

Public Document Pack

MEETING	STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)
DATE	Monday, 21st November, 2022 4.30 pm
VENUE	COUNCIL CHAMBER - CIVIC CENTRE
ENQUIRIES	ALISON PHILPOTT Email: alison.philpott@southampton.gov.uk
MEMBERS	SEE ATTACHED LIST



A G E N D A

1. **WELCOME, APOLOGIES AND CHANGES OF MEMBERSHIP**

To receive any apologies and changes to membership.

2. **DISCLOSURE OF PERSONAL AND PECUNIARY INTERESTS** (Pages 1 - 6)

In accordance with the Localism Act 2011, and the Council's Code of Conduct, Members to disclose any personal or pecuniary interests in any matter included on the agenda for this meeting.

NOTE: Members are reminded that, where applicable, they must complete the appropriate form, recording details of any such interests and hand it to the Democratic Support Officer.

3. **MINUTES OF THE LAST MEETING INCLUDING MATTERS ARISING** (Pages 7 - 12)

To approve as a correct record the minutes of the meeting held on 6 June 2022, attached.

4. **SACRE CONSTITUTION AND MEMBERSHIP**

To review and recommend any changes in Constitution and Membership, subject to Cabinet decision on 15 November 2022.

5. **THE OVERVIEW AND PURPOSE OF SACRE (AP) ATTACHED** (Pages 13 - 14)

6. **DISCUSSION ITEMS: WHAT DO THESE REPORTS MEAN FOR RE IN OUR AREA?**

Members to read the following prior to the meeting to enable an informed discussion.

1. Core report FINAL REPORT. Religion and Worldviews: the way forward. [FINAL REPORT. Religion and Worldviews: the way forward. A national](#)

[plan for RE | Commission on Religious Education](#)

2. A national plan for RE | Commission on Religious Education Ofsted subject report discussion and white paper Ofsted publishes research review on religious education - GOV.UK (www.gov.uk)
3. RE report card RE Report Card - Rethinkers [RE Report Card - ReThinkRE](#)

7. MONITORING VISITS PRIORITIES DISCUSSION (AP)

8. LOCAL OR NATIONAL EVENTS FOR NOTE OR PUBLICATION

To receive feedback and updates from members of the SACRE on any events or training upcoming or attended.

9. ACTION PLAN REVIEW AND DEVELOPMENT FOR THE YEAR TO INCLUDE SACRE SELF-EVALUATION (AP) ATTACHED (Pages 15 - 54)

1. Completing the self -evaluation (new template from NASACRE)
2. Monitoring visits undertaken as per priorities agreed
3. Review of both Advice documents - action held over from June meeting
4. Further review of membership once relevant Census data is published
5. Membership
6. Completion of the mapping and contacts activity
7. Resources for schools

10. AOB NOTIFIED TO CHAIR NO LESS THAN 48 HOURS BEFORE MEETING

Friday, 11 November 2022

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

MEMBERSHIP

GROUP A

Christian Denominations*

(* Religions and other bodies listed in the SACRE Constitution)

The Roman Catholic Church	Steve Deadman
The Baptists	Chris Davis MBE
The Religious Society of Friends (Quakers)	VACANCY
The Greek Orthodox Church	VACANCY
The Fellowship of Independent Evangelical Churches	Ruth Gill
The Methodist Church	VACANCY
The United Reformed Church	Susanne Dawson
The Assemblies of God	Neil Maddock
The Salvation Army	VACANCY
Southampton City Mission	Ellie Cousins

Other Religions

Religions other than Christianity (as listed in the SACRE Constitution) – Baha'i, Buddhism, Judaism, Hinduism, Islam, Sikhism = 6

Baha'i	Elizabeth Jenkerson
Buddhist	VACANCY
Hindu	VACANCY
Jewish	Clare Wikeley
Muslim	Imam Sayfullah
Sikh	VACANCY

Non-religious affiliate member

Mary Wallbank - South Hampshire Humanists

GROUP B

(Four representatives of the Church of England)

The Church of England

Lucy Heptinstall
Liz Allen
VACANCY

From diocesan education team:

Richard Wharton

GROUP C (Six teachers representing associations recognised by the Authority for the purposes of consultation and negotiation)

National Education Union (NEU)	Amelia Day
The National Association of Schoolmasters/ Union of Women Teachers (NASUWT)	Suzanne Underwood
Association of School and College Leaders (ASCL)	VACANCY
National Association of Head teachers (NAHT)	Sian Carr

GROUP D

(4+substitute) - Four representatives of Southampton City Council, at least two of whom shall be elected members of the City Council)

Cllr A Bunday
Cllr Laurent
Cllr Magee
Cllr Windle

GROUP D SUBSTITUTE Mrs. Kate Martin

OTHERS (Non-voting)

CO-OPTED MEMBERS

Professional Advisor	Southampton City Council	Alison Philpott
Primary RE Lead Rep -	Banister Primary School	Ellen Brodigan
Secondary RE Lead Rep/ASC	Bitterne Park Secondary School	Suzanne Underwood
ASC	Newlands Primary School	Amelia Day
ASC	The Polygon School	Chloe Foster
	Southampton Council of Faiths	David Vane
	Love Southampton	Matt Bunday

SOUTHAMPTON CITY COUNCIL

REGISTER OF MEMBERS INTERESTS

Register of disclosures made in accordance with the Localism Act 2011, The Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012 and the Constitution of Southampton City Council

I.....[Councillors full name], as a Member or co-opted member of Southampton City Council, give notice that I have set out my interests in Appendix 1 and 2 below, and have put 'NONE' where I have no such interest in any area.

SIGNATURE:

DATE:

Appendix 1 of this form contains Disclosable Pecuniary Interests as prescribed by the Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012. It is a criminal offence, without reasonable excuse, to:-

- (i) fail to register a Disclosable Pecuniary Interest that you are aware of within 28 days of your election or re-election;
- (ii) take part in any debate or vote at any meeting where you have a registered or unregistered Disclosable Pecuniary Interest:
- (iii) to fail to declare at a meeting and / or take part in a debate or vote if you are aware that you have a Disclosable Pecuniary Interest that is not yet registered or notified to the Monitoring Officer:
- (iv) fail to register a Disclosable Pecuniary Interest within 28 days of declaring an unregistered Disclosable Pecuniary Interest at a meeting:
- (v) provide false or misleading information in relation to your registration or to be reckless as to its accuracy:
- (vi) take any steps or further action on a matter in which you have a Disclosable Pecuniary Interest other than referring it elsewhere.

Upon conviction a Member or Co-optee may be fined up to a maximum of £5,000 per offence.

Appendix 2 of this form contains 'Other Interests' required to be disclosed in accordance with the Code of Conduct for Members as set out in the Constitution of Southampton City Council. It is a breach of the Code of Conduct to fail to disclose any interest that you know or ought to know that you have as soon as such an interest arises.

Forms should be completed and returned to: The Monitoring Officer, C/O Democratic Services, Civic Centre, Southampton, SO14 7LY

Please retain one copy of this form for your own records.

APPENDIX 1

DISCLOSABLE PECUNIARY INTERESTS

Please complete ALL parts of this form. If you do not have an interest under a particular section, please put 'None'. All of your interests must be disclosed, including those of your Spouse or Partner (as defined below).

DISCLOSABLE PECUNIARY INTEREST	YOU	YOUR SPOUSE OR PARTNER (Your spouse, partner, a person you are living with as husband or wife, or a person with whom you are living as if they were a civil partner)
Any employment, office, trade, profession or vocation carried on for profit or gain.		
Sponsorship: Any payment or provision of any other financial benefit (other than from Southampton City Council) made or provided within the relevant period in respect of any expense incurred by you in carrying out duties as a member, or towards your election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.		

