether to adopt a new agreed syllabus until there was greater clarity regarding the proposed national curriculum for RE. The matter was to be considered further at the July 2026 meeting.

At its July 2026 meeting, the ASC considered the developing national position and unanimously agreed to retain the Awareness, Mystery and Value (AMV) agreed syllabus rather than adopt a new syllabus at this stage. This decision reflected the anticipated national developments in Religious Education and the timing of the national curriculum proposals.

North Somerset SACRE will continue to monitor national developments in Religious Education and consider their implications for the locally agreed syllabus and RE provision in North Somerset.

2.3 Standards and monitoring of RE

During 2025–2026, North Somerset SACRE continued to monitor information relating to the provision of Religious Education (RE) in North Somerset schools. Information considered by SACRE included Department for Education (DfE) workforce data, examination results, Ofsted inspection information

and evidence gathered through the review of the locally agreed syllabus. These matters are recorded in the minutes of the relevant SACRE meetings.

As part of the review of the locally agreed syllabus, the Agreed Syllabus Conference (ASC) supported the circulation of a questionnaire to schools to gather information about current RE provision and identify areas where further support would be beneficial. Just over 43% of schools responded, comprising 27 primary schools, one secondary school, two special schools and one pupil referral unit.

The questionnaire gathered information about curriculum time allocated to RE, the usefulness of the current agreed syllabus, the religions and worldviews being taught, GCSE and A level examination arrangements, and the areas in which schools would welcome further support. The responses identified a number of areas for consideration, including clearer curriculum planning, assessment guidance, access to resources, support for teaching Humanism and other non-religious worldviews, approaches appropriate for special schools, links with local faith and belief communities, and classroom practice.

The questionnaire also provided information about the range of religions and worldviews being taught in responding schools. Christianity was widely taught, and schools reported teaching Buddhism, Hindu Dharma, Islam, Judaism, Sikhism and non-religious worldviews, alongside other religious and non-religious traditions. The responses also identified the teaching of non-religious worldviews as an area for further consideration and support, with 12% of responding schools indicating that they did not currently teach non-religious worldviews.

In response to the feedback received, SACRE and its RE adviser provided teachers with supporting information and links to relevant teaching resources. During the summer of 2026, the RE adviser also prepared further guidance for teachers explaining the current local and national position for RE and providing practical support during a period of significant national development. The guidance includes mapping of relevant resources to the Awareness, Mystery and Value (AMV) agreed syllabus, to support teachers while the future national position for RE is clarified.

The information considered during the year has enabled SACRE to identify areas where further support for schools would be beneficial. SACRE will continue to monitor information relating to provision and respond to evidence from schools, examination and workforce data, inspection information and national developments during 2026–2027.

SACRE also considered Department for Education (DfE) workforce data during the reporting period. The data provides information about the RE teaching workforce and is reproduced below as an infographic.

DfE Workforce Data

SACRE also considered Department for Education (DfE) School Workforce data during the reporting period. The data provides information about the teaching of subjects in state-funded secondary schools, including information relating to Religious Education. The available North Somerset data is presented below.

The completeness of the subject-hours information should be taken into account when interpreting the data, as schools are not required to provide information on the amount of curriculum time devoted to individual subjects in the census. The workforce data was considered alongside other information available to SACRE about RE provision in North Somerset. SACRE will continue to consider available workforce information and its implications for RE provision.

School name	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	% year 12 hours - RE	% year 13 hours - RE	% hours - RE
Nailsea School	6.34	5.73	5.46	4.78	5.07	0	0	4.22
Clevedon School	2.49	3.62	6.7	5.34	5.41	2.84	3.03	4.38
Churchill Academy & Sixth Form	4.37	4.21	6.41	3.3	1.07	2.05	2.47	3.37
Priory Community School	2.47	3.16	2.27	0.42	0.35			1.48
Worle Community School	3.55	2.24	6.41	0.9	1.89			2.95

Ofsted and Religious Education

During 2025–2026, SACRE continued to monitor published Ofsted inspection reports for references to Religious Education. Only reports containing a specific reference to RE or related aspects of pupils' learning about religions, faiths and cultures are included below. The extracts provide examples of the evidence reported by Ofsted during the reporting period.

