



**Notice of a public meeting of  
SACRE (Standing Advisory Council on Religious Education)**

**To:** SACRE members

Group A

Kate Bailey  
Penny Coppin-Siddall  
Ian Hodgson  
Daryoush Mazloum  
Imam Mirazam  
Ben Rich

Group B

Kirsty Hollinger

Group C

Taco Michiels  
Andy Tod

Group D

Cllr Andrew Waller  
Cllr Fiona Fitzpatrick  
Cllr Sue Hunter  
Cllr Martin Rowley

LA Officers

Janie Berry (Director of Governance)  
Maxine Squire (Assistant Director Education and Skills)

Professional RE Advisor

Olivia Seymour (Assistant Director of Education  
(Distinctiveness) Diocese of York)

**Date:** Wednesday, 22 June 2022

**Time:** 6.00pm

**Venue:** Ralph Butterfield School, Station Rd, Haxby, York YO32  
3LS

## AGENDA

1. **Election of Chair**
2. **Chair's Announcements**
3. **Apologies for Absence**
4. **Declarations of Interest**
5. **A short talk and Q&A on Buddhism**  
A short talk on Buddhism describing the elements of Buddhist belief, the practice of meditation, how worship is performed and the impact of the belief system on daily life to be given by Mr Mark Jones from a local Buddhism centre.
6. **Minutes of the meeting on 5 January 2022 and 30 March 2022 and Matters Arising** (Pages 1 - 12)  
To approve and sign the minutes of the meetings held on 5 January and 30 March 2022 and consider matters arising from the meeting on 30 March 2022.
7. **Monitoring of Standards - Development Plan** (Pages 13 - 20)  
In Groups, Members will consider the content of the schools questionnaire to be sent to schools in September. Members will also reflect on possible self-assessment reports covering progress made during 2021-22.
8. **National RE and Collective worship updates** (Pages 21 - 30)  
To receive an update on national RE and Collective worship updates
9. **Correspondence on complaints/determinations**  
A verbal update will be given on complaints received and the determinations in respect of those complaints.
10. **2022-23 Work plan** (Pages 31 - 32)  
To consider the 2021-22 SACRE work plan.
11. **Future meeting dates**

11 Oct 2022 at 6.00pm  
1 Feb 2022 at 6.00pm  
16 May 2023 at 6.00pm

## 12. Urgent Business

Any other business which the Chair considers to be urgent.

### Democracy Officer

Angela Bielby

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Email: [a.bielby@york.gov.uk](mailto:a.bielby@york.gov.uk)

For more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

**This information can be provided in your own language.**

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

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City of York Council

Minutes

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Meeting	SACRE (Standing Advisory Council on Religious Education)
Date	5 January 2022 at 6.00pm
Present	<u>Group A</u> Ben Rich Penny Coppin-Siddall Ian Hodgson Daryoush Mazloum  <u>Group C</u> Taco Michiels Andy Tod  <u>Group D</u> Cllr Ian Cuthbertson (Chair) Cllr Fiona Fitzpatrick Cllr Sue Hunter Cllr Martin Rowley [until 6.58pm]

In attendance Janie Berry (Director of Governance)  
Olivia Seymour (RE Advisor)

Apologies Kate Bailey (Group A)  
Brenda Christison (Group B)  
Imam Mirazam (Group A)  
Maxine Squire (City of York Council)

There was a SACRE training session at 5pm, prior to the start of the meeting

## 1. Chair's Announcements

The Chair welcomed all to the meeting. Welcomed Andy Tod, new Group C Member to SACRE.

## 2. Appointment of Vice Chair

The Director or Governance advised that Ben Rich (from Group A) had been nominated as Vice Chair. SACRE Members unanimously appointed Ben Rich as Vice Chair.

Resolved: That Ben Rich be appointed as Vice Chair for one year.

Reason: To ensure the appointment of SACRE Vice Chair.

### **3. Apologies for Absence**

Apologies for absence were received from Brenda Christison, Kate Bailey, Mirazam and Maxine Squire.

### **4. Declarations of Interest**

There were no declarations of interest.

### **5. Minutes of the meeting on 5 October 2021 and Matters Arising**

Resolved: That, subject to the removal of Olivia Seymour from the Membership list, the minutes of the meeting held on 5 October 2021 be agreed as a correct record and were to be signed by the Chair at the next available meeting.

### **6. Annual Report 2020-21**

Olivia Seymour reported that the following circulation of the draft Annual Report to Members before Christmas, the draft presented at the meeting had been updated. Members were invited to make final comments on the draft prior to submission to the DfE and NASACRE. It was suggested and agreed that information on each committee would be added to the attendance table in the report.