<p>Any contract which is made between you / your spouse etc (or a body in which the you / your spouse etc has a beneficial interest) and Southampton City Council under which goods or services are to be provided or works are to be executed, and which has not been fully discharged.</p>		
<p>Any beneficial interest in land which is within the area of Southampton.</p>		
<p>Any license (held alone or jointly with others) to occupy land in the area of Southampton for a month or longer.</p>		
<p>Any tenancy where (to your knowledge) the landlord is Southampton City Council and the tenant is a body in which you / your spouse etc has a beneficial interest.</p>		
<p>Any beneficial interest in securities of a body where that body (to your knowledge) has a place of business or land in the area of Southampton, and either:</p> <p>a) the total nominal value of the securities exceeds £25,000 or one</p>		

<p>hundredth of the total issued share capital of that body, or</p> <p>b) if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you / your spouse etc has a beneficial interest that exceeds one hundredth of the total issued share capital of that class.</p>		
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'Beneficial Interest' in relation to land means land or property that you own, or have a right to occupy (e.g. a tenancy) or receive an income from. This may include your home.

'Securities' means shares, debentures, debenture stock, loan stock, bonds, units of collective investment scheme within the meaning of the Finance Services and Markets Act 2000 and other securities of any description, other than money deposited with a building society.

APPENDIX 2

OTHER INTERESTS

Please complete ALL parts of this form. If you do not have an interest under a particular section, please put 'None'. All of your interests must be disclosed, including those of your Spouse or Partner (as defined below).

Please provide details of your membership of, or your occupation of a position of general control or management in:

Any body to which you have been appointed or nominated by Southampton City Council	Trustee of Chipperfield Trust
Any public authority or body exercising functions of a public nature (E.G. Primary Care Trust, Police and Crime Panel, Other Councils)	
Any body directed to charitable purposes (E.G Any charitable trusts such as a Trust or Academy School, Other charitable organisation).	
Any body whose principal purpose includes the influence of public opinion or policy (includes any political party or trade union, single interest action groups, National Trust, Friends of the Earth etc.)	

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Agenda Item 3



STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

MINUTES OF THE MEETING HELD ON 6 June 2022

Present:

Group A –

Christian Denominations

The Baptists – Chris Davies

The Religious Society of Friends – Vacancy

The Greek Orthodox Church – Vacancy

The Fellowship of Independent Evangelical Churches – Ruth Gill

The Methodist Church - Vacancy

The United Reformed Church –Susanne Dawson

The Assemblies of God- Neil Maddock

The Salvation Army - Vacancy

Southampton City Mission – Ellie Cousins

Other religions

Baha'I – Elizabeth Jenkerson

Buddhist – Vacancy

Hindu – Vacancy

Jewish- Dr Gil Dekel

Sikh – Vacancy

Non-Religious Affiliate Member

Mary Wallbank – South Hampshire Humanists

Group B – Church of England

Liz Allen

Lucy Heptinstall

Vacancy

Group C – Teachers

National Education Union - Amelia Day

The National Association of Schoolmasters/Union of Women Teachers –
Suzanne Underwood

Association of School and College Leaders – Vacancy

National Association of Head teachers – Sian Carr

Group D – Members of the Council

Councillors Bunday, Laurent, Magee, Windle

Others co-opted (Non-Voting)

Southampton City Council, Professional Advisor - Alison Philpott

Primary RE Lead Rep - Ellen Brodigan

Secondary RE Lead Rep/ASC – Suzanne Underwood

ASC teacher representatives – Amelia Day, Chloe Foster

Matt Bunday – Love Southampton

Apologies

Steve Deadman, Anas al-Korj, Richard Wharton and Kate Martin

37. **WELCOME, APOLOGIES AND CHANGES OF MEMBERSHIP**

RESOLVED that following nomination and a unanimous vote, Ruth Gill was appointed as Chair of SACRE for the Municipal year 2022-23. There were no other nominations.

RESOLVED that following nomination and a unanimous vote, Elizabeth Jenkerson was appointed as Vice Chair of SACRE for 2022-23. There were no other nominations.

RESOLVED that apologies had been received from Steve Deadman, Anas-Al-Korj, Richard Wharton, and Kate Martin.

38. **MINUTES OF THE LAST MEETING INCLUDING MATTERS ARISING**

RESOLVED that the minutes of the meetings held on 8th November 2021 (ASC), 8th November 2021, and 7th February 2022, be approved and signed as a correct record.

39. **MEMBERSHIP OF SACRE**

RESOLVED that Matthew Bunday, representing Love Southampton, be approved as a co-opted member until the SACRE meeting in November 2022, when the SACRE membership would be reviewed in line with the Constitutional review.

40. **TRAINING SINCE PREVIOUS MEETING (AP)**

RESOLVED to receive verbal feedback and updates from SACRE members on events or training. The following was noted:

- EJ reported that the NASACRE (online) Conference, 27 June 2022, 7.30pm, would be hosting 160 participants from 153 SACREs nationwide. Topics to be covered included:

- A published handbook on the changes to SACREs and a report about implementing it.
- New Government white paper on Locally Agreed Syllabus
- World Views
- EJ recommended that everyone read the FAQs and look at the workshops to attend.
- AP reported that a new NASACRE password was needed before sharing the details to join with SACRE members.

41. **MONITORING VISITS TO SCHOOLS (AP)**

- i AP reported verbally on the plan for academic year 2022/23.
 - Summer term: reintroduction of statutory assessment and GSCE.
 - Next meetings: July, September, October 2022.
 - EB would be undertaking a support visit as requested by Head Teacher.

- ii Following a recent Ofsted inspection, staff from Foundry Lane school made a presentation to the SACRE to share knowledge. The following points were noted:
 - Ofsted asked about long term plan for RE teaching.
 - The Locally Agreed Syllabus (LAC) review had recently been completed and all teachers were following the new syllabus.
 - Ofsted asked how RE teaching staff were supported.
 - Professional Development Meetings (PDM) worked alongside the School Improvement Plan.
 - RE packs were provided.
 - Links to members of staff for expert knowledge on the key concepts relating to particular faiths.
 - Ofsted was impressed by the school's monitoring processes, ensuring that all vulnerable groups were monitored.
 - Inconsistencies noted in learning cycles had been realigned.
 - Progression of skills from Year R to Year 6
 - Progression through all years was tracked through assessment folders.
 - There was an assessment tracker for each key concept.
 - Children were able to reflect on concepts.
 - Children could see what was being assessed.
 - Children were able to share learning through various outputs; discussion, art work, writing, and pupil conferences.
 - EYFS created one book for all to contribute to (to continue with collaborative project until Easter, then revert to individual learning).
 - Due to Covid, RE learning visits were cancelled.
 - The school community contributed numerous videos.
 - Outside visitors talked about their faith via Zoom, which provided opportunities to contextualise in different faith groups.
 - RE took place via Zoom during Covid.
 - RE display boards, based on festivals as they occurred, were important.

- The school had made a list of top tips for an Ofsted 'Deep Dive' in RE.

42. **DISCUSSION ITEMS: WHAT DO THESE REPORTS MEAN FOR RE IN OUR AREA? (AP)**

RESOLVED that this item would be added to the September 2022 SACRE agenda as not all members had read the related documents.

43. **AGREE A REVIEW DATE OF ADVICE DOCUMENTS (AP)**

AP invited members to join a working group to review new Advice Documents:

- Southampton SACRE - Advice document for schools and community groups (youngsouthampton.org) (General advice)
- Southampton SACRE Advice Document for Schools and Community Groups (youngsouthampton.org) (RSE)

Reviews would take place in July or September and the reviewed documents would be shared at the September and November SACRE meetings.