Birdwell Primary School

While pupils are introduced to different religions and cultures, sometimes their understanding of these lacks depth.

Locking Primary School – 16th June 26

Pupils develop an age-appropriate understanding of the characteristics that make everyone unique, such as race and religion. They know the importance of celebrating individual difference and accepting others. Pupils show sensitivity when discussing their learning about different faiths and religions, such as Islam and Christianity.

Milton Park Primary School – 24th March 26

Pupils have a secure understanding of different faiths and beliefs. They enjoy trips to local places of worship to help them to draw comparisons between religions and build on prior learning, while also supporting their cultural understanding.

Churchill Church of England Primary School – 10th March 26

Pupils learn respect and tolerance, gaining a deep understanding of different faiths and beliefs.

Banwell Primary School – 3rd March 26

Carefully considered opportunities to deepen pupils' understanding of faiths, cultures and moral concepts are supported by church partnerships and enriching educational visits.

Oldmixon Primary School – 6th January 2026

The school prepares pupils well for life in modern Britain. They learn about different religions and the importance of demonstrating respect, for example.

Burrington Church of England Primary School – 11th November 2025

Close links with a school in Zambia enhance pupils' understanding of different cultures and faiths

The reports demonstrate a range of findings relating to pupils' knowledge and understanding of religions, faiths, cultures and difference. SACRE will continue to consider relevant Ofsted evidence alongside other information available to it when monitoring RE provision in North Somerset.

Withdrawal from RE

North Somerset SACRE did not collect information from schools on withdrawals from Religious Education during 2025–2026 and is therefore unable to report figures for this period. SACRE recognises the value of this information and will explore with schools how anonymised withdrawal data can be gathered for the 2026–2027 academic year.

2.4 Teacher training, materials and advice for schools

During 2025–2026, North Somerset SACRE continued to support teachers and schools through the provision of advice, information and resources relating to Religious Education.

Feedback from the school questionnaire undertaken as part of the review of the locally agreed syllabus identified a number of areas where schools would welcome further support. These included curriculum planning, assessment, access to resources, teaching Humanism and other non-religious worldviews, approaches to RE in special schools, links with local faith and belief communities and classroom practice.

In response to this feedback, the Chair of SACRE and the RE adviser provided schools with supporting information and links to relevant teaching resources. Information and resources relating to Humanism and other non-religious worldviews were also identified as an area for further development.

During the summer of 2026, the RE adviser prepared further guidance for teachers setting out the current local and national position for Religious Education. The guidance also includes mapping of relevant resources to the Awareness, Mystery and Value (AMV) agreed syllabus, providing practical support for teachers while the future national position for RE is clarified.

The Local Authority also circulated information about relevant professional development opportunities available to teachers during the year. These included opportunities provided by external organisations and local partners. The opportunities were shared with schools to support continuing professional development in Religious Education; they were not provided or funded by SACRE.

SACRE will continue to identify and share appropriate training opportunities, resources and advice for schools, particularly in response to the areas of support identified through the school questionnaire and developments in the national position for RE.

2.5 Other information

There were no formal complaints made to North Somerset SACRE concerning Religious Education during the reporting period.

2.6 Advice Given to the Local Authority

During the reporting period, North Somerset SACRE provided advice to North Somerset Council concerning the membership of SACRE and representation within its four statutory groups.

Section 3: Collective worship

3.1. Standards and monitoring of Collective Worship

No specific monitoring activity relating to collective worship was undertaken by SACRE during the reporting period.

Withdrawal from Collective Worship

North Somerset SACRE did not collect information from schools on withdrawals from collective worship during 2025–2026 and is therefore unable to report figures for this period. SACRE recognises the value of this information and will explore with schools how anonymised withdrawal data can be gathered for the 2026–2027 academic year.

