

Public Document Pack

MEETING **STANDING ADVISORY COUNCIL
FOR RELIGIOUS EDUCATION
(SACRE)**

DATE **Monday, 8th July, 2024
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

PRESENT

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	Joyce Wan

Other religions and beliefs

Baha'I (Vice-Chair)	VACANCY
Buddhist	VACANCY
Hindu	VACANCY
Jewish	Clare Wikeley
Muslim	Imam Sayfullah
Sikh	VACANCY
South Hampshire Humanists	Mary Wallbank

GROUP B

(Four representatives of the Church of England)

The Church of England

Lucy Heptinstall
Liz Allen
Rev Garry Roberts

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)

Councillors Beaurain, Lambert, Webb, Wood

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	

Non-religious affiliate member

Vacancy

1. **ELECTION OF CHAIR AND VICE-CHAIR**

To elect the Chair and Vice Chair for the Municipal Year 2023-2024.

2. **STATEMENT FROM THE CHAIR**

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

(Pages 1 - 4)

To approve as a correct record the minutes of the meeting held on 26 February 2024 attached.

4. **WELCOME, APOLOGIES, CHANGES OF MEMBERSHIP AND INDUCTION PROCESS**

(Pages 5 - 26)

To receive any apologies and changes to membership and welcome new members.

5. **DECLARATION OF INTERESTS**

(Pages 27 - 32)

Members are advised that the attached form needs to be completed . Hard copies will be available at the meeting.

6. **WESTHILL GRANT UPDATES**

To discuss any progress in relation to the submitting of the Westhill grant application.

7. **MONITORING AND BUDGET**

To receive an update on SACRE's budget.

8. **NATIONAL OFSTED REPORT ON RELIGIOUS EDUCATION**

To discuss the recently published National Ofsted report on religious education.

Link to the report [Deep and meaningful? The religious education subject report - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118118/Deep_and_meaningful?_ga=2.171111111.1641111111.1641111111.1641111111)

9. **SOUTHAMPTON COUNCIL OF FAITHS - EDUCATION PROJECT**

(Pages 33 - 36)

To review draft proposals for SCOF's education project and take take on comments from the Standing Council.

10. **FEEDBACK ON EVENTS**

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

11. ANY OTHER BUSINESS

Members are requested that they advise the Chair in advance of tabling any business for this item.

Friday, 28 June 2024

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 (Chair)	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	Joyce Wan

Other world beliefs

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

Baha'i	VACANCY
Buddhist	VACANCY
Hinduism	VACANCY
Jewish	Clare Wikeley
Muslim	Imam Sayfullah
Sikhism	VACANCY
South Hampshire Humanists	Mary Wallbank

Non-religious affiliate member

Vacancy

GROUP B

(Four representatives of the Church of England)

The Church of England

Lucy Heptinstall
Liz Allen
Rev Garry Roberts

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 (Vice Chair)
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 Beaurain
Cllr Lambert
Cllr Webb
Cllr Wood

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	
	Southampton Council of Faiths	Timothy Tofts

Agenda Item 3



STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

MINUTES OF THE MEETING HELD ON 26 February 2024

Present:

Group A –

Christian Denominations

The Roman Catholic Church – Steve Deadman

The Fellowship of Independent Evangelical Churches – Ruth Gill

The United Reformed Church – Susanne Dawson

Southampton City Mission – Joyce Wan

Other religions and beliefs

Mary Wallbank – South Hampshire Humanists

Group B – Church of England

Lucy Heptinstall

Rev Gary Roberts

From Diocesan education team

Richard Wharton

Group C – Teachers

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

Group D – Members of the Council

Councillors Beaurain and Wood

Also in attendance:

Alison Philpot - Southampton City Council, Professional Advisor

Katherine Lewis – SCC Governance & Leadership Adviser

Silas Bingley - School Improvement Officer

Others co-opted (Non-Voting)

Southampton City Council, Professional Advisor - Alison Philpott

Primary RE Lead Rep - Ellen Brodigan

Apologies

Councillors Lambert and Web

Clare Wikley

Imam Sayfullah

Liz Allen

1. **STATEMENT FROM THE CHAIR**

The Chair noted the sad passing of Elizabeth Jenkinson and expressed thanks for her support over the years and passed the thoughts of SACRE on to her family. It was noted that she had been an active member of Sacre over the previous 12 years and would be missed.

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

RESOLVED: that the minutes for the meeting on 6 November 2023 be approved and signed as a correct record.

3. **FEEDBACK ON EVENTS**

Members that had attended the recent educational event at Bitterne Park Secondary school. Members thanked the school for the invitation and reported the events of the day. Members thought that the event had given the students attending cause for thought and a broader understanding of religious communities and ways of thinking.

4. **CONSTITUTION**

SACRE noted that the Constitution had now been agreed by the City Council. It was noted that following legal advice the Southampton City Mission would stay as part of Group A of the membership.

It was also noted that the Constitution was now approved for a for year period and that each of the Groups should now nominate a substitute member.

5. **OFSTED REPORT**

It was explained that the expected report highlighting the effectiveness of religious education nationally that there was currently no bench mark to address for local provision. It was noted that this item would need to return to a forthcoming meeting for consideration. It was agreed that the Chair in conjunction with Vice-Chair and Richard Wharton would explore this matter on the publication of the expected report.