The meeting adjourned at 6.18pm for Members to meet in their Groups consider the Annual Report. The meeting reconvened at 6.24pm.

Each Group appointed a spokesperson to inform the Council of their chosen appointment. This was reported as follows:

Group A agreed the Annual Report

Group C agreed the Annual Report

Group D agreed the Annual Report

Regarding Group B, Brenda Christison was not present and had given apologies for the meeting. She had confirmed by email that she agreed the Annual Report.

Resolved: That the Chief Operating Officer be recommended to approve the SACRE Annual Report 2020-21

Reason: In order to approve the Annual Report for submission to the DfE and NASACRE.

## **7. Monitoring of Standards**

Olivia Seymour reported that as there had been no Ofsted reports in York she brought information from other Ofsted reports. A Member suggested that it would be good to have a benchmark to see what other authorities had said. A Member suggested that it would be good to get feedback from the Ofsted committee. Olivia Seymour clarified that SACRE would be looking at Ofsted RE deep dive reports and if there were any specific York schools' reports, they would be brought to future meetings.

Resolved: That Members receive Ofsted RE deep dive reports following the inspection of York schools.

Reason: In order to monitor Standards.

## **8. Report on school questionnaire**

Members had been provided with feedback on RE from schools and they were asked to identify themes and training needs. The following points were made during discussion:

- A Member noted the reference to YOYO in two schools questionnaires.
- It was noted that as part of the syllabus launch, schools were provided with a list of contact details for places to visit.
- A Member that had attended anti-racism training suggested that it would be useful for SACRE Members to attend. Olivia Seymour advised that the training session had been recorded and SACRE Members were welcome to access the training that way. The training was regional training funded by the Regional Ambassador role and not York SACRE hosted.
- A Member from Group C (teacher) noted that at his school they had rearranged a visit from the Imam and had had a visit from a Hindu representative. He noted that he would raise RE visits at the next RE network training session.
- It was noted that the current context was encouraging due to the number of school questionnaire responses that had been received.

Olivia Seymour thanked Andy Tod for leading the primary subject leaders group and she confirmed that teachers were accessing regional training.

This was organised through her separate role as NATRE regional ambassador for RE (which ended in December 2021).

Olivia Seymour identified that there was a number of new RE subject leaders and noted that induction training was not currently on offer for new RE subject leaders. The Chair noted that it would be good to encourage RE subject leaders to work with SACRE as well as experienced subject leaders. A Member from Group C (teacher) noted that the courses run were good and useful for newly appointed subject leaders.

Resolved: That Members receive the schools' RE questionnaire results.

Reason: In order to identify themes and training needs in relation to standards.

## **9. National RE and Collective Worship Updates**

Olivia Seymour highlighted the following items in her update to Members:

- The parliamentary question on RE from Kim Leadbeater, MP for Batley and Spen, and the response to it.
- Applications for the 2022/23 Farmington scholarships were now open. These were scholarships available to teachers of religious education and associated subjects in UK secondary, primary, and special needs schools.

Resolved: That the National RE and Collective Worship updates be noted.

Reason: In order to be kept up to date on National RE and Collective Worship updates.

## **10. York SACRE work programme 2020/2022**

The Director of Governance sought Members views on the future of the Development Plan. She noted that there was funding for it. Members expressed the following views:

- A Member suggested that it would be useful to set up a Youth SACRE. The Director of Governance advised that Maxine Squire was leading on this and it was intended that this would be built into the Development Plan.
- A Member asked if York Interfaith Group and SACRE could work together on York Interfaith Week. Olivia Seymour confirmed that this would be possible.



Resolved: That Schools' Questionnaire be added to the work programme for the March SACRE meeting and Youth SACRE for the June meeting.

Reason: In order to keep the work programme up to date.

[Cllr Rowley left the meeting at 6.58pm]

## **11. Correspondence**

It was reported that there had been no complaints to SACRE.

Resolved: That Members be updated on complaints.

Reason: In order to be kept updated on complaints to SACRE and determinations of complaints.

## **12. Dates for future meetings**

It was noted that the March and June meeting dates clashed with York Interfaith Group meetings and the Democracy Officer undertook to find alternative meeting dates.

## **13. 2021-22 Work plan**

This was covered under item 10.

## **14. Urgent Business**

Ben Rich confirmed that the visit to the Jewish exhibition at the Castle Museum on 21 January was still going ahead.

Cllr Cuthbertson, SACRE Chair

[The meeting started at 6.07 pm and finished at 7.07 pm].