AP agreed to contact volunteers RG, EJ, SC, SU, LH and LA by email to discuss further.

44. **REVIEW OF ACTION PLAN TO DATE (GROUP LEADERS +AP)**

Training for RE leaders (AP)

- 22 June 2022, 3.30pm to 5.30pm, Bassett Green Primary
- AP to let LH know the details.

Golden Threads to be launched in September (AP)

- Looking at assessment.
- 19 people for training this year.
- Start buddying people up to support schools.

Places of Worship Mapping (SU)

- Identified places to be included.
- Need name of key contacts.
- Who is available to visit schools or be visited?
- AP to advise on code of conduct and dress code.
- MG had been working on a questionnaire to share locally so a map could be published online. AP had talked to IT about hosting the map on the SCC website. Project to be held over for continued work over next 6 months as it would need reviewing and to be quality assured.
- AP to follow up if videos can be uploaded.

Student Presentations (AP)

- SACRE members were invited to attend presentations at schools where small groups of students would meet with faith representatives from the area, and work on a presentation for the end of the day.

- This activity had stopped, due to Covid, over 2 years ago and members were invited to support it.

45. **MEMBERS' UPDATE - LOCAL OR NATIONAL EVENTS**

AP reported that the June SACRE training was key for new members and anyone else who wanted to join.

46. **AOB: PREVIOUSLY NOTIFIED**

- AP requested that members note Item 8 would be the main agenda item for the September meeting.
- Members to email any documents regarding the white paper to AP.

Date of next meeting 12 September 2022, 4.30pm

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The Standing Advisory Council on Religious Education (SACRE)

The role of SACRE is to support and give advice to the local authority, schools, teachers, parents/carers on matters that are related to collective worship and religious education in community schools.

Southampton SACRE is a statutory body, made up of people from a wide range of faith groups who volunteer to be members. It is not part of the local authority, which means that they can ask us to review our locally agreed religious education syllabus. They will also consider requests from schools that want to stop providing an act of worship (broadly Christian in nature) to some, or all of the children in the school.

The structure of Southampton SACRE is defined by law and is made up of four groups or committees.

- Committee A – Christian denominations and other religions reflecting the principal religious traditions of the area
- Committee B – The Church of England
- Committee C – Professional Associations and RE networks (primary, secondary, special/alternative provision)
- Committee D – The local authority

Other individuals can be co-opted onto SACRE to support its work.

Why have a SACRE?

It is required by law that each local authority has its own Standing Advisory Council on Religious Education (SACRE)

Key functions of a SACRE

- Monitoring standards of RE and collective worship
- Requiring the review of an agreed syllabus for RE adopted by the local authority
- Considering complaints about the provision and delivery of RE and collective Worship referred to it by the local authority
- Supporting schools through advice on methods of teaching, choice of materials and provision of teacher training
- Making a determination on collective worship when requested
- Advising the local authority on matters connected with RE and collective worship
- Publishing an annual report of its work

The main function of SACRE is to advise the local authority on matters related to the teaching of religious education which follows the agreed syllabus, and on collective worship in schools.

The Southampton Locally agreed syllabus for religious education 2021- 2026 is Living Difference IV. It is the syllabus to be used by all community schools and is recommended for, academies and free schools, and taken up by most locally. The full document has been distributed electronically to all relevant schools.

The Agreed syllabus is next due for review in 2025-26.

Details on the [legal framework, rights and responsibilities can be found on the GOV UK website](#).

To comply with copyright requirements the agreed syllabus licensed for use in Southampton Schools must not be distributed to schools or teachers working outside of/beyond the local authority other than those Local Authorities also using Living Difference IV.



SACRE self-assessment tool

SACRE

Page 1

The SACRE Self Evaluation Toolkit

Introduction

This tool has been created to help SACREs in their essential role to advise the Local Authority (LA) in meeting the entitlement of pupils across the LA to engage in high quality Religious Education (RE) and Collective Worship (CW) and to support the LA to reflect on its practice. In an educational context where standards and accountability are at the top of the agenda, a SACRE's work has become increasingly challenging and diverse, but also more rewarding and stimulating. Good SACREs will therefore tackle their responsibilities as opportunities, with enthusiasm, whilst recognising the need for realistic and ongoing appraisal and self-review.

In many ways, SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the LA on matters of RE and CW. Like school governors, members are unpaid volunteers who give up their time to support RE and CW locally.

This toolkit is an amended version of the 2015 document. It takes account of changes in inspection arrangements and in the role of LAs, and of the development of maintained schools independent of their LA. It is designed to help individual SACREs evaluate their effectiveness, including considering their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the LA and other key stakeholders.

The toolkit highlights five key dimensions of SACRE's work and provides exemplification of good practice. A SACRE that uses this self-evaluation guidance should gain a clear picture of its strengths, identify areas for further development, and establish key priorities for action.

The DCSF publication "Religious education in English schools: Non-statutory guidance" (2010) ("the Guidance") remains the most recent official statement in this field: <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>. The Guidance sets out the responsibilities of SACREs and LAs as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document.

Rationale

The SACRE self-evaluation toolkit focuses on the following five aspects of the work of SACREs:

1. Management of the SACRE and building the partnership between the SACRE, the LA and other key stakeholders
2. Promoting improvement in the standards, the 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.

Each aspect forms a section within the toolkit and each section is divided into focus questions to help SACREs explore their provision. Descriptors for 'Requires improvement/struggling', 'Developing', 'Established' and 'Advanced' practice will enable SACREs to evaluate their standing within each focus question.

In the final column, SACREs may wish to identify any issues and action points within that focus, as appropriate. Key priorities can then be identified at the end of each section to inform the development of an action plan.

The intention is that, over time, exemplars of good practice from different SACREs will be made available on an open website, together with annual reports, as a way of adding further support to SACREs and LAs. Clearly the capacity of any SACRE to make the most of this will be dependent on the extent of the support it receives from, and the quality of its relationship with the LA.

SACREs are invited to use the format of this evaluation in conjunction with their annual report.

Section 1: Management of the SACRE and partnership with the LA and other key stakeholders

How far does the SACRE's partnership with the LA enable it to carry out its responsibilities effectively?

(Taken from 2010 DfE Checklist for an effective partnership between an LA and its SACRE/ASC)

- Does the LA and the SACRE/ASC carry out their statutory duties?
- Is SACRE/ASC properly resourced and well supported by subject specialist advice and training?
- Do members of the SACRE/ASC have a shared vision and understanding of their aims and purpose, seeking to sustain their positive work in the light of changing needs and priorities?
- Are SACRE/ASC meetings purposeful and focused on the major priorities of improving the quality of RE (and CW) in schools?
- Is the SACRE/ASC well informed about the quality of RE in schools and about wider LA and national priorities and developments affecting the subject?
- Has the LA adopted a high-quality agreed syllabus that provides a good grounding for planning, teaching and learning in RE and enables the schools to deliver RE as part of a coherent curriculum?
- Is there an effective process of reviewing, revising, implementing, monitoring and evaluating the locally agreed syllabus?
- How far does the SACRE's partnership with the LA enable it to help teachers and schools raise standards in RE and the quality of RE teaching?
- How far does the SACRE contribute effectively to the community cohesion agenda by supporting inclusion in schools and improving engagement within the community?

LAs must adequately fund SACREs to enable them to carry out their statutory duties and to support high quality RE and collective worship in schools.¹ We consider 2% of the CSSB to be a reasonable spend to enable this. LAs must set aside sufficient money to ensure the Agreed Syllabus review can be effective every five years.

We reiterate that as a minimum expectation, LAs must provide the following:

- a clerk
- a professional officer who has expertise in RE curriculum design
- a publicly accessible place to meet
- the reasonable expenses of members
- publishing the agreed syllabus and other SACRE materials (including agendas and minutes), most usually on the LA website
- NASACRE subscription and AGM attendance.