6. **SACRE MONITORING SCHOOL VISITS PROCEDURES**

Members noted that the protocol for school visits needed to be reviewed. It was explained that due that currently the professional adviser was accompanied by at least one member. It was explained that the cost of the professional adviser's time was currently under review and SACRE were asked to deliberate a number of options including: the charging of schools for the reports; members undertaking the reviews without the support of the professional adviser.

It was noted that the visits and time were currently funded by the central services part of the schools budget was being review in the light of budgetary pressures. It was noted that further inquiries would be made into how others undertook and paid for school visits.

It was agreed that SACRE valued that the input of the professional advisor greatly and felt the school monitoring was a valued part of ensuring the quality of religious education across the City.

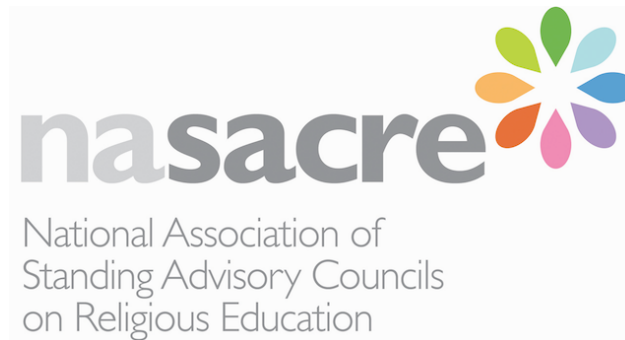
7. **APPLICATION FOR WESTHILL GRANT**

SACRE agreed that a bid for funding should be prepared. Members agreed that it should review the possibilities of preparing documentation and resources with the support of Southampton Council of Faiths that would look to promoting a better understanding of differing religious considerations within the City. It was agreed that the Council's professional advisor with support from the Council of Faiths would construct an application with the support of the Chair and Vice-Chair.

8. **SCOF AND SACRE SUPPORTING SCHOOLS**

Members understood that the Southampton Council of Faiths were establishing a network of individuals and establishments that would be ready, willing and able to either host visiting groups of children at religious sites across the City or make presentations to schools, clubs or other organisations that would promote a greater understanding and knowledge of differing cultures and religions. It was agreed that additional funding for this project could be part of a bid for a Westhill grant. It was noted that the professional advisor with the support of from the Council of Faiths would take this matter forward.

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A reference handbook for SACRE members

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Introduction

Joining your local SACRE

This is a handbook for all SACRE members, new or experienced. It is designed to:

- help SACREs become more effective through the informed participation of their members
- introduce you to the context and work of a SACRE
- be a point of reference

As a member of a SACRE you are serving your local community in an important way. Whichever group you represent, your active participation makes a valuable contribution to the quality of religious education and collective worship that pupils experience in schools in your local area and also contributes to the coherence of your local community.

What is this handbook for?

The handbook is designed to be a point of reference for all SACRE members, and in particular to be of interest and support to those who are new to the role.

It:

- explains the work of a SACRE and the roles of its individual members;
- will help you to understand the nature and purpose of religious education (RE) and collective worship;
- explains clearly what the law says about RE and collective worship;
- will help you to work within your SACRE to support and encourage local schools to ensure high standards in RE and collective worship;

It is also designed to help SACREs become more effective through the informed participation of their members.

SECTION 1

SACREs: duties, roles and responsibilities

What is a SACRE?

The acronym SACRE stands for: **Standing Advisory Council on Religious Education**

Why is there a SACRE?

Every local authority (LA) has to have a SACRE by law. It is often the Children's Services division of the LA that takes responsibility for making sure SACRE works well and SACRE's work is related to schools and their curriculum.

What does a SACRE do?

There is no other group anywhere else like the SACRE; it is unique. The law says that RE must be taught in all schools and a SACRE's role is to advise its local authority on what needs to be done to improve religious education (RE) and collective worship for schools in its area. This is because RE is not part of the National Curriculum; it is a local responsibility. Through the SACRE, local communities and teachers have the opportunity to influence and support what pupils learn in RE.

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

It:

- can require the LA to review its agreed syllabus;
- must consider applications from a head teacher that the school be allowed to modify the 'wholly or mainly of a broadly Christian character' requirement for collective worship. (This is known as a determination.);
- must publish an annual report of its work.

What else can a SACRE do?

A SACRE's broad role is to support good RE and collective worship within its schools by:

- giving advice on ways of teaching agreed syllabus RE, including the choice of teaching materials;
- monitoring schools' provision for RE and collective worship as well as the spiritual, moral, social and cultural development (SMSC) of pupils;
- advising the LA on the provision of training for teachers in RE;
- considering complaints about the provision and delivery of religious education or collective worship referred to it by the LA.

Assessment and testing

SACREs should monitor school approaches to assessing pupils' progress in RE. They should also be aware of the uptake of external examinations in RE and religious studies and monitor or review the standards achieved.

RE and SMSC

SACREs should be aware of the contribution RE and collective worship can make to pupils' spiritual, moral, social and cultural development. Members of Groups A and B have the opportunity to indicate awareness that pupils should have about religious beliefs and the influence these have on the formation of attitudes and values.