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Meeting	SACRE (Standing Advisory Council on Religious Education)
Date	30 March 2022 at 6.00pm
Present	<u>Group A</u> Ian Hodgson Daryoush Mazloum  <u>Group C</u> Taco Michiels Andy Tod  <u>Group D</u> Cllr Ian Cuthbertson (Chair) Cllr Fiona Fitzpatrick Cllr Sue Hunter Cllr Martin Rowley [until 6.55pm]
In Attendance	Olivia Seymour (Professional RE Advisor) Maxine Squire (Assistant Director Education and Skills)
Apologies	Penny Coppin-Siddall (Group A) Ben Rich (Group A) Kirsty Hollinger (Group B) Janie Berry (City of York Council Director of Governance)

The meeting was not quorate.

## 15. Chair's Announcements

The Chair welcomed all to the meeting. He explained that Group Members, Andy Tod (Ralph Butterfield School) and Taco Michiels (Joseph Rowntree School) would be presenting an update on delivering RE in primary school and secondary school.

## **16. Apologies for Absence**

Apologies for absence were received and accepted for Penny Coppin-Siddall (Group A), Ben Rich (Group A), Kirsty Hollinger (Group B), and Janie Berry (City of York Council Director of Governance).

## **17. Declarations of Interest**

Cllr Rowley declared a non prejudicial interest in his professional capacity as a Funeral Director who instructed Celebrants and Humanist Celebrants. There were no further declarations of interest.

## **18. Minutes of the meeting on 5 January 2022 and Matters Arising**

As the meeting was inquorate the approval of the minutes was carried forward to the next meeting on 22 June for approval. It was noted that the minutes would be amended to include Imam Mirazam.

### Matters Arising

The Chair noted the following matters arising from the meeting held on 5 January:

- Following the meeting Group D met to give feedback on the self evaluation form. The Chair also met with Cllr Fitzpatrick separately. The Chair thanked Olivia Seymour, Maxine Squire and Ben Rich for their work on this.
- Member attendance at the Jewish exhibition at the Castle Museum. Ben Rich was thanked for facilitating the visit. Regarding the visit to the exhibition, Olivia Seymour noted that the information on the display boards at the exhibition being available digitally was being explored and it was hoped that videos played at the exhibition would be available as school resources. Daryoush Mazloum noted that this this was being discussed by York Interfaith Group. It was confirmed that the schools' RE Network dates would be given to Olivia Seymour when finalised.

Resolved: That the minutes of the meeting held on 5 Jan 2022 be carried forward for approval at the next meeting on 22 June 2022.

Reason: In order that the minutes be approved as an accurate record of the meeting.

## 19. Member Update - Humanism

Using the Humanism UK Core Knowledge Guide as a basis, Ian Hodgson gave an overview of the main aspects of Humanism. Olivia Seymour thanked him for his update and noted that the guide had been a good resource for schools and from page 6 onwards gave a good example of how to teach world views in schools. This was supported by Maxine Squire who welcomed the guide as encouraging independent thought and being useful in schools as part of RE and the wider curriculum.

Members thanked Ian Hodgson for his update and in answer to Member questions noted that:

- With reference to page 12 of the guide on vocabulary for 5-7 year olds in explaining the big bang, he explained how he would teach it a timeline for the natural cause of the universe. (It was noted that he was a former teacher). A Member noted that in Key Stage 1 the guide could help teachers to look at the introduction of non-religious world views.
- A Group C Member noted that Humanism was discussed through the key stages and came into focus in Key Stage 2.
- A Member noted that in his profession as a funeral director approximately 85% of clients were non-religious but did not necessarily ascribe to Humanism. Ian Hodgson explained that views across Humanism were not homogenous. Olivia Seymour added that this was part of why the new syllabus had introduced the language of religion and worldviews and an explanation of organised and individual worldviews [Cllr Rowley left the meeting at 6.55pm]

### Teaching RE in Primary School

Andy Tod gave a presentation on teaching RE in primary school. He detailed the Ofsted framework for RE, the nine characteristics of RE and challenges in RE, noting that the RE Today syllabus was very helpful. He noted that the York schools' RE network had identified the need for resources in teaching RE.

Andy Tod was thanked for his presentation and in response to Member questions explained that:

- Parental involvement was important and schools worked within the communities they were based. There was also the opportunity to bring parents into school to share their beliefs.
- The schools RE network had identified that new teachers needed RE training.

[The meeting adjourned for a break at 7.02pm and resumed at 7.05pm].

## Teaching RS in Secondary School

Taco Michiels gave a presentation on teaching RE in secondary school. He gave an overview of the good, bad and ugly aspects of this. He was thanked for his presentation and in answer to Member questions noted that:

- Regarding LGBT and transgender, gender was included in the teaching of citizenship. Maxine Squire added that this was also included in different ways in PSHE, pastoral time and was part of promoting the British value of tolerance.
- A Member asked if RS having less time in the curriculum had seen less teachers training to be RS teachers. Taco Michiels noted that this different area to area and Maxine Squire added that for the last few years, quotas had been set for subject specialisms. Olivia Seymour noted that there was a national expectation for initial teacher training and one of the roles of SACRE could be to encourage institutions to have quality initial teacher training.