1. The Minister for School Standards, Nick Gibb MP, included this statement in response to a parliamentary question from Stephen Timms MP: "If the Department is informed that an individual SACRE or ASC is experiencing difficulties in fulfilling its statutory duties, the Department will contact the local authority to remind them of their duty to support their activities satisfactorily."

2021HC Deb, 28 March 2018, cW <https://questions-statements.parliament.uk/written-questions/detail/2018-03-28/134697>

¹ *ibid.*, page 11

The relationship between a Local Authority and its SACRE is essentially one of partnership and collaboration, with mutual obligations and statutory responsibilities. So that a SACRE can advise and act effectively for the LA in the field of Religious Education and Collective Worship, the LA must ensure not only that there is a local SACRE, but also that it is able to fulfil its functions. The extent to which a SACRE is supported by funding and personnel, will determine how well individuals and committees can work together. Where a SACRE is valued by the LA, it is more likely that members of the SACRE will be able to contribute both to SACRE's work and to the LA's wider strategic objectives.

By bringing together many local stakeholders (faith/belief communities, teachers, local politicians and co-optees such as universities and parents) into a statutory body, SACREs can act positively for LAs as a sounding board on their core business of RE and CW, and also on wider strategic educational objectives such as raising standards, narrowing the gap and promoting community cohesion, as well as community matters related to interfaith collaboration and wellbeing. Core and value-added functions work best when the SACRE is appropriately supported, resourced and managed, and when channels of communication with the LA are good.

The potential for SACREs to contribute more widely is dependent on SACRE members feeling that the meetings are outward looking, focused on pupil needs, purposeful and enjoyable. This can be achieved, for example, by meeting in different locations (schools, places of worship, cultural centres and council meeting rooms) and by ensuring that all members feel they are equal partners whose views and experiences are sought, listened to and valued.

Alongside this, SACRE has the power to develop structural relationships with academies, etc. by exploring ways in which an academy "presence" can be incorporated into SACRE, e.g., by co-options (non-voting), through additional places in Group C (teacher organisations), or by creating a non-voting notional "Group E" (as had been envisaged in the Grant Maintained era). Similar considerations apply to the ASC. Although the legal framework would currently not allow voting rights to any distinct academy representation, SACREs and ASCs would surely not wish to proceed with decisions which were clearly not acceptable to the academy sector represented in their wider membership.

Key Area: 1a – Funding: Professional and financial support		
<i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i>		
Requires improvement/struggling A SACRE in this position would:	have no financial or management support to help SACRE to meet and operate. Members are unable to communicate with each other. There is no professional support.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA receive papers and/or attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions (such as a place to meet and a minute taker) but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	<input type="checkbox"/>
Established A SACRE with established practice would:	access to some subject specialist advice and is informed of local and national initiatives. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. SACRE has a strategic, costed development plan. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1b – SACRE meetings		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
Requires improvement/struggling A SACRE in this position would:	not hold regular meetings, if they meet at all. Any meeting held is purely to demonstrate that the LA has allowed SACRE to meet.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> • routine administrative arrangements • appropriate distribution of agendas and papers Business is dealt with in a prompt and orderly way. There is limited opportunity for SACRE members to contribute to the work apart from attending meetings. Business tends to be focused solely on routine statutory requirements.	<input type="checkbox"/>

Established A SACRE with established practice would:	have good attendance where all four committees are well represented and meetings are quorate. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully, consulting when relevant their representing/sponsoring bodies. There are some opportunities for teachers and representatives of faith and worldview communities to be invited to share their work. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and CW.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda and strategic development plan. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith and worldview communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including council venues, local places of worship and schools. Procedures have been put in place so that meaningful contact can be made with and between members outside of SACRE meetings.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1c – Membership and training <i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
Requires improvement/struggling A SACRE in this position would:	have no membership list. SACREs constitution is not fit for purpose and needs revision. The Local Authority struggles to fill all places on SACRE, SACRE members have no regular training provided.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always pursued effectively. There are limited induction and training opportunities for SACRE members.	<input type="checkbox"/>
Established A SACRE with established practice would:	have an active membership that strongly reflects the diversity of the wider religious/worldview and professional community. There is regular induction training and processes for new members. There are good opportunities for SACRE members to participate in training activities.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	make good use of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members. There are robust systems in place for succession planning for members and SACRE roles.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1d – Improvement/development planning		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
Requires improvement/struggling A SACRE in this position would:	have no development plan to focus future work. There is no knowledge of areas where the priorities of the LA's development / improvement plan potentially could link to the work of the SACRE.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. SACRE has limited awareness of national projects or initiatives related to the work of SACRE and so is unable to plan any work or request funding to initiate new work.	<input type="checkbox"/>
Established A SACRE with established practice would:	have a costed development plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. SACRE has awareness of national projects or initiatives related to the work of SACRE and so is able to plan work or request funding to update and review their development plan. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a well-defined development plan with clear objectives and success criteria. Resource implications are clearly defined and funding negotiated with the LA or outside funding streams. There is a clear link between the plan and the wider objectives of the LA and also to national innovations.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		
Key Area: 1e - Information and advice		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
Requires improvement/struggling A SACRE in this position would:	not be supported to gather information (exam results, data, links to schools) or to link with national initiatives including membership of NASACRE.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA when the LA wishes to give it rather than ask questions of the LA or receive answers to its request. There is little opportunity to be a critical friend.	<input type="checkbox"/>
Established A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and CW in local schools and given a context within which any school is working. The SACRE receives the information in a way that enables it to act as a critical friend and question the LA's work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and CW. As a result, SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or	<input type="checkbox"/>

	partnership work to improve standards. This can include advice related to the review of the AS. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	
Where are we and where do we find evidence to support this?		

Key Area: 1f - Partnerships with key stakeholders		
<i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i>		
Requires improvement/struggling A SACRE in this position would:	be unaware of local or national agencies. SACRE has no links with sponsoring bodies in their location.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little contact with or awareness of other local agencies (e.g. interfaith groups, dioceses), and rarely hears from pupils/students.	<input type="checkbox"/>
Established A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and have some meaningful contact with the groups involved. SACRE members are supported at a national level by their sponsoring body. SACRE members attend the annual NASACRE conference and other training opportunities. Hear from pupils/students as part of their work around high-quality RE and CW.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local interfaith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils about RE. Representatives of key support networks and higher education providers are regularly involved with the SACRE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1g – Relations with the Academies sector		
<i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i>		
Requires improvement/struggling A SACRE in this position would:	have no opportunity to network with local academies.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.	<input type="checkbox"/>

Established A SACRE with established practice would:	have made attempts to include academies on SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible, or what is possible between academies in an area.	<input type="checkbox"/>
Advanced SACRE with advanced practice would:	have established the place of academies on SACRE. SACRE has considered systematically the legal and structural options, and established a permanent and sustainable academy presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partner with SACRE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**
- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

Section 2. Standards and quality of provision of Religious Education

***How effectively does the SACRE, in partnership with the LA, evaluate standards and the quality of provision for RE in schools?
How effective are the strategies to improve standards and the quality of provision?***

In principle, every pupil is entitled to RE of the highest quality. At its best, RE will be one of the most popular, relevant, stimulating and truly educative elements in the curriculum. This potential gives SACREs both a benchmark for aspiration and a spur for action.

A core duty of a SACRE is to gain an overview of the quality of the RE provision in local authority maintained schools and to develop effective strategies to promote the highest standards. SACREs may also request information from academies, academy chains and free schools where they educate pupils from the LA which appointed SACRE. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to adopt an astute and sensitive approach to achieve this overview.