SACREs may

- monitor good practice in the delivery of the agreed syllabus in a range of ways and take note of any difficulties;
- disseminate good practice in the teaching of RE;
- review provision for in-service training and development;
- receive school inspection reports or sections of these reports.

SECTION 2

SACRE membership, composition, group representation, roles and responsibilities

Who attends the SACRE meetings?

A SACRE is set up to represent a balance of all the interests of the local community. You are likely to find elected councillors, representatives of faith communities and members of the education community (including teachers and head teachers) at a SACRE meeting. There may also be people representing teacher training in RE and local Academies.

SACRE members join one of four groups as a full member or if you have been co-opted to serve on SACRE, you will not be formally linked to any of the groups.

How is the membership of a SACRE decided?

The structure of the SACRE is defined by law. It is made up of four groups, sometimes referred to by some SACREs as committees.

Details such as the specific numbers of members in each of the groups will usually be set out in the individual SACRE's constitution. These are frequently decided by the LA, depending on local circumstances and in collaboration with the organisations and communities represented.

The composition of a SACRE

Group A	The Christian denominations and other religions and their denomination, reflecting the principal religions of the area.
Group B	The Church of England
Group C	Teacher and head teacher associations and often others representing education interests
Group D	The Local Authority

On the rare occasions when a formal vote is required, each of these groups has equal voting rights; there is one vote per group.

Co-options

SACREs may co-opt other members who have a particular expertise or represent a small local faith or belief community. Many bring in a Humanist representative, currently technically prevented by law from becoming full members of Group A. Co-opted members do not have voting rights.

Who are the representatives?

Group A

This group is made up of representatives of Christian denominations, (other than the Church of England). It may include, for example, representatives of the Roman Catholic Church, the Orthodox Churches, the Free Churches (e.g. Baptist, Methodist, United Reformed Church, Pentecostal, The Salvation Army) and The Society of Friends. It also has representatives from other faiths in the area, e.g. Buddhists, Baha'is, Hindus, Jains, Jews, Muslims, Parsees, Sikhs.

The make-up of Group A will vary from SACRE to SACRE as by law, it should reflect the diversity of the various faith communities in the locality.

Group B

This is made up of representatives nominated by the local Church of England diocese or dioceses.

Group C

The members of this group are usually representatives of professional teacher associations. It is usual for there to be representation also from the head teacher associations. It is the local authority that decides which associations will be invited to be represented. They will usually approach the teacher unions, but local associations of RE teachers may also be asked to provide a representative. Sometimes someone from a local teacher training establishment is also invited to be a member of this group, or someone representing the interests of local Academies or Free schools.

Group D

It is the local authority's responsibility to provide their own representatives for this committee. Usually these are elected members or other political nominees and also a representative of the Director of Children's Services. The LA may wish to have all parties and viewpoints from across the political spectrum represented on the SACRE. In some LAs, a representative of school governors may also be in this group.

What will be my responsibilities as a SACRE member?

As a SACRE member, you should be committed to education and to respecting the views of others. You have a responsibility to support children's learning in RE and collective worship, and to work for the highest standards in both. You should represent the perspective of your community or sponsoring group in the work of SACRE and communicate the interests and the work of the SACRE back to them. You should be able to network effectively in order to contribute to the relationship and dialogue between the SACRE, your sponsorship group, your local community and schools. The specific opportunities you have will also depend on the interest group you represent. Remember that how you present yourself and work with others will be seen as reflecting on the values and ethos of the group you represent.

This is a unique opportunity to serve your local community and influence the attitudes of others more widely. Social cohesion is recognised as being important to our society, now and in the future. The effective SACRE is in itself a model of social cohesion in which every member is heard and respected, even when there are many different positions or opinions on particular issues under discussion. In an effective SACRE potential conflict is managed harmoniously. By the same token, SACREs have the potential to promote social cohesion more widely, in schools and in the local community.

Do we all have the same responsibilities?

Everyone shares the responsibility to put children's' learning before personal interest.

Members of **Groups A and B**, each of whom represents a faith community within the locality:

- should present and foster a positive image of their religion, so that negative stereotyping is avoided. They must also make clear any grounds on which they may differ from each other, whilst showing respect for each other's viewpoints, since such convictions and mutual understanding both lie at the heart of effective classroom RE;
- can create opportunities within SACRE meetings to raise awareness of issues of sensitivity in the teaching of RE to the children of their faith community, and also in the presentation of their particular faith and religious tradition within school RE, always taking an educational approach;
- should appreciate the difficulties schools are facing in the area, support their best endeavours, and act, where necessary, as a link between schools and the faith communities;
- should be aware of other local minority faith communities not represented amongst their number. Some SACREs address this by co-opting representatives from these communities.

Members of **Group C**, representing teacher associations and education, should:

- have a real and positive interest in RE in primary, secondary or special schools;
- ensure that the needs of schools and teachers are considered by the SACRE in their discussions;
- provide the SACRE with information about the context in which RE is taught in the schools in the local authority;
- ensure that the bodies they represent are informed about the work of the SACRE and about RE in local schools;
- create opportunities for other teachers to learn more about the work of the SACRE and give them the opportunity to have their views expressed at SACRE meetings;
- consult their colleagues on matters of particular importance to the work of the SACRE;
- can bring 'public' dimensions to the debate about RE provision and support.