3.2 Determinations

No requests for determinations in relation to collective worship were received during the reporting period.

3.3 Teacher training provided

No collective worship training was provided by SACRE during the reporting period.

3.4 Other information

There were no formal complaints made to North Somerset SACRE concerning collective worship during the reporting period.

3.5 Advice to the Local Authority

No specific advice concerning collective worship was provided to North Somerset Council by SACRE during the reporting period.

Section 4: Links with other bodies

4.1 National Bodies

North Somerset SACRE maintained links with relevant national organisations during 2025–2026 and received updates on national developments in Religious Education.

North Somerset SACRE maintained links with the National Association of SACREs (NASACRE) and considered information and updates from NASACRE during the reporting period. NASACRE guidance, including guidance relating to the work of Agreed Syllabus Conferences, was considered as part of the review of the locally agreed syllabus. Feedback from the NASACRE annual conference and AGM was also shared with SACRE.

Information and updates from the National Association of Teachers of Religious Education (NATRE) and the Religious Education Council of England (REC) were considered by SACRE and shared with schools where appropriate.

The RE adviser attended the NASACRE annual conference and AGM and provided feedback to SACRE on relevant national developments and discussions.

SACRE continued to use information from national organisations to inform its consideration of developments in Religious Education and their implications for schools in North Somerset.

4.2 Local and Regional bodies

North Somerset SACRE maintained links with local and regional organisations and professional networks during 2025–2026.

The RE adviser participated in termly meetings of the Southwest advisers for Religious Education group and shared relevant information and developments with North Somerset SACRE. These meetings provided opportunities to exchange information and consider developments in Religious Education across the region.

The RE adviser also worked with advisers from South Gloucestershire, Bath and Northeast Somerset (BANES) and Bristol SACREs to share information and consider developments relating to locally agreed syllabuses. North Somerset SACRE participated in joint meetings with these SACREs to discuss agreed syllabus developments and approaches to supporting schools in the context of national developments in Religious Education.

During the year, the RE adviser also worked with North Somerset SACRE and local teachers, through her role with RE Today, on the development of a local Religious Education resource. This work supports the development of locally relevant materials for teachers and complements the existing *Awareness, Mystery and Value* (AMV) agreed syllabus.

These links have enabled North Somerset SACRE to share experience, consider approaches taken by neighbouring SACREs and remain informed about developments in Religious Education locally and regionally.

Section 5: SACRE involvement in the Local Area

5.1 Governor and head teacher links

Information arising from the work of North Somerset SACRE is shared with schools through the Local Authority and the RE adviser. During 2025–2026, information and guidance relating to Religious Education, including updates on the review of the locally agreed syllabus, national developments and relevant teaching resources, were shared with schools. The school questionnaire undertaken as part of the agreed syllabus review also provided an opportunity for schools to contribute their views on current RE provision and identify areas where further support would be beneficial.

5.2 Advice on community issues

During 2025–2026, North Somerset SACRE did not provide specific formal advice to North Somerset Council on a community issue relating to religion or belief. However, SACRE considered the importance of reflecting the religious and non-religious diversity of the local community in Religious Education as part of its review of the locally agreed syllabus. Feedback from schools highlighted the importance of pupils seeing themselves and their communities represented within the RE curriculum, and the development of links with local faith and belief communities was identified as an area for further consideration.

Section 6: Managing the SACRE and partnership with the Local Authority (LA)

6.1 Professional and administrative support

During the reporting period, administrative and clerking support for North Somerset SACRE was provided by North Somerset Council. Jesse Bellamy of Corporate Services clerked the meeting held in November 2025. Hannah Cushen, SACRE Clerk took over the clerking role for the July 2026 meeting.

The Local Authority provided funding to support SACRE activity during 2025–2026, including the provision of RE adviser support through a contract with RE Today Services.

Debbie Yeomans of RE Today continued in the role of RE adviser, providing professional advice and support to SACRE and contributing to its work with schools and on the review of the locally agreed syllabus.