Resolved: That Members receive the Member updates.

Reason: In order to be kept up to date on the roles of SACRE Members.

## **20. Ofsted and RE**

Members had been provided with the NATRE Inspecting RE: An examination of OFSTED inspections paper and information from a York school Ofsted inspection. Maxine Squire explained that inspections were now shorter and she noted the references to RE in the five York schools Ofsted inspections since September 2021. Members were presented with a range of different options for monitoring standards (as detailed in the report by Olivia Seymour in the meeting papers). Olivia Seymour noted that nationally there was an expectation for Church of England schools to teach a range of religions and worldviews.

Members were asked to consider the role of Ofsted reports in Monitoring the quality of religious education in York; and to discuss what additional sources of information they would need to effectively discharge their duty to monitor standards in Religious Education. The following points were made during discussion:

- SACRE needed to regulate how it monitored in RE and a Member asked if SACRE needed a structure for the monitoring of standards. Maxine Squire suggested that SACRE could ask whether curriculum time had been reduced. She was asked if SACRE had the resources to do this and Olivia Seymour suggested that the schools questionnaire could be used.

- It was suggested that the school survey could be split up and different parts focused on during the year.
- A Member asked if there could be a mock Ofsted inspection with SACRE taking a sample of what was going on in schools. Olivia Seymour outlined the options York SACRE had develop this.
- A Member noted that having the meeting in a school had made SACRE come alive and was a move in the right direction.
- The Chair noted he had attended primary RE network meetings and would be attending secondary network meetings.
- Concerning the suggestion for a mock Ofsted inspection, the Chair explained that SACRE had limited funds and it would be good do to the mock Ofsted centrally because of the budget. A Member suggested that it would be good to hold the mock Ofsted inspection online.
- Regarding equipping subject leaders, Olivia Seymour suggested that subject leaders could be trained on deep dive Ofsted inspections and SACRE could look at providing training for this. She added that SACRE needed to find a way of supporting subject leaders and offered to help facilitate Dr Richard Kueh giving a talk to York schools.

Resolved: That Members give feedback to the Chair on the points raised.

Reason: To identify what additional sources of information they would need to effectively discharge their duty to monitor standards in Religious Education.

## **21. Monitoring of Standards in RE**

This was covered as part of the item on Ofsted and RE.

## **22. Correspondence on complaints / determinations**

It was reported that there had been no complaints to SACRE.

Resolved: That Members be updated on complaints.

Reason: In order to be kept updated on complaints to SACRE and determinations of complaints.

## **23. Dates for future meetings**

22 June 2022 at 5pm (venue to be confirmed)

**24. 2021-22 Work plan**

It was agreed that Interfaith Week would be added as an item on the agenda for the 22 June meeting.

Resolved: That the work plan be updated to reflect the above change.

Reason: In order to keep the work plan updated.

Cllr I Cuthbertson, Chair

[The meeting started at 6.00 pm and finished at 7.30 pm].



## City Of York SACRE: Development Plan 2020 – 2022

<b>Priority 1: Maintain the profile of SACRE and develop RE</b>				
<b>Target: Raise awareness of and support for the work of City of York SACRE and RE as a subject</b>				
<b>Intended Impact: Schools understand and engage with the work of SACRE and recognise the importance of RE</b>				
Action	Timescale	People involved	Costs	Monitoring and Evaluation
The SACRE website is reviewed and refreshed on a regular basis to ensure that content is meaningful, informative and up-to-date	Ongoing	Members of SACRE Clerk to SACRE	SACRE clerk costs	Monitor responses to SACRE website
Appoint a new SACRE Chair and commission an adviser to SACRE	Summer 2020	Members of SACRE	Commissioning costs for SACRE adviser	
Continue to review the membership of SACRE to ensure that it continues to represent all significant Faith groups in York and to increase the number of teachers	2020-2022	Members of SACRE	Teacher cover costs	SACRE membership includes all significant Faith groups in York and increased number of teachers
Review the terms of reference for SACRE York and key documents to support SACRE members	Autumn 2021	Chair of SACRE LA Adviser support SACRE Members of SACRE		
Support Holocaust Memorial Day by SACRE representation on organising committee	2020-2022	Chair of SACRE Members of SACRE LA Adviser to attend HMD meetings	Contribution reviewed on an annual basis by SACRE	Review evaluations from schools and HMD partners.
Continue to attend the NASACRE AGM to represent York SACRE	2020-2022	Members of SACRE	Meeting fee and travel costs	SACRE members attending to report back to SACRE