Members of **Group D**, representing the local authority:

- can bring to the meeting the breadth of educational issues and concerns which elected members are wrestling with, and place RE's role within it;
- can be the supporters of RE within the various committees and structures of the local authority;
- can give political support to enable locally determined RE to flourish within each LA, including advisory support etc.;
- can appreciate the issues raised by a multi-faith, multi-cultural society for the education of children in RE, and reflect these issues in support of RE in the relevant council structures, including Scrutiny Committee, Cabinet, etc.;
- can particularly support the efforts of the SACRE to be effective through publicising its work with fellow elected members and officers of the local authority, ensuring it is taken seriously and is appropriately funded and supported.

SECTION 3

Religious education and collective worship

What is a locally agreed syllabus?

The locally agreed syllabus is the statutory document for RE in the local authority. It sets out what should be taught to pupils in all key stages and the standards expected of them at the end of each key stage. It is produced by an agreed syllabus conference (ASC).

The agreed syllabus has to be reviewed every five years. If, at some other time, a majority of the groups of the SACRE asks the LA in writing to reconsider its agreed syllabus, it must convene a conference for that purpose. *Education Act 1996, Chapter III*

What is the Agreed Syllabus Conference?

An agreed syllabus conference (ASC) is a statutory body brought together in order to produce an agreed syllabus for RE. It is a separate legal entity from a SACRE. An ASC:

- has the same committee structure as the SACRE;
- can be made up of SACRE members but need not be so. There is no provision for co-opted members.

In some LAs, the Chair of the ASC is appointed by the local authority whilst in others, the ASC chooses its own Chair. The LA's responsibility to convene the ASC includes the duty to provide funds and support for its work.

RE and collective worship in school

Type of school	Religious education	Collective worship
Community schools	is taught according to the local authority's agreed syllabus and comes within SACRE's remit.	follows the 1996 Education Act and is 'wholly or mainly of a broadly Christian character'.
Voluntary controlled (VC) schools	is taught according to the local authority's agreed syllabus and comes within SACRE's remit. ²	reflects the Christian character of the school.
Voluntary aided (VA) schools	is determined by the governors in accordance with the trust deed and reflects the religious character of the school. ¹	reflects the Christian character of the school.
Foundation schools without a religious character	is taught according to the local authority's agreed syllabus.	follows the 1996 Education Act and is 'wholly or mainly of a broadly Christian character'.
Foundation schools with a religious character	is taught according to the local authority's agreed syllabus. ²	reflects the Christian character of the school.
Trust schools	is taught according to the local authority's agreed syllabus.	follows the 1996 Education Act and is 'wholly or mainly of a broadly Christian character'.
Academies	must be part of the curriculum, but is taught according to the school's finding agreement.	must be offered to every pupil every day, but provision is determined by the schools funding agreement.

What should I know about religious education?

Religious education is a statutory element of the school curriculum although it is not part of the national curriculum; it is therefore part of every pupil's entitlement.

Agreed syllabus RE does not seek to nurture religious faith, but 'provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human'.

What should I know about collective worship?

The schools where collective worship comes within the remit of the SACRE are required to provide a daily act of collective worship the majority of which would be 'wholly or mainly of a broadly Christian character'. This means that it 'reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination'. It does not mean it has to be exclusively Christian. It must, however, be educational and appropriate to the age, aptitude and family background of pupils. When done well, collective worship provides an excellent opportunity for schools to contribute to the spiritual, moral, social and cultural development of pupils and to the ethos of the school community.

Education Act 1996, Chapter III

In relation to collective worship, SACREs should :

- receive inspection reports, noting any references to the quality of collective worship in the context of pupils' spiritual, moral, social and cultural development;
- monitor the quality of provision where possible and share good practice;
- offer advice to head teachers and governing bodies, including where there may be difficulties.

Many SACREs produce their own statements and advice on collective worship. The SACRE may also be involved in providing training to teachers, head teachers and governors or other people who are involved in leading collective worship in school as visitors.

What should I know about determinations?

Schools apply for a determination if they feel that the proportion of collective worship which reflects the broad traditions of Christian belief as required by law is not appropriate for their pupils. That does not mean they do not have to offer collective worship at all.

The determination procedure allows this requirement to be lifted in respect of some or all of the pupils in a school.

They are called determinations because SACRE 'determines' whether the case being made in an application to modify the law for all or a group of pupils in a school is appropriate.

Applications for determinations are made to the SACRE by the head teacher of any community school after consultation with the school's governing body.

Determinations are only possible for schools that do not have a religious character. Many SACREs have an agreed process to enable such an application to take place.

The SACRE should review each determination every five years.

Parents' rights

Parents have the right, on conscience grounds, to withdraw their children, in any school, from RE and collective worship. Sixth form students may withdraw themselves from collective worship.

Parents also have certain rights with regard to the provision of RE in different categories of school. (However, these rights are rarely exercised.)