Sarah McGahern, Lead Early Years Consultant, continued to have responsibility for supporting SACRE on behalf of North Somerset Council and liaised with the RE adviser.

6.2 Membership

The table below sets out the membership of North Somerset SACRE during the reporting period and records attendance at each of the three meetings held during 2025–2026. Names shown in bold indicate attendance at the relevant meeting. An "A" after a member's name indicates that apologies for absence were received. Vacancies within the four statutory groups are also identified.

All three SACRE meetings held during the reporting period were quorate.

During the reporting period, North Somerset Council continued to work to strengthen the membership and representation of SACRE. Sarah McGahern undertook significant work to identify and engage potential members and to address vacancies within the constituent groups. A number of individuals who had previously attended SACRE meetings as observers subsequently became members, strengthening the range of experience and perspectives represented on SACRE. Work to address remaining vacancies in group A, and maintain balanced representation will continue during 2026–2027.

	18th November 2025	10th March 2026	13th July 2026
Committee A	Don Cameron Martin Taylor **Tom Leimdorfer**	**Tom Leimdorfer**	**Tom Leimdorfer** Pat Walmsley (A)
Committee B	**Louise Jenkins**	**Louise Jenkins** **Rev. Nicki Bradford**	**Louise Jenkins** **Rev. Nicki Bradford**
Committee C	**Steve Webber** **Collette Miyagawa** **Lorraine Brawn**	**Steve Webber** **Penny Boardman** **Rachel Jones** Collette Miyagawa Lorraine Brawn (A)	**Steve Webber** **Penny Boardman** **Rachel Jones** **Collette Miyagawa** **Helen Callow** Emma Brae (A) Richard Coles (A)n
Committee D	**Jesse Bellamy – Clerk** **Sarah McGahern – Education Link Person**	**Sarah McGahern – Education Link Person** Justine Gregory (A)	**Sarah McGahern – Chair - Education Link Person** Justine Gregory (A)
In Attendance	**Julia Diamond Conway – RE Today (on behalf of Debbie Yeomans**	**Debbie Yeomans – RE Today**	**Debbie Yeomans – RE Today**

	Justine Gregory (as observer - Early Years Consultant) **Penny Boardman (as observer - ELAN Schools)** **Rev. Nicki Bradford (as observer - Rector in Nailsea)** **Rachel Jones (as observer – on behalf of PHANS)**	**Helen Callow (as observer – St John the Evangelist Church School, Clevedon)** **Emma Brae (as observer – Backwell School, Lighthouse Schools Partnership)** **Richard Coles (as observer – Director of Christian Distinctiveness, Wessex Learning Trust)** **Melanie Haberfield (as observer – Uphill Village Academy, Cabot Learning Federation)** **Pat Walmsley (as observer - Humanists UK)** **Martin Chacku (as observer - Syro-Malabar Catholic Community)**	**Hannah Cushen – Clerk** **Koji Staff (observer – Communities)**

6.3 Training

During the reporting period, information about training and professional development opportunities for SACRE members was shared through the national updates provided to SACRE, including opportunities offered by NASACRE.

The RE adviser attended NASACRE training during the year and also attended the NASACRE annual conference and AGM. Relevant information, updates and learning from these events were shared with SACRE to support members in carrying out their roles and to inform SACRE's work.

SACRE members were therefore kept informed of relevant national training opportunities and developments throughout the reporting period.

6.4 Finance

North Somerset Council provided funding to support the work of SACRE during 2025–2026. This included funding for RE adviser support, provided through the Local Authority's contract with RE Today Services, and funding for the clerking and administrative support provided to SACRE.