Information to assist SACRE in carrying out its role is likely to come from a range of sources, which may include:

- public examination results
- reports from School Improvement Partners
- analysing questionnaires
- sharing of information from subject self-evaluation forms as appropriate, and in agreement with schools
- feedback from professional development activities
- presentations to SACRE from local teachers

The Guidance offers analysis and advice to support SACREs in reviewing their own effectiveness, their patterns of partnership, and their strategies in relation to enhancing the quality of RE provision in local authority maintained schools. In addition, in the light of the development of academies and other non-LA maintained schools, SACREs also need to take note of and respond appropriately to this new diversified scenario. (In the ensuing pages, the phrase “academies etc” is used as shorthand to refer to all non-LA maintained schools within a particular LA area.

Key Area: 2a - RE provision across the LA. <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>		
Requires improvement/struggling A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information (e.g. a website trawl)	<input type="checkbox"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 2b - Standards of achievement and public examination entries <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
Requires improvement/struggling A SACRE in this position would:	not be given any data to work from, and has no professional support to investigate this at a local and national level.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this and the local authority does not adequately invest in professional support for this. Analysis would be limited as would strategies to address issues.	<input type="checkbox"/>
Established 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"/>
Advanced 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"/>

Where are we and where do we find evidence to support this?	
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Key Area: 2c - Quality of learning and teaching.		
<i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
Requires improvement/struggling A SACRE in this position would:	not have any knowledge of quality of learning and teaching to target support from the LA and professional support/adviser.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little or no professional support in the LA working with the SACRE.	<input type="checkbox"/>
Established A SACRE with established practice would:	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 attempts to improve learning and teaching have limited effect. Be able to circulate information about national courses and support mechanisms to schools	<input type="checkbox"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 2d Quality of interaction and communication with leadership and management of RE in schools		
<i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
Requires improvement/struggling A SACRE in this position would:	not engage in communication with schools.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.	<input type="checkbox"/>

Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: **2e - Relations with academies and other non-LA maintained schools.**

To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?

Requires improvement/struggling A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	<input type="checkbox"/>
Established A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation and share their advice to these schools. By and large, academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a proactive policy of liaison with all academies, etc. and of sustaining a wider professional RE network within the area. While the independence of academies, etc. is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

Section 3: The effectiveness of the locally agreed syllabus

How effectively does the SACRE, in partnership with the LA, monitor the impact and evaluate the effectiveness of the agreed syllabus in raising standards? How effectively does the Agreed Syllabus Conference in partnership with SACRE make decisions about the use of national guidance and exemplar material in a review of the agreed syllabus?

The locally agreed syllabus (AS) is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good, recent AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact.

The major factors to be considered in creating or revising an AS include statutory requirements, non-statutory guidance and exemplar material, developments in the school curriculum generally, and local circumstances. Key advice on producing an AS is given in the Guidance. SACREs and ASCs are recommended to take note of this advice in their work on the AS.

LAs are required to review their AS at least every five years. This cycle of reviewing, revising, re-launching and re-implementing the AS gives SACREs and ASCs opportunities for ongoing development and improvement of their effectiveness in providing schools with an AS that is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the AS, in practice much of the preparatory and supplementary work will be carried by the SACRE within its routine business. Moreover, in most LAs the membership of SACRE and ASC overlap substantially or are identical. This can contribute to greater inclusivity and coherence, but good practice will ensure that it is always clear at any time which body is in place at a meeting, and that it is the ASC which is in session when decisions about the AS are considered.

Academies, etc. are, in principle, free to choose their own RE syllabus. In practice, however, many may well continue to use their local AS. There are some sound reasons for SACRE and the LA to encourage this where possible, and to enable academies, etc. to have some involvement in the process of revising the AS or of devising a new AS. Relationships between SACREs and academies will necessarily be entirely voluntary and not covered by legislation or guidance. SACREs should therefore approach such relationships in a spirit of mutual respect and collegiality. These issues have not been incorporated into the matrix below, but see Section 4.

Key Area: 3a – The review process		
<i>How does the SACRE review the success of the existing agreed syllabus?</i>		
Requires improvement/struggling A SACRE in this position would:	not have any way of contacting schools to carry out a review of the existing syllabus. It will not be supported by the LA or professional support.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have limited arrangements in place to monitor the impact of the AS, particularly in raising standards, providing little or no opportunity to review the effectiveness of the AS. Not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. Unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation from the LA. Have little knowledge of wider recent RE national guidance, research and developments.	<input type="checkbox"/>
Established A SACRE with established practice would:	have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current AS. Have devised a costed action plan in partnership with the LA, and been allocated a sufficient budget for the AS review and relaunch.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a clear and systematic process for monitoring the effectiveness of the AS built into its development plan. Reviewing the AS includes full consultation with schools and other key stakeholders, including faith communities and academics. Issues that have arisen have been discussed and addressed in planning for a review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and design/distribution costs. There is a strong sense of shared ownership of the prospective AS review, with clear targets for what needs to be achieved.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning & teaching in RE? Is it “fit for purpose”?</i>		
Requires improvement/struggling A SACRE in this position would:	not have knowledge of other agreed syllabi nationally. Not have access to professional support with a national knowledge of high quality teaching and learning in RE.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	ensure that the AS sets out what is to be learnt at each Key Stage. Progression in RE is stated, but this does not link directly to the learning and there is no clear expectation of quality learning in the AS.	<input type="checkbox"/>
Established A SACRE with established practice would:	ensure that the AS provides a clear framework for and expectations of learning in RE. Make clear the value of RE in school, both in terms of learning and of wider issues. Ensure that the AS development has involved teachers and meets their needs.	<input type="checkbox"/>

Advanced A SACRE with advanced practice would:	ensure that the AS provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA. Have set out clear expectations of the role of the LA and school leadership in ensuring adequate resources and provision in schools. References latest RE research that is relevant to help pupils make good progress in RE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3c – Launching and implementing the Agreed Syllabus <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>		
Requires improvement/struggling A SACRE in this position would:	not have a launch for the new syllabus. Not have any in-service training for teachers/schools for implementing the new AS. Not have the mechanisms to advertise, promote and share the syllabus with local schools.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE. Have little training provision for implementing the revised syllabus. Be prevented from providing any significant additional guidance or extended training on using the AS by a shortage of financial and human resources.	<input type="checkbox"/>
Established A SACRE with established practice would:	use other forms of communication (for example the LA website) to promote the launch. Have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed. Provides additional guidance or extended training on using the AS over its life.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the AS a high profile as an important development in the work of the LA and local community. The launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors. Provides effective training on implementing the AS, which is supported by all schools, leads to teachers being clear about standards and expectations in the AS and the implications for teaching and learning. Provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC) <i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
Requires improvement/struggling A SACRE in this position would:	not have the structures in place to convene an ASC. Not have any admin and advisory support for its work.	<input type="checkbox"/>

Developing A SACRE with developing practice would:	have a membership that fulfils basic statutory requirements. Limited induction and training opportunities; members are unclear of their roles, or how an AS can be structured. Particular faith or belief groups or teachers from different phases do not attend. Provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.	<input type="checkbox"/>
Established A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious/worldview and professional community. Some opportunities for members' training and the purpose and action plan for the work of the ASC are clear. Have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants to ensure this voice is added into the process. There is a strong, co-ordinated programme of induction and training opportunities for members. Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights. Provide effective admin to support the process	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3e - Developing the revised agreed syllabus		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
Requires improvement/struggling A SACRE in this position would:	not have an agreed plan linked to finance for developing their AS. Have met the five-year review deadline of revising and publishing a new AS.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have no clear structure for developing a new AS. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new AS with teachers, SACRE members and the local religious/worldview communities.	<input type="checkbox"/>
Established A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an AS which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
Advanced A SCRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The AS has a clear framework for progression and challenging learning	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	
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Key Area: 3f - Making best use of National Guidance
How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote)*

Requires improvement/struggling A SACRE in this position would:	not be aware of national documentation in relation to the AS review process and are therefore unable to use this guidance appropriately.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the AS review process and are unable to use national guidance in a coherent way. Have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the holistic education of the child.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware of national documentation and some of its implications for the AS review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the AS to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised AS, while ensuring their work reflects local circumstances. The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	
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*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and “Religious Education in English schools: “Non-statutory guidance 2010”; CoRE; Big Ideas in RE publication 1 & 2; Ofsted RE literature review

Page 34

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

Page 35

Section 4. Collective Worship

How effectively does the SACRE fulfil its responsibilities for the provision and practice of Collective Worship?