- In these schools^{1*}, parents can opt for their children to receive Agreed Syllabus RE.
- In these schools^{2*}, parents can opt for their children to receive RE in accordance with the religious character of the school.

In community schools and foundation schools without a religious character, where parents ask to withdraw their child from religious education alternative RE provision for that child can be made elsewhere by the parents.

The school continues to have responsibility for ensuring any pupil withdrawn from RE is supervised and safe.

(*See RE and collective worship in school table, page 9)

Religious teaching from within the faith community

SACRE members should be aware that some pupils will be formally receiving teaching about their own religion from their parents or through attendance at classes at or sponsored by their place of worship. The purpose of this teaching will differ from that of the religious education delivered in their schools, and the approach to learning may differ quite significantly from that in school.

There is a clear distinction between this religious nurture, which is the responsibility of the family and community, and religious education, by nature an open and explorative activity, appropriate in schools. It is important that the home and community background of the pupils is recognised and respected in school, but also that the educational approach is understood to promote reflection on faith and belief stances. SACREs might consider how they will support schools and communities in understanding each other's different roles and ensuring that any potential tension is creative rather than threatening.

SECTION 4

Local Authorities and SACREs

What are the local authority's responsibilities regarding its SACRE?

Every local authority has a duty to ensure that:

- there is a SACRE;
- all four groups are represented on it;
- there is an agreed syllabus, reviewed every five years;
- support is in place to enable SACRE to fulfil its duties, which includes providing appropriate clerking and specialist advice;
- it takes note of and responds to advice from the SACRE.

Does SACRE's remit cover all schools in the local authority?

The answer to that question is no. SACRE's responsibility covers the majority of schools, but there are some exemptions, depending entirely on the category of school. Some schools have a specific religious character and these are either voluntary aided (VA) ie: voluntary schools, aided by the LA but controlled by a religious body, or voluntary controlled (VC) ie: voluntary schools, controlled by the local authority and aided by a religious body; the difference, from SACRE's perspective, is crucial. There are also some non-religious schools for which SACRE has no responsibility, including new academies (*See RE and collective worship in school table, page 9*).

How does a SACRE make its work known?

1. Local Authorities

The relationship between SACREs, local authority officers and elected members is important. SACRE's proceedings need to be reported to the appropriate council committee in the LA where decisions are made about the education service and schools. The agreed minutes of meetings should be brought to their attention and the SACRE's Annual Report should be formally presented. Where such a person is in post, the local RE adviser is a vital source of professional guidance, support, advice, information, and practical expertise for the SACRE. His or her attendance at SACRE meetings is essential.

Local authority representatives on SACRE also have a role in ensuring SACRE's work, and any issues of concern it raises, are brought to the attention of the relevant sections of the council and the local authority.

2. Schools

Many schools seem unaware of the responsibilities and activities of their local SACRE. The specialist expertise on different faiths represented on a SACRE may be a source of advice to schools, which is reliably representative of the religion or denomination concerned. Some SACREs also hold their meetings in schools where they can meet and hear from teachers working in that school who have responsibility for RE or collective worship.

3. Faith communities

Sometimes SACREs hold meetings in local places of worship to build relationships. Individual faith community members have a responsibility to inform those they represent about the activities of the SACRE. They should also be available to receive the views of their community to feed into SACRE discussions.

It is good practice to send the SACRE annual report to the faith communities represented on the SACRE. It should also routinely be sent to local libraries and be on the agenda of the local Inter Faith Group or Faith Forum.

4. General public

SACRE meetings are by law open to the general public and notice of all meetings should be given, usually on the council's website. In the event of anyone requesting them, relevant documents should be made available.

SECTION 5

Frequently asked questions for new SACRE members

How often does a SACRE meet?

There is no hard and fast rule about the number of meetings a SACRE should hold each year. It must, however, meet sufficient times to fulfil its statutory duties. Almost all SACREs meet at least three times a year, i.e. once a term, and some are more active and meet more frequently. Sometimes working groups made up of SACRE members meet between full meetings to move forward specific areas of the SACRE's work.

Will I be asked to chair the meeting?

The law does not state how the Chair of a SACRE should be appointed. The local authority can appoint the Chair or it can allow the SACRE to elect the Chair from amongst its members. As a member of the SACRE you could, therefore, be appointed Chair of the SACRE, but not against your will!

Will I be asked to take the minutes?

The local authority's responsibility to set up a SACRE carries with it a duty to fund it and make sure it can function efficiently. This means the LA should provide a clerk for the SACRE who would attend and minute each meeting. The clerk is usually the point of contact for SACRE matters within the local authority.

If I'm not there, will it matter?

Your SACRE has a right to expect a level of commitment from its members that is reflected in regular attendance at meetings. When this is not possible, it is common practice and polite convention to send apologies for absence.

Some SACREs invite members from whom they have not received apologies for non-attendance on three consecutive occasions to confirm their interest in continuing to serve. Some SACREs allow members who cannot attend to send someone else on their behalf.

Remember that when you are not able to be present no-one else will be able to provide your special knowledge in any discussions or make connections to your specialist networks to support the SACRE's work.

Rules about quoracy are usually laid down in the individual SACRE's constitution, but generally, at each meeting:

- each committee should have a least one member present;
- decisions cannot be made unless there is a least one person present to cast the committee's single vote;
- co-opted members do not have a vote.