Introduce monitoring programme of RE provision in schools	2020-2022	Chair of SACRE Members of SACRE	Meeting costs	Evaluations from Heads and Governors
Agreed Syllabus Review	2020-2021	Members of SACRE	Commissioning costs for new Agreed Syllabus	
SACRE to respond to the recommendations of key partners and identify key priorities for CYC	2020-2022	Members of SACRE		

<b>Priority 3: Agreed Syllabus Review</b>				
Agreed Syllabus Review	2020-2021	Members of SACRE	Commissioning costs for new Agreed Syllabus	
Feedback from schools on current syllabus	Summer 2020	Members of SACRE		
Contact RE today re recommissioning Agreed Syllabus	Autumn 2020	Chair of SACRE and LA Adviser to SACRE		
Agreed Syllabus Conference	2020-2021	SACRE members and teachers		
Launch reviewed Agreed Syllabus	Summer 2021		Launch conference costs	
Support and monitor implementation of reviewed Agreed Syllabus	2021-2022	SACRE members		

<b>Priority 2: Contribute to the development of a professional CPD programme to develop the quality of R.E. teaching</b>				
<b>Target: R.E. teachers are provided with high quality professional development which meets their needs and supports the delivery of the agreed syllabus</b>				
<b>Intended Impact: The quality of R.E. teaching in the City of York is consistently good or better</b>				
Action	Timescale	People involved	Costs	Monitoring and Evaluation
Work with partners to	2020-2022	SACRE	Course costs	Teacher evaluations

maintain a professional development programme for R.E. teachers in York		Pathfinder TSA RE Hub - LTLRE		
Continue annual conferences for Primary and Secondary teachers	2020-2022	SACRE Pathfinder TSA NATRE adviser	Conference costs	
Identify 'RE Good Practice schools ' to support the sharing of effective practice.	2020-2022	Initially RE Quality Mark schools		
Monitor the teaching of RE through monitoring programme as in priority 1.	2020-2022	Secondary and Primary SPOs LA Adviser	N/A	Monitoring visits to schools

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## **York SACRE – DEVELOPMENT PLAN 2022-2024**

The York SACRE development plan is shaped around the five key functions of SACRES contained in the NASACRE Self-Evaluation Toolkit. These are:

1. To improve the management of SACRE and build the partnership between SACRE and other Key Stakeholders
2. Promoting improvement in the standards, quality of teaching and provision in RE
3. Evaluating the effectiveness of the Locally Agreed Syllabus
4. Promoting improvement in the provision and quality of collective worship
5. Contributing to cohesion across the community and the promotion of social and racial harmony

York SACRE has begun a programme of self-evaluation activity using the NASACRE self-evaluation tool that underpins identified priorities.

<b>Objective:</b>				
<b>Intended Impact:</b>				
Links to NASACRE Self-evaluation toolkit				
Action	Cost	Lead	Timescale	Monitoring and Evaluation

<b>Objective:</b>				
<b>Intended Impact:</b>				
Links to NASACRE Self-evaluation toolkit				
Action	Cost	Lead	Timescale	Monitoring and Evaluation

**Objective:**  
**Intended Impact:**

**Links to NASACRE Self-evaluation toolkit**

<b>Action</b>	<b>Cost</b>	<b>Lead</b>	<b>Timescale</b>	<b>Monitoring and Evaluation</b>

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## Regional and National updates

### Religion and Worldviews Project

The RE Council has published its Draft Handbook which sets out a rationale for a religion and worldviews approach, building on the developments since the 2018 Commission report. The handbook incorporates a revised National Statement of Entitlement (NSE), which gives a clear description of an education in religion and worldviews, and sets a benchmark for high-quality teaching and learning. The handbook then offers practical guidance, including how to use the NSE to develop a syllabus or curriculum, applying ways of knowing, developing pupils' personal worldviews, and what progress looks like in a worldviews approach.

**Stephen Pett**, REToday Adviser contributed to developing the handbook for syllabus writers and curriculum developers to support them on translating the REC's vision of an excellent education for all in Religion and Worldviews into practical resources for teachers.