Maintained schools are required to provide a daily act of Collective Worship for every pupil. In community schools not having a religious foundation, the acts of CW should be “wholly or mainly of a broadly Christian character”, without being distinctive of any particular denomination. Part of a SACRE’s role is to support the effective provision of CW in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from headteachers in community schools that the requirement for CW to be wholly or mainly of a broadly Christian character be disapplied for some or all of the pupils in that school. SACRE ‘determines’ the appropriateness of that application and grants a ‘determination’ to those schools where the application is judged to be in the best interests of the pupils. All pupils in schools with determinations continue to have an entitlement to daily CW.

CW can be a rich and rewarding element of the curriculum as a whole and SACREs have the opportunity to enhance its quality by offering appropriate guidance and support.

Page 36

Key Area:4a – Supporting pupil entitlement		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA’s schools?</i>		
Requires improvement/struggling A SACRE in this position would:	not have any knowledge regarding the provision of CW nor have any mechanism in place to gain such knowledge.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	be unaware of the issues facing schools in providing CW as part of the pupil entitlement. Provide little advice or support towards fulfilling pupil entitlement to CW.	<input type="checkbox"/>
Established A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges schools face in providing CW. Provide some advice in support of delivering pupil entitlement. Seek to ensure that schools had access to, and advice on, appropriate resources for the delivery of CW.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a balanced and realistic overview of provision and its challenges across the LA. Provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement. Obtain feedback from schools to evaluate the impact of advice and support. Periodically review its strategies for supporting pupil entitlement.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4b – Enhancing the quality of provision of collective worship <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
Requires improvement/struggling A SACRE in this position would:	not be able to influence the quality of CW due to lack of support either from the LA or CW/RE professional. Have no knowledge of what good quality CW in schools looks like.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	not be adequately supported by the LA / RE professional to promote quality provision of CW. Have agenda items about CW dominated by the issue of how SACRE obtains data. Have little understanding of the nature and potential of CW and of what effective provision in each school might be.	<input type="checkbox"/>
Established A SACRE with established practice would:	have occasional agenda items on CW, with some insight into how it is being delivered in the LA's schools. Understand what effective provision is, but SACRE members have little 'hands-on' experience of CW. Promote in-service support for teachers with responsibility for CW. Advise on enhancing quality of provision.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools. Have first-hand experience of CW in schools. Disseminate good practice in consultation with schools and teachers. Sponsor an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4c – Responding to requests for determinations <i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
Requires improvement/struggling A SACRE in this position would:	not have any understanding of what a determination is. Have no documentation for schools to use to make application for a determination.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request, due to a lack of support provided to SACRE by the LA via a professional officer. Found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process. Have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions. Responds in an adequate but piecemeal fashion, when requested for a determination, without a systematic overview of this area of work.	<input type="checkbox"/>
Advanced	be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities. Have a well-established and effective framework for responding to requests, with which	<input type="checkbox"/>

A SACRE with advanced practice would:	members are familiar and comfortable. Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. Periodically review all existing determinations together with keeping the guidance from the RE professional.	
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**
- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

Section 5: Contribution of SACRE to promoting cohesion across the community

How effectively does SACRE, in partnership with the Local Authority and the faith communities, contribute to the promoting of cohesion across the community?

“By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community”².

Schools play a major role in helping to shape the future of our society, and the duty laid on each school to promote community cohesion is a significant part of that role. One of the most obvious and effective contributors to the community cohesion agenda is Religious Education. SACREs should take every opportunity to promote the contribution of RE to the community cohesion programmes in local schools. Where properly supported by the LA, SACREs themselves can act as powerful vehicles for promoting community cohesion in schools, in education more widely, and in the local community. SACREs should exemplify good practice in their internal relations and in the ways in which they go about their business. Advice on the contribution of SACREs and RE to community cohesion is given in the Guidance.

Page 39

Key Area: 5a – SACRE’s membership		
<i>How representative is SACRE’s membership of the local community?</i>		
Requires improvement/struggling A SACRE in this position would:	rarely meet and its membership will include many vacancies. The LA needs to review its membership and constitution in partnership with the SACRE and fulfil its obligations to convene an appropriately diverse SACRE	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community. Membership needs to be reviewed.	<input type="checkbox"/>
Established	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.	<input type="checkbox"/>

² Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cattle Report in 2001.

A SACRE with established practice would:		
Advanced A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim or Christian communities). Endeavours to include representation from small local faith communities and/or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5b SACRE's understanding of the local area <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
Requires improvement/struggling A SACRE in this position would:	meet rarely and this aspect of membership would not be an agenda item when they meet.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
Established A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. Know about and have a relationship with local interfaith groups and the work that they do in the locality.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area. Take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local interfaith groups. Be aware of the impact of this local context on schools and on the provision for RE and CW in those schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5c – SACRE's engagement with the community cohesion agenda. <i>How much does SACRE understand the contribution which RE/CW can make to a schools' provision for community cohesion?</i>		
Requires improvement/struggling A SACRE in this position would:	have little or no grasp of what community cohesion means and little understanding of the contribution which RE can make to the community cohesion agenda. Have no opportunity to promote RE's contribution to cohesion.	<input type="checkbox"/>

Developing A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. Have little opportunity to promote RE's contribution to cohesion.	<input type="checkbox"/>
Established A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. Understand and have a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. SACRE members appreciate their key role in promoting RE's contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local AS and related guidance.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5d – SACRE's role within wider LA initiatives on community cohesion		
<i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
Requires improvement/struggling A SACRE in this position would:	be given no information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area. Aware of local interfaith groups and in regular communication with them to ensure opportunities to support high quality RE/CW in schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**
- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

ANNEX

The responsibilities of a Local Authority

The detailed rights and responsibilities of local authorities can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, local authorities are legally required to:

- establish a SACRE and appoint representatives to each of the four committees
- establish an occasional body called an agreed syllabus conference (ASC)
- institute a review of its locally agreed syllabus every five years
- appoint members of the committees represented on the ASC
- ensure that membership of Group/Committee A on the SACRE and ASC is broadly representative of the local area
- take all reasonable steps to ensure that SACRE and ASC membership is representative

The responsibilities of a SACRE

The detailed rights and responsibilities of SACREs can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, SACREs are legally required to:

- advise the local authority on RE and collective worship
- publish an annual report on their work
- send the annual report to QCDA (or its successor body)
- meet in public, unless confidential information is to be disclosed
- make their minutes available to the local authority and make provision for public access to their agenda and reports

The Guidance also indicates that SACREs should, as a matter of good practice:

- Monitor the provision for both RE and Collective Worship
- Provide advice and support on RE and Collective Worship to schools
- In partnership with the local authority, keep the locally agreed syllabus and provision in schools under review
- Offer advice to the local authority

In addition, SACREs may:

- Require their local authority to review the locally agreed syllabus
- Decide to advise their local authority
- Co-opt members who are not members of any of the four groups.