This applies particularly to meetings at which decisions are to be made.

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Southampton City Council SACRE Induction (Draft 2024)

Who's who?

Welcome from the chair:



Context Summary:

SACRE stands for Standing Advisory Council on Religious Education. It's a statutory advising local authorities on matters related to religious education (RE) in schools. Comprising representatives from religious groups, educational stakeholders, and local authorities, SACRE ensures RE curriculum reflects the religious and cultural diversity of society.

SACRE plays a vital role in shaping RE policy, fostering understanding, and promoting tolerance among students of different faiths and beliefs. It aims to provide balanced, informative RE that contributes to students' spiritual and moral development.

The list of the current membership is documented on the following page. This is accurate as of April 2024 but due to the composition of the group, and the potential changes of members professional/representative roles there may have been changes since this was published.

Current Membership of Southampton SACRE (April 2024)

Name	Representing / Faith / View	Additional Role
Steve Deadman	The Roman Catholic Church	
Chris Davis MBE	The Baptists	
Ruth Gill	The Fellowship of Independent Evangelical Churches	Chair
Susanne Dawson	The United Reform Church	
Neil Maddock	The Assemblies of God	
Joyce Wan	Southampton City Mission	
Clare Wikeley	Jewish	
Imam Sayfullah	Muslim	
Mary Wallbank	Southampton Hampshire Humanists	
Lucy Heptinstall	The Church of England	
Liz Allen	The Church of England	
Rev Garry Roberts	The Church of England	
Richard Wharton	The Church of England	Diocesan Education Team
Amelia Day	National Education Union	ASC
Suzanne Underwood	National Association of Schoolmasters / Union of Women Teachers	Vice Chair Secondary RE Lead ASC
Sian Carr	National Association of Head Teachers	
Cllr Beaurain		
Cllr Lambert		
Cllr Webb		
Cllr Wood		
Kate Martin	Group D Substitute	
Silas Bingley	SCC	Professional Advisor
Alison Philpott	SCC	Professional Advisor
Ellen Brodigan	Banister Primary School	Primary RE Lead Rep
Chloe Foster	The Polygon School	ASC
David Vane	Southampton Council of Faiths	
Timothy Tofts	Southampton Council of Faiths	

Draft

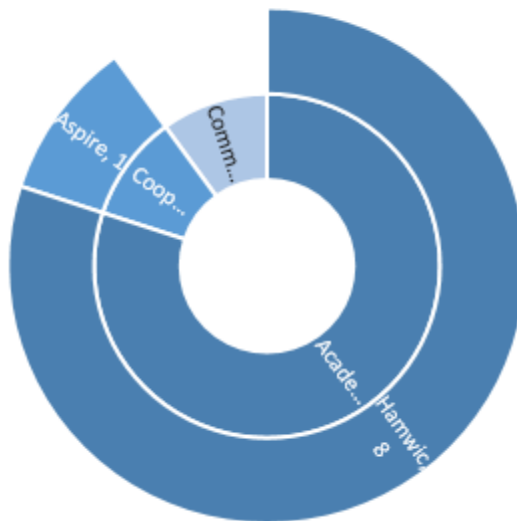
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Southampton City Council SACRE Induction (Draft 2024) Southampton Schools Overview

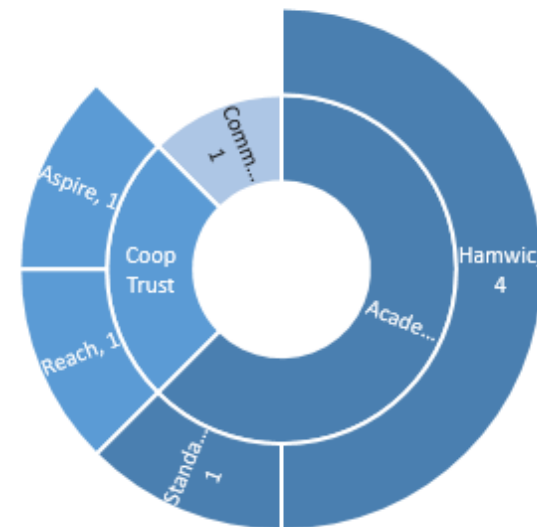


- 54** Primary (including Infants and Juniors)
- 12** Secondary
- 1** All Through School
- 6** Specialists
- 2** Alternative Provision