Sections include:

- What do people mean by 'religion'?
- What do people mean by 'worldview'?
- The value of worldviews
- Purposes for RE in a religion and worldviews approach
- Revised National Statement of Entitlement
- Developing pupils' personal worldviews
- Making good progress
- Applying disciplinary methods
- How to use the NSE to develop a syllabus
- How to use the NSE to develop questions and construct units of work
- Making good progress: three models

The Draft Handbook is primarily written to inform three Framework Development Teams, who will work over the next 18 months to apply the NSE and the Handbook guidance to their own contexts. During this process, the handbook will be tested and revised as necessary, before the publication of a final Handbook, three example frameworks, sample units of work and pupil responses, in 2024. The handbook can be downloaded from the REC website <https://www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/>

### White paper on Education and RE

NASACRE is aware that members will be asking questions about the current [White Paper on Education](#). NASACRE is in touch regularly with the DfE about government policies and proposals, including the White Paper. They have another scheduled meeting soon to find out more about the likely impact of the proposals on SACREs, RE and collective worship.

Janet Daby MP asked a parliamentary question about this. Robin Walker reply said 'the department is aware that the ambition for a fully trust-led system will have an impact on SACREs. This is something that will be considered as we move towards greater academisation'.

The RE Policy Unit are planning further parliamentary questions on the white paper.

## REThinkRE media release and report card on RE

### **MEDIA RELEASE School and government performance on religious education failing record number of students, says landmark data review**

*Neglecting RE leaves 'gaping hole in the school curriculum', says Father of the House Sir Peter Bottomley in the wake of the Government's commitment to level up education across the country.*

The number of students taking a Religious Studies GCSE in England has risen by nearly a third in the last decade despite the subject being underfunded and poorly taught in many schools across England, a new 'state of RE' data analysis has revealed.

Despite the increase in students taking the subject, no government money has been spent on the subject in the last five years, while many academies fail to offer the high-quality RE provision that according to Ofsted 'affords students the opportunity to make sense of their own place in the world'.

The comprehensive review of data, carried about by a team from the Religious Education Council of England and Wales (REC), the National Association of Teachers of Religious Education (NATRE), and RE Today Services, comes from a variety of sources, including an Ofsted subject report, public surveys, school workforce data, freedom of information requests, and interviews with teachers and students. It is the biggest 'state of RE' report for five years. We've graded the performance of schools, government and the subject itself in a review of five years of data.

The most significant findings are:

- A 50% increase in A-level entries for Religious Studies (RS) since 2003, beating Geography and History
- Higher Attainment 8 scores than average in schools with higher rates of entry for GCSE RS
- 46% of academies without a religious character have reported an increase in time to teach RE

However:

- Almost 500 secondary schools are still reporting zero hours of RE provision in Year 11
- Around 34% of academies are reporting no timetabled RE

Teaching RE is a legal requirement for all schools in England. All maintained schools have a statutory duty to teach RE while academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of the subject.

NATRE Research Officer, Deborah Weston OBE, who led the data review, said: "With record numbers of students taking the subject, it is a great shame that RE is being neglected by the Government, and marginalised by some schools, particularly in the academy system. In the Queen's Speech we saw the Government's commitment to "help every child fulfil their potential, wherever they live". The data has shown us that high-quality RE enables precisely this, being a key marker for both academic achievement and a vital part of young people's development in making sense of their own worldview as part of the diverse and pluralistic nature of belief in the 21st century."

“The planned changes outlined in the Queen’s Speech provide a once in a generation opportunity to address most of the issues highlighted in this data. However, without a properly funded National Plan and a system of accountability for high-quality RE under the Government’s academy vision for all schools, we risk denying a generation of students access to this vital subject. A high-quality education in religion and worldviews must now be part of their plans to help every young person fulfil their potential in school, society and the world of work.”

In March, a parliamentary roundtable met to discuss the future of the subject, with the Father of the House, Sir Peter Bottomley, calling for a ‘National Plan’ for the subject.

Responding to the latest data, Sir Peter Bottomley said: “Looking at the performance data on this report card, too many young people are not getting a fair deal when it comes to religious education. In neglecting the subject, we leave a gaping hole in our school curriculum. At its best, RE prepares young people for the ethical, moral and religious debates that influence life in modern Britain and the wider world.”

The report card summarising the data review can be accessed here: [www.rethinkre.org/re-report-card](http://www.rethinkre.org/re-report-card)

### **NATRE report on RE in Secondary Schools**

Last summer NATRE reported that the revised Ofsted framework triggered a significant review of the curriculum in most schools, 23% of schools reported an increase in provision for RE. After years of decline, almost certainly caused by changes in performance measures and the subject being left out of the English Baccalaureate, this was a very welcome piece of good news.

However, looking at the posts advertised in the Times Educational Supplement, on Friday 27 May, just under 100 RE posts appeared, continuing the pattern of a buoyant recruitment season this year. You can read the full report here: <https://www.natre.org.uk/news/latest-news/snatching-defeat-from-victory/>

### **NASACRE conference**

Please find attached a one page summary of the recent NASACRE annual conference. Further information from the workshops and speakers can be accessed by using your members logon on the NASACRE website.