The Guidance also makes it clear that SACREs can and should make a strong contribution to the promotion of community cohesion in schools and in the local community through their promotion of good quality RE and through their operation as a SACRE.



Southampton SACRE Annual Report: September 2021-July 2022

Contents	Page number
Words from the chair	1
Meeting Overview	2
Agreed Syllabus Conference update	2
Religious Education	3
Collective Worship	5
Links with other bodies locally and nationally	5
Other interests	6
SACRE arrangements and report circulation	6
Membership for July 2021- August 2022	7

Words from the chair

Southampton SACRE has continued to meet during this reporting period over Microsoft Teams and face to face. We are thankful for the technical support afforded to us whilst recognising many members found this challenging.

Having been voted in as new chair (September 2021) re-establishment of full in person meetings and activities has been a priority and managing change with a number of new members and representatives reflecting on what has again been a challenging year for everyone.

Also, just prior to this period there was our first Primary school success to achieve GOLD RE Quality Mark. A school who received a monitoring visit from SACRE previously and then had continued to work towards gold. The school continues to provide excellent RE for its pupils, which is now rightly recognised and is now active in supporting others as well and sits on SACRE. Further thanks should also go to the school who had an Ofsted Inspection with a deep dive in RE and provided a really useful presentation regarding the process and their experience to SACRE.

We paused some of the work we anticipated re-establishing in order to focus on the completion of the ASC (November 2021) and the related launch activities (Autumn and Spring 21/22). So, it has been a much quieter year in some aspects, but with greater focus on ensuring that the launch of the revised Locally Agreed Syllabus was successful given so many of the schools in Southampton continue to use the syllabus as well as supporting implementation of the syllabus in schools by September 2022 in acknowledgement of the recovery phase many were in.

The Self-evaluation tool is a priority for SACRE to use over the coming year so as to ensure full recovery from the pandemic period is effective and SACRE remains an effective body.

Recruitment of new members has continued to be difficult for some existing groups over this period, despite connections to local groups and Southampton Council of Faiths.

We have considered a request to change co-opted status for a Humanist rep into full membership at the time of our constitution review. A proposed new member for a non-religiously affiliated representative to be included in Group A was taken forward (2/11/21) and applications were opened for applications from interested persons. One application was successful, and the person

Southampton SACRE Annual Report: September 2021-July 2022

took up the position on a year's fixed term position. Further discussion between the LA and Local Humanists representatives continue and further review will be undertaken at the next review in November 2022 when it is hoped that 2021 Census data will be available.

It continues to be recognised by SACRE and the council during this time that national advice would be helpful for all SACRE's on this matter so as to protect the decision-making processes of SACRE's.

Meeting overview

Meeting	Agenda link	notes
September 2021	Agenda for Standing Advisory Council for Religious Education (SACRE) on Monday, 27th September, 2021, 4.00 pm Southampton City Council	ACTION PLAN AND UPDATE MONITORING GROUP 2021- 2022 AGREED SYLLABUS CONFERENCE UPDATE FEEDBACK ON EVENTS
November 2021	Agenda for Standing Advisory Council for Religious Education (SACRE) on Tuesday, 2nd November, 2021, 5.00 pm Southampton City Council	Extraordinary meeting – membership
November 2021 ASC	Agenda for Standing Advisory Council for Religious Education (SACRE) on Monday, 8th November, 2021, 4.00 pm Southampton City Council	PRESENTATION REGARDING THE REVISED SYLLABUS and VOTING
November 2021	Agenda for Standing Advisory Council for Religious Education (SACRE) on Monday, 8th November, 2021, 5.30 pm Southampton City Council	SACRE ANNUAL REPORT UPDATED TRAINING OFFER - PROFESSIONAL ADVISOR VERBAL REPORT DEVELOPMENT PLAN WITH COSTING MONITORING GROUP VISITS 2021-2022
February 2022	Agenda for Standing Advisory Council for Religious Education (SACRE) on Monday, 7th February, 2022, 4.30 pm Southampton City Council	MONITORING UPDATE ASC IMPLEMENTATION SUPPORT UPDATE COLLECTIVE WORSHIP GUIDANCE
June 2022	Agenda for Standing Advisory Council for Religious Education (SACRE) on Monday, 6th June, 2022, 4.30 pm Southampton City Council	TRAINING VISITS UPDATE

Agreed Syllabus Conference

In September 2020 we convened the Agreed Syllabus conference requesting the Local Authority reviewed the Locally Agreed Syllabus, as did other SACREs we work closely with in Hampshire, Portsmouth and Isle of Wight in the 5 year statutory timeframe for review (Last review 2015-16)



Southampton SACRE Annual Report: September 2021-July 2022

The four areas have worked regularly together for slightly over a year (September 2020 – November 2021), sharing expertise, collectively drawing upon evaluations of monitoring visits and nationally published information such as the Ofsted subject review for RE to inform the review and revisions. SACRE members, Local teachers and Southampton City Mission who deliver some RE across the city were drawn into the ASC group working with colleagues from across the areas. Representatives from Primary, Secondary and Special Schools have also been able to connect in with the review and pilot some of the new aspects with pupils providing valuable feedback as the review continued, despite the challenging times schools have faced during this period.

The review was completed on time, and the revised syllabus put forward in November 2021. The recommendations that the Local Authority promotes schools to plan and implement the revised syllabus by September 2022 was taken up.

Some of the information and themes the review considered include:

- Coherence through and across the phases
- National and international publications since the previous review in 2016
- Discussion with a range of scholars, Faith and Humanist representatives
- RE Knowledge as well as the skills of Inquiry, including child-led inquiry
- Meaningful assessment

The Agreed Syllabus conference groups representatives are:

Alison Philpott – Professional Adviser to SACRE
Amelia Day – RE leader, Newlands Primary School
Chloe Foster – RE Leader, Polygon School
Suzanne Underwood, RE Lead, Bitterne Park School
Ruth Gill – SACRE member, now chair of SACRE
Elizabeth Jenkerson – SACRE member, Bahai representative
Richard Wharton – Church of England Diocese
Matt Gwynn – Southampton City Mission

SACRE Would like to thank the schools who have also piloted or feedback about some of the changes also, including:

Sarah Roughton – RE lead, Moorlands Primary
Kate Vincent and Ellen Brodigan - Banister Primary School
Secondary RE network

2. Religious Education

There is no GCSE or A 'Level data included in this report as there is no nationally published data for this exam period.



Southampton SACRE Annual Report: September 2021-July 2022

The Locally Agreed Syllabus has been reviewed during this report period as outlined above.

Themes reviewed within the Agreed Syllabus meetings during this time period have included:

Concept review, developing greater coherence across the primary-secondary phases and the development of golden concepts to provide key themed foci for learning and through the phases, re-visiting assessment guidance and recommendations, consideration of provision for non-GCSE Key Stage 4 students, consideration of the findings of the Ofsted subject review report, worldviews and beliefs updates, types of knowledge for deep learning and progression in RE, awareness for CPD offer that the pandemic has changed children's experiences – for example what is special to children who are in Years R,1 and 2 is significantly different to the experiences of these years groups before the pandemic and needs to be considered when planning.

During this reporting year the use of the Locally Agreed Syllabus remains high across the Local Authority. All maintained schools use "Living Difference III transitioning into Living Difference IV in their planning" in line with their statutory duty, and the majority of academies and free schools also choose to use it and engage in local training and networks together. This represents 88% of schools locally using Living Difference III indicating they will continue into Living Difference IV. The only schools within this LA boundary who do not use the Locally Agreed Syllabus are three Secondary academies with a national MAT syllabus, one Secondary academy who use their own arrangements, one academy special school and the five Catholic Diocese schools.