Infant Schools in Southampton



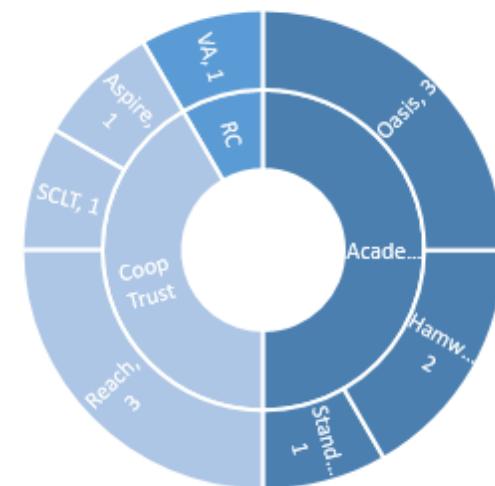
Junior Schools in Southampton



Primary Schools in Southampton



Secondary Schools in Southampton

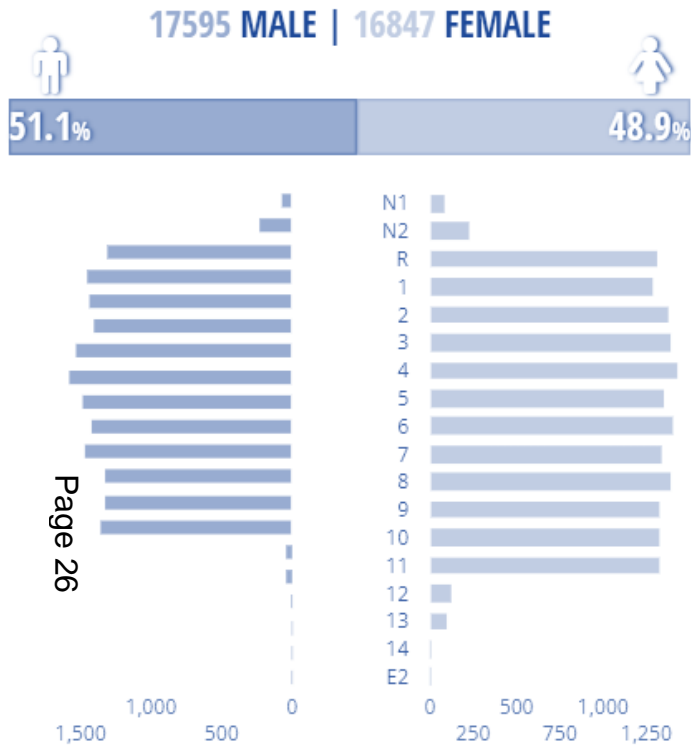


The following pages give a summary of the schools within the city of Southampton.

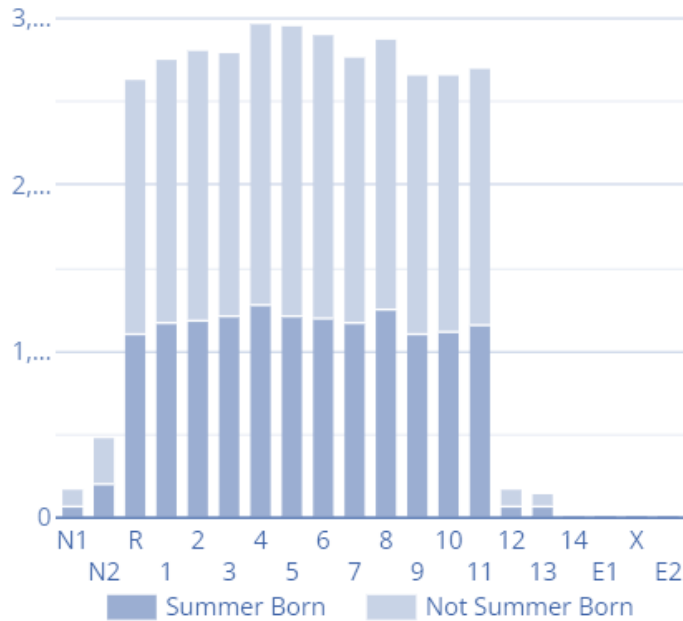
The breakdown on the first page gives an indication of the type of school; the proportion of the maintained, trust and academy schools across the city (due to the small numbers of special, all through, AP and nursery schools these have not been included).

The second page gives an overview of the pupil population in Southampton. This is only a snapshot at one given time and the data represented here is constantly changing.

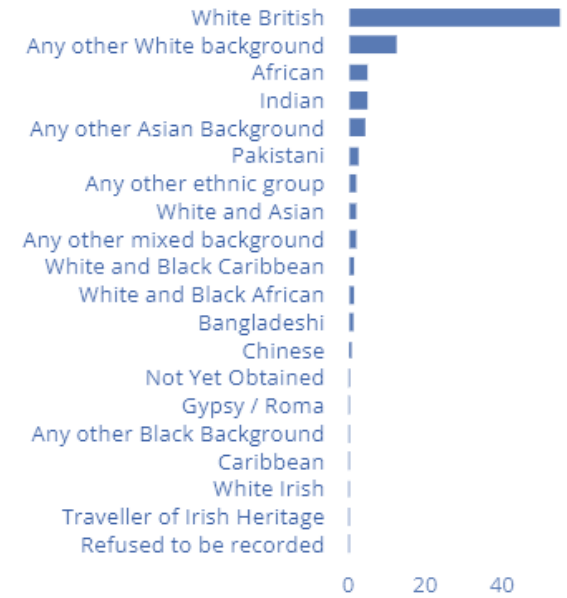
Southampton Pupil Breakdown 2023/24



NO. OF PUPILS BORN IN THE SUMMER



PUPILS BY ETHNICITY



35.1% 🍴

of pupils are eligible for
FREE SCHOOL MEALS

🗨️ 30.3%

of pupils have **EAL**
(ENGLISH AS AN ADDITIONAL LANGUAGE)

IN AUTUMN TERM THERE WAS

92.5% ATTENDANCE

4.5% Authorised absence (181,850)
3.0% Unauthorised absence (119,742)

SEN PUPILS



Key SEN Type	No. of pupils	% of pupils
Non SEN	27051	78.5%
Education, Health and Care Plan	1914	5.6%
SEN Support	5477	15.9%

SOUTHAMPTON STANDING ADVISORY COUNCIL for RELIGIOUS EDUCATION

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.....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.		