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## Monitoring and supporting standards in RE

### What does the NASACRE/DFE Self Evaluation tool say?

Key Area: <b>2a - RE provision across the LA.</b> <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
<b>Established</b> A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
Key Area: <b>2b - Standards of achievement and public examination entries</b> <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
<b>Established</b> A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.	<input type="checkbox"/>
Key Area: <b>2c - Quality of learning and teaching.</b> <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
<b>Established</b>	have some information regarding the quality of learning and teaching from a range of sources including contact with teachers and pupils. Limited analysis of this information is undertaken; however, this means that SACRE's	<input type="checkbox"/>

A SACRE with established practice would:	attempts to improve learning and teaching have limited effect. Be able to circulate information about national courses and support mechanisms to schools	
<b>Advanced</b> A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. Advise the LA on the support that is needed and have access to professional support, linked to schools in need.	<input type="checkbox"/>
Key Area: <b>2d Quality of interaction and communication with leadership and management of RE in schools</b> <i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
<b>Established</b> A SACRE with established practice would:	have RE key messages communicated regularly into schools. Sends regular updates and information to schools, headteachers and governors. SACRE discussions are used to enhance leadership and management of RE in schools.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a constructive relationship with senior leaders and subject managers in schools to develop the subject.	<input type="checkbox"/>

### What could we do in York SACRE to develop this?

<b>Annual questionnaire to schools</b> We have recently approved an annual questionnaire to go out to schools. This enables us to meet some of our basic statutory role. Do the questions give us the information we need to fulfil our role?
<b>Reports from officers</b> Reports giving an overview of data e.g GCSE/A-Level data in City of York, reporting in workforce data etc
<b>Reports from Ofsted</b> In what format do we want to receive this information? What might it tell us?
<b>Feedback from LA visits to schools</b> An opportunity for partnership with the LA, to receive professional feedback on standards in RE across our schools

<p><b>Presentations from RE subject leads</b> An opportunity to hear directly from RE subject leads about how they have developed their RE curriculum and the impact it has had. Support for members own subject knowledge about RE at different phases in education.</p>
<p><b>Presentations from pupils</b> An opportunity to hear directly from pupils about the impact of their learning in RE</p>
<p><b>Visits to schools</b> An opportunity to see things in action, talk to teachers and pupils and build up our own understanding of RE and the curriculum.</p>
<p><b>SACRE termly newsletter</b> An opportunity to communicate with schools, share best practice and ensure schools receive local, regional and national updates. (See example attached)</p>
<p><b>Termly RE Professional Practice groups</b> An opportunity for termly training for RE subject leaders building on national curriculum conversations in RE e.g Ofsted research review, Religion and Worldviews project, curriculum symposium</p>
<p><b>Stand-alone training opportunities</b> Opportunities to provide a conference or training sessions on key themes e.g curriculum, assessment, subject knowledge, training for new subject leaders.</p>
<p><b>Engagement with RE Quality Mark <a href="http://www.reqm.org">www.reqm.org</a></b> Supporting schools to engage with the quality mark, offer bursaries/ incentive for schools to apply for the accreditation. Offer training for schools on how to apply</p>
<p><b>Religion and Worldview events</b> Opportunities for subject knowledge support for schools such as carousel of faiths events, visiting speakers to schools, events for pupils</p>
<p><b>Headteacher and Governor briefings</b> Opportunities to feed in to LA briefings or set up a stand-alone briefing for Headteachers and governors on the statutory aspects of RE, Ofsted messages etc</p>

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About 150 delegates from SACREs across the country met for the NASACRE AGM and conference held online for the second time. The conference was opened by Linda Rudge, chair of NASACRE, welcoming delegates and celebrating the continued and varied work of SACREs and NASACRE over the last two years. She set the context for the title 'Ambitious SACREs', pointing out that ambition can be 'admirable or unrealistic'. SACREs need to aim for admirable, and SACREs are still standing, not standing still. The ['Still Standing' report](#) is available to download from the NASACRE website.

The first two presentations and discussions focused on Religion and Worldviews as well as the substance of the curriculum. The third was an analysis of SACRE reports submitted to NASACRE and the DfE. There were three keynote speakers, and each was followed by time in breakout rooms discussing what had been heard.

The first keynote speaker was Ed Pawson the vice chair of the REC. He shared the new vision for the Religious Education Council that *'Every young person experiences an academically rigorous and personally inspiring education in religion and worldviews.'* The role of the REC is to campaign and advocate for good RE. It is a group with representatives from over 60 religious and non-religious groups. He also talked about the recent publication of a Draft Handbook on Religion and Worldviews, which is available [here](#). SACREs need to engage in the discussion about religion and worldviews.