Monitoring visits have been paused during the time period of this annual report due to the transition period of the syllabus but a small number, 4, requested their visit this year. Monitoring visits, capacity and purpose will be a focus for action plan 2022-23.

Where good practice is observed on monitoring visits, this is noted in the report the school receives and SACRE would also indicate to a school if they would recommend or support an application for external award also. This also continues to be used for brokering school to school support where it is needed. This work has been taken on by the professional adviser with a small number of SACRE members. SACRE invites schools to present about aspects of their work that has been highlighted as good practice in at least one meeting of the year. This year one school who had recently had an Ofsted inspection with a deep dive in RE has visited SACRE to discuss their experience and the process it undertook. .

Advice and signposting has been offered to all schools, maintained and academies via the professional adviser during the year, including focussing on key knowledge and aspects which require discussion to support parents at this time. Further advice has been provided to schools on request in terms of developing their RE curriculum, implementation of Living Difference IV, CPD for staff and planning documents.

Withdrawals have not been as robustly monitored during this reporting period due to less school visits having taken place but discussions and support has been provided where this has been needed to schools and families.



Southampton SACRE Annual Report: September 2021-July 2022

One school, Banister Primary School achieved RE Quality Mark GOLD just before this reporting period, and a further school is also working towards GOLD re-accreditation. The self-evaluation tool for REQM is shared with all schools who request or take-up a monitoring visit also.

CPD for RE leaders commissioned by SACRE has continued over this period with a mixed delivery via Teams and face to face with three twilight sessions delivered over the year covering the RE curriculum and intent of the revised syllabus, cycle of Enquiry, planning, and assessment as foci. This has engaged some cross phase RE teachers but has mainly focussed on Primary with Secondary colleagues supported through the RE network and wider CPD through HIASS.

3. Collective Worship

Both RE and Collective Worship aspects are monitored jointly during SACRE visits. This monitoring includes discussion regarding withdrawals routinely. Good practice is always identified in the report the school receives post visit.

The Local Authority guidance for Collective Worship has been updated during this period, this has focussed on clarifying the process for requesting and making a determination. This will be issued in the coming year.

There continues to be no requests for Determination made to SACRE.

4. Links with other bodies

Local Secondary RE network – supporting events with members to meet and work with pupils on specific activities

South Central Hub – Southampton SACRE members attend and participate in this group

Southampton Council of Faith chair has a co-opted member place on SACRE with the aim to connect the work of the two bodies where it is relevant to

Reading and Research group Winchester University – events are always publicised to schools and members are invited to attend also if they wish to

NASACRE – advice and guidance from the website is sought regularly

Portsmouth and Winchester DBE – the professional adviser is a board member representing Southampton LA.

Local Mosques have worked together with SACRE on the advice document for schools on the statutory Relationships Education advice document from a faith perspective as have other bodies.

Southampton SACRE Annual Report: September 2021-July 2022

5. Other interests

Over the reporting period

SACRE have continued to make available the SACRE advice document drawn together from issues raised by parents or schools regarding a range of questions relating to faith. This is signposted for Head teachers and governors and will move to be reviewed in the coming years action plan.

Discussions have also begun regarding the mapping of Places of Worship, and providing contact details in light of feedback that many teachers don't know which Places of Worship are where in the city or they are hard to make contact with.

Discussions have also begun regarding training for visitors to schools in managing assemblies, question and answer sessions and things schools must consider.

Both of the last two points have been carried forward onto the next years SACRE action plan.

6. SACRE arrangements

Meeting support arranged on-line meetings, agenda's and minutes for the majority of this period.

Professional advice was provided by the School improvement team during this period.

Training provided during this period has been reading provided and on-line sessions. It included the opportunity to attend the NASACRE Annual conference for members, NASACRE training programme subscription was taken up. Opportunity for discussions for new members has been provided as well as training regarding the ASC responsibilities for SACRE members. This was open for members and co-opted members.

The NASACRE conference on-line provided helpful information and guidance and prompted discussion and agenda items following attendance. It also raised awareness of the NASACRE training offer available.

Recruitment remains difficult with some member groups, despite contact with a range of regional representative groups and Southampton Council of Faith some vacancies remain. This will need to be an action plan priority in 2022-23 as a number of member places remain unfilled since before the pandemic. It has been most successful where there has been notification from the member prior to resignation at least a meeting in advance and there is active engagement with the local/national group they represent, this has allowed some new members to attend as observers or speak to other members about the work and responsibilities of SACRE prior to becoming nominated.

Over this reporting period the funding for SACRE has been skewed to prioritising the review of the Syllabus.



Southampton SACRE Annual Report: September 2021-July 2022

Circulation for this report is to:

- Councillors
- All schools and chairs of governors
- Southampton Council of Faith
- The DfE as per statutory duty
- NASACRE
- All SACRE members and co-opted members

All head teachers in Southampton, includes faith schools and academies who do not follow the Locally Agreed Syllabus for awareness of SACREs work

All LA Education managers and senior team Childrens Services via Professional Adviser

Cabinet member for Education, via briefing by Professional Adviser

Southampton Council of Faith via the chair, with an open invitation co-opted to SACRE

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

MEMBERSHIP September 2021- August 2022

GROUP A Christian Denominations*(* Religions and other bodies listed in the SACRE Constitution)

The Roman Catholic Church Steve Deadman

The Baptists Chris Davies (*ASC)

The Religious Society of Friends (Quakers) VACANCY

The Greek Orthodox Church VACANCY

The Fellowship of Independent Evangelical Churches Ruth Gill (*ASC)

The Methodist Church VACANCY

The United Reformed Church Susanne Dawson

The Assemblies of God Neil Maddock

The Salvation Army VACANCY

Other Religions

Religions other than Christianity (as listed in the SACRE Constitution) –

Baha'i, Buddhism, Judaism, Hinduism, Islam, Sikhism = 6

Baha'i Elizabeth Jenkerson(*ASC)



Southampton SACRE Annual Report: September 2021-July 2022

Buddhist VACANCY

Hindu VACANCY

Jewish Dr Gil Jenkel

Muslim Anas Al-Korj (stepped down July 22)

Sikh VACANCY

Non-affiliated member From January 2022 – Mary Wallbank, South Hampshire Humanists

GROUP B (Four representatives of the Church of England)

Lucy Heptinsall (*ASC)

Liz Allen (*ASC)

Vacancy

From diocesan education team:

Richard Wharton (*ASC)

GROUP C (Six teachers representing associations recognised by the Authority for the purposes of consultation and negotiation)

National education Union (NEU) Amelia Day (*ASC)

The National Association of Schoolmasters/ Union of Women Teachers (NASUWT) Suzanne Underwood (*ASC)

Association of School and College Leaders (ASCL) VACANCY

National Association of Head teachers (NAHT) Sian Carr (*ASC)

GROUP D (4+substitute) - Four representatives of Southampton City Council, at

least two of whom shall be elected members of the City Council at start of report, changes can be found in minutes)

Cllr Kataria

Cllr Baillie (J)

Cllr Bunday

Cllr Laurent



Southampton SACRE Annual Report: September 2021-July 2022

GROUP D SUBSTITUTE Mrs. K. Martin (*ASC)

OTHERS (Non-voting) CO-OPTED MEMBERS

Professional adviser Alison Philpott (*ASC)

South Hampshire Humanists Mary Wallbank (moved to Non-affiliated member January 22)

Southampton City Mission Matt Gwyn, replaced by when moved into Group A January 22 (*ASC)

Southampton Council of Faith Chair Carol Cunio, became David Vane Summer 22

ASC Group

Noted as (ASC) and listed in Agreed Syllabus Conference section of report

DRAFT

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