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.		
Any beneficial interest in land which is within the area of Southampton.		
Any license (held alone or jointly with others) to occupy land in the area of Southampton for a month or longer.		
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.		
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: a) the total nominal value of the securities exceeds £25,000 or one		

<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>		
--	--	--

'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

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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Southampton Council of Faiths Education Project for schools, colleges and covenant organisations



Southampton Council of Faiths (SCOF) is attempting to extend its support of interfaith co-operation understanding by supporting the provision of Religious Education and literacy in schools, colleges and service providers. The project is aware of the observations and recommendations of the recent Ofsted report *Deep and Meaningful*¹ and particularly the need to tailor approaches to pupils' existing knowledge and the need for accuracy and sensitivity to nuance. SCOF is fortunate to have the support of faith communities from which it can draw believers and experts who have firsthand knowledge and the ability to communicate. The project has the support of Southampton City SACRE and is sympathetic with *Living Difference IV*, the Agreed Syllabus for religious education (RE) in Hampshire, the Isle of Wight, Portsmouth and Southampton.

SCOF's intention here is to act as a conduit between faith communities and educators and to then align all educational visits and sessions with best educational practice and the methodologies set out in *Living Difference IV*.

SCOF will co-ordinate all sessions using a schema set out at the end of this document.

The aims and methodology of the project are:

Aims:

To promoting mutual understanding and good relations among people of different faiths and none in the city specifically by:

- Exploring what living a life with a religious stance might offer to an individual and community²
- Promoting religious literacy³ through discussion and engagement⁴
- Following an informed and critical reflection on the role that religion can and does play in advancing the common good

Such an aim will be concerned with all aspects of the religious life including:

- belief / propositional claims
- ethical values
- religious practices / places / rites and rituals⁵
and

¹ Deep and Meaningful The religious education subject report Ofsted 17 April 2024

<https://www.gov.uk/government/publications/subject-report-series-religious-education/deep-and-meaningful-the-religious-education-subject-report#recommendations>

² Living Difference p.2 The Purpose of Religious Education

³ <https://rpl.hds.harvard.edu/what-we-do/our-approach/what-religious-literacy>

⁴ cf. The Bloom Report p.51 2.2 The state of faith literacy – why is it important?

⁵ Cf. Living Difference p.2 The Purpose of Religious Education

- religious experience⁶

Method:

SCOF offers three alternative experiences that can be bespoke to the needs of groups and schools.

1. **A school / group based session** in which learners will be able to explore Hampshire's Golden Thread concepts and their place in the thought and practice of a faith tradition. Such sessions will draw upon *Living Difference IV's* moments of **encounter** and **intellect** and **discernment**⁷
2. **A place of worship** visit where learners will be able to engage with the role that religious practice and place have in the lives of individuals and communities. On these visits learners will be encouraged to observe the etiquette and practice of believers in so far that this does **not** demand or imply consent to a specific religious stance
3. **Informal and unstructured critical engagement** / pondering of the religious stance and the role that it can and does play in the lives of individuals and community. The particular method here will be to treat the religious stance as a thought experiment in which learners will be encouraged to think through the connection between faith and praxis. the actions and practices that might be reasonably adopted by those who adopt a religious stance.

All experiences will be planned and directed by members of faith groups in conjunction with SCOF, RE leads and covenant organisations. Particular attention will be given to the interface between religion and learners. In this way all experiences will be tailored to the specific needs and interests of individuals, groups and covenant organisations.

It is expected that a range of resources will be available to support engagement including:

- Personal faith and faith stories
- Religious artefacts and clothing
- PowerPoint slide shows
- Food



⁶ Cf Rudolf Otto's identifying experiences of the numinous or 'other' that cannot be transferred to language

⁷ Living Difference p.8

Project schema:

- 1 Initial contact with SCOF made by school, college or service provider using the SCOF Education Project proforma
- 2 SCOF will identify suitable /available members of the project team to contact RS lead at school/college or service provider. In cases where this is the first contact with SCOF it may be beneficial for the SCOF team to make an initial visit to the school

Where necessary DBS and Risk Assessments to be completed

Permissions for SCOF to use photographs only for publicity?

- 3 Educational visit to school / college or place of worship planned and executed in line with the methodology of Living Difference IV
- 4 Exchange of reviews and feedback by both parties



Sample Proforma

School /College		
Address		
Contact	Name	email
Key Stage		
Type of Experience (see 'Method' above)		
Date of Experience		
Time of Experience		
Religion(s) being studied		
Specific areas of religious tradition for learning		
Requested resources (See above)		
Golden Thread words / concepts familiar to pupils		
A B & C words familiar to pupils		
Parking /access to school		
Available Power Point projection		
'Follow up' intended after the visit		