Dr Richard Kueh (HMI) raised the challenge to SACREs about how they can support scholarly RE. He reiterated many of the key points raised in the Ofsted RE Research Review, published in May 2021. On the selection of content for a syllabus, he suggested that including a greater number of religions and non-religious worldviews did not guarantee a high quality of RE and that is an essential component of the discussion around syllabus design. Ambitious end goals, that reflect the scholarly nature of RE, are needed. A subject report on RE from Ofsted will be published this summer.

Just after lunch the winners of this year's Westhill Awards were announced and Bristol, Leicester and Luton were successful. NASACRE and Westhill were disappointed by the low number of applicants and SACREs are urged to consider making a bid. If you need inspiration, remember that three of the June workshops will showcase last year's winners. There is also a recording of how to apply for an award in the online training section of the [NASACRE website](#).

Dr David Hampshire, former chair of NASACRE, presented his initial findings of the analysis of SACRE annual reports. The final report will be on the website and circulated to SACREs later this term. The key findings make for interesting reading, raising many questions that SACREs may wish to discuss. For example, resources made available to SACREs are very variable and the level of financial support had an impact on the effectiveness of SACREs. He focused on the fact that the primary function of a SACRE is to advise the Local Authority on RE and collective worship, and only a minority of SACREs reported that they had done that. NASACRE is in discussion with the DfE about the findings of report and further advice and training will likely be forthcoming.

The business meeting was short and as no nominations had been received for vacancies on the Exec, other than the formal appointment of Saquat Ali as Treasurer and the reappointment of Sue Holmes as secretary, the Chair expressed the need for more people with the right skills to be nominated by SACREs to work with the Executive committee to help with challenges raised by the White Paper. After the business meeting, for which all the reports are available on the NASACRE website, Matthew Tullett gave delegates an overview of the new website, which was launched at the conference. The new site should be easier to use, more streamlined, with a better search function and aimed to work better on mobile devices. SACREs using the new website are asked to contact NASACRE if they experience any difficulties.

During her closing remarks, NASACRE Chair, Linda Rudge, thanked retiring Executive members Alex Klein and Roy Galley for their work. It was also time to say farewell to our Treasurer, Michael Metcalf, after 29 years and welcome Saquat Ali to the role.

As they left, delegates posted comments in the Chat, such as:

*Such a lot of supportive information and discussion. A day full of brilliant insight and interest.*

*Many thanks to all the Exec for an excellent and informative conference. Making the absolute best out of having to make it all happen on ZOOM.*

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## Standing Advisory Council on Religious Education (SACRE) – draft work plan

Theme	Item	Lead officers	Scope
<b>5 January 2022</b>	Member training	Professional RE advisor	A focus on sections 1 and 2 of the NASACRE self-evaluation tool
Standing item	Monitoring of standards (Ofsted reports, LA monitoring, SACRE support)	LA officer / Professional RE advisor	LA officer report Feedback from school questionnaire Ofsted reports overview work plan shared with members
Standing item	National RE and Collective worship updates Updates from NASACRE	Professional RE advisor	Professional RE Adviser report
Standing item	Correspondence on complaints / determinations	Professional RE advisor	
	Final approval of Annual report	LA officer / Professional RE advisor	Draft shared via email to members on 13 <sup>th</sup> December with request for comments made by 17 <sup>th</sup> December. Final draft presented at the meeting for approval by group vote. LA officer makes amendments required by SACRE and document sent to NASACRE and DFE
	Report on school questionnaire and identified training needs for schools	Professional RE advisor	
	Work programme for SACRE	LA officer/Janie Berry	
<b>1 March 2022</b>	Member training	Professional RE advisor	A focus on sections 3 and 4 of the NASACRE self-evaluation tool
Standing item	Monitoring of standards (Ofsted reports, LA monitoring, SACRE support)	LA officer / Professional RE advisor	
Standing item	National RE and Collective worship updates Updates from NASACRE	Professional RE advisor	
Standing item	Correspondence on complaints /	Professional RE	

	determinations	advisor	
	Training and support for schools	Professional RE advisor	
<b>22 June 2022</b>	Member training	Professional RE advisor	A focus on sections 5 of the NASACRE self-evaluation tool
Standing item	Monitoring of standards (Ofsted reports, LA monitoring, SACRE support)	LA officer / Professional RE advisor	
Standing item	National RE and Collective worship updates Updates from NASACRE	Professional RE advisor	
Standing item	Correspondence on complaints / determinations	Professional RE advisor	
	Report back from NASACRE conference	LA officer / Professional RE advisor	
	Looking ahead to Interfaith week	Professional RE advisor	
	Development plan 2022-24 Annual report planning	LA officer / Professional RE advisor	