Appendix A:

Validated Key Stage 4 and Key Stage 5 Examination Data, Summer 2025

GCSE and A level

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN: 60184000

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (State Funded)	624180	104480	7.1	9.7	12.4	16.7	14.3	10.8	13.1	8.2	4.7	2.2	0.7	60.2	71.0	97.1	5.0
-	LA (State Funded)	2452	312	6.7	9.3	11.9	15.1	15.4	12.2	14.1	6.4	6.1	1.9	1.0	58.3	70.5	97.1	5.0
4129	Backwell School	267	54	7.4	13.0	14.8	11.1	16.7	13.0	14.8	3.7	3.7	1.9	-	63.0	75.9	98.1	5.3
4136	Clevedon School	232	215	5.1	7.4	9.3	16.3	15.8	13.0	14.9	7.4	7.4	2.3	0.9	54.0	67.0	96.7	4.7
4135	Gordano School	324	1	-	-	-	-	-	-	-	-	-	-	100.0	0.0	0.0	0.0	0.0
4137	Nailsea School	186	28	21.4	7.1	21.4	14.3	14.3	3.6	10.7	7.1	-	-	-	78.6	82.1	100.0	6.2
4143	Priory Community School	290	13	-	30.8	15.4	15.4	7.7	15.4	7.7	-	7.7	-	-	69.2	84.6	100.0	5.8
4001	Worle Community School	242	1	-	-	100.0	-	-	-	-	-	-	-	-	100.0	100.0	100.0	7.0

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN: 60188790

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (State Funded)	624180	47410	7.1	9.7	11.3	15.9	14.8	11.7	11.9	8.9	6.0	2.0	0.7	58.7	70.4	97.2	5.0
-	LA (State Funded)	2452	118	6.8	10.2	13.6	21.2	20.3	11.0	10.2	2.5	3.4	0.8	-	72.0	83.1	99.2	5.5
4003	Broadoak Academy	124	14	-	7.1	14.3	21.4	21.4	14.3	21.4	-	-	-	-	64.3	78.6	100.0	5.1
4139	Churchill Academy & Sixth Form	264	61	3.3	9.8	18.0	16.4	19.7	11.5	11.5	3.3	4.9	1.6	-	67.2	78.7	98.4	5.2
4135	Gordano School	324	31	16.1	12.9	9.7	22.6	25.8	9.7	3.2	-	-	-	-	87.1	96.8	100.0	6.3
4145	Hans Price Academy	188	12	8.3	8.3	-	41.7	8.3	8.3	8.3	8.3	8.3	-	-	66.7	75.0	100.0	5.2

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Short Course (394)

QAN: 60188807

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	Avg Pts
-	National (State Funded)	624180	3790	5.5	8.8	11.0	13.3	11.2	11.6	13.7	11.0	8.3	4.7	1.1	0.0
-	LA (State Funded)	2452	192	2.1	2.6	4.7	9.9	9.4	11.5	16.1	16.7	14.1	12.0	1.0	0.0
4139	Churchill Academy & Sixth Form	264	192	2.1	2.6	4.7	9.9	9.4	11.5	16.1	16.7	14.1	12.0	1.0	0.0

Subject: Religious Studies (4610) / Exam: GCE A level (111)

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E	Avg Pts
-	National (all entries)	14170	6.3	20.0	30.3	23.9	12.6	4.8	-	1.5	-	26.2	56.5	97.9	36.0
4129	Backwell School	10	-	30.0	30.0	20.0	20.0	-	-	-	-	30.0	60.0	100.0	37.0
4139	Churchill Academy & Sixth Form	6	16.7	16.7	33.3	33.3	-	-	-	-	-	33.3	66.7	100.0	41.7
4136	Clevedon School	18	5.6	33.3	27.8	16.7	11.1	5.6	-	-	-	38.9	66.7	100.0	38.9
4135	Gordano School	2	-	-	-	100.0	-	-	-	-	-	-	-	100.0	30.0
4137	Nailsea School	7	-	14.3	57.1	28.6	-	-	-	-	-	14.3	71.4	100.0	38.6

Appendix B:

Circulation of the Annual Report

Following approval, the North Somerset SACRE Annual Report for 2025–2026 will be:

- provided electronically to all SACRE members;
- submitted to the Department for Education (DfE);
- submitted to the National Association of SACREs (NASACRE);
- published on the North Somerset Council website; and
- shared with schools in North Somerset through the Local Authority's usual communication channels.