

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

THURSDAY, 7 NOVEMBER 2024 AT 5.30 PM
COMMITTEE ROOM 2, TOWN HALL, JUDD STREET, LONDON WC1H 9JE

Enquiries to: Anoushka Clayton-Walshe, Committee Services
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Telephone: 020 7974 8543 (Text phone prefix 18001)

PANEL A – CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS

Ann Boater (Quaker), Sally Hay (Humanist), Lynndy Levin (Jewish), Nandarane Naina Parmar (Hindu), Loraine Nunez (Roman Catholic), Abdul Quadir (Muslim) + vacancies for Sikh and Buddhist representatives

PANEL B – THE CHURCH OF ENGLAND

Felicity Djerehe, Stephanie Ellner, Rev. Sally Jones, Rev. Damien Mason, Mary Thorne + 1 vacancy

PANEL C – TEACHERS

Sinead Costelloe, Emily Knowles, Rose O'Brien, Sarah Richardson, Helen Young + 1 vacancy

PANEL D – CAMDEN LOCAL AUTHORITY

Councillor Judy Dixey (LD), Councillor Rebecca Filer (L), Councillor Julian Fulbrook (L), Councillor Sylvia McNamara (L), Councillor Jenny Mulholland (L), Councillor Nazma Rahman (L), Councillor Nanouche Umeadi (L)

L = Labour, LD = Liberal Democrat

Issued on: Wednesday, 30 October 2024

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Gender inclusive minutes: Camden seeks to write the minutes of its committees in a way that does not misgender individuals. If you are contributing to the meeting and you wish to let us know what your pronouns are, please contact the Committee Officer named on the front of this agenda. Otherwise, we will use job titles, full names or neutral terminology. We will not assume gender.

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**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
(SACRE)
7 NOVEMBER 2024**

THERE ARE NO PRIVATE REPORTS

AGENDA

Wards

1. ELECTION OF CHAIR AND VICE-CHAIR

To elect the Chair and Vice-Chair of Camden SACRE for the 2024-25 academic year.

2. ANNOUNCEMENTS

Broadcast of the meeting

The Chair to announce the following: 'In addition to the rights by law that the public and press have to record this meeting, I would like to remind everyone that this meeting is being broadcast live by the Council to the Internet and can be viewed on our website for twelve months after the meeting. After that time, webcasts are archived and can be made available upon request.'

If you have asked to address the meeting, you are deemed to be consenting to having your contributions recorded and broadcast, including video when switched on, and to the use of those sound recordings and images for webcasting and/or training purposes.'

Any other announcements

3. APOLOGIES FOR ABSENCE

4. DECLARATIONS OF PECUNIARY, NON-PECUNIARY AND OTHER INTERESTS IN RESPECT OF ITEMS ON THIS AGENDA

5. MINUTES OF THE PREVIOUS MEETING

To approve the minutes of the meeting held on 23 May 2024.

(Pages 9 -
14)

6.	TERMS OF REFERENCE	(Pages 15 - 20)
	To note the terms of reference for Camden SACRE.	
7.	MEMBERSHIP OF CAMDEN SACRE	(Pages 21 - 22)
	To note the membership of Camden SACRE.	
8.	FAITH FORUM UPDATE	All Wards
	A Camden Faith Forum representative will provide a verbal update on their work since the last meeting in May 2024.	(Pages 23 - 24)
	<ul style="list-style-type: none"> • Faith award winners and case studies • Interfaith week events • 2025 plans for network briefings and events 	
9.	DETERMINATION RENEWAL APPLICATION - GOSPEL OAK	Gospel Oak
	Members are asked to consider and make an agreement on Gospel Oak's determination renewal application. Documents for consideration include the application, RE advisor visit report, and the Assembly Policy.	(Pages 25 - 42)
10.	NASACRE ANNUAL CONFERENCE ON 19 MAY 2025	All Wards
	This update is to inform members of the date and venue of the NASACRE annual conference and looking to see who can represent Camden SACRE.	(Pages 43 - 46)
11.	SACRE ANNUAL SELF-EVALUATION TOOLKIT AND ACTIONS	All Wards
	Annually Camden SACRE uses the national criteria to assess where it is in the development as a SACRE. At the meeting members will work through the toolkit together and develop and agree the SACRE annual plan for this academic year.	(Pages 47 - 80)

12. POSSIBLE INTERVENTIONS AND DEVELOPMENTS FOR RELIGIOUS EDUCATION **All Wards**

Camden SACRE will consider what interventions to run with the Local Authority in this academic year for Religious Education and what funding to make an application for.

(Pages 81 - 86)

13. DRAFT 2024-25 SACRE PRIORITIES **All Wards**

Members will be asked if they have any suggestions of points to add or edit on this draft document and asked to agree a set of development targets for this academic year.

(Pages 87 - 90)

14. ANY OTHER BUSINESS

AGENDA ENDS

The date of the next meeting will be Thursday, 6 February 2025 at 6.00 pm in Committee Room 3, Town Hall, Judd Street, London WC1H 9JE.

THE LONDON BOROUGH OF CAMDEN

At a meeting of the **STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)** held on **THURSDAY, 23RD MAY, 2024** at 6.00 pm in Committee Room 2, Town Hall, Judd Street, London WC1H 9JE

MEMBERS PRESENT

Panel A Christian and Other Denominations

Ann Boater (Quaker)
Abdul Quadir (Muslim) (on MS Teams)
Sally Hay (Humanist) (on MS Teams)

Panel B The Church of England

Mary Thorne (Chair)
Stephanie Ellner (on MS Teams)
Rev Damien Mason (on MS Teams)

Panel C Teachers

Sarah Richardson (on MS Teams)

Panel D Camden Local Authority

Councillor Julian Fulbrook (on MS Teams)
Councillor Nanouche Umeadi (on MS Teams)
Councillor Judy Dixey

ALSO PRESENT

Claire Clinton	Professional Advisor
Owen Rees	Head of Governor Services, Camden Learning
Vinothan Sangarapillai	Committee Services

The minutes should be read in conjunction with the agenda for the meeting. They are subject to approval and signature at the next meeting of the Standing Advisory Council on Religious Education (SACRE) and any corrections approved at that meeting will be recorded in those minutes.

MINUTES

1. ANNOUNCEMENTS

Broadcast of the meeting

The Chair announced: 'In addition to the rights by law that the public and press have to record this meeting, I would like to remind everyone that this meeting is being broadcast live by the Council to the Internet and can be viewed on our website for twelve months after the meeting. After that time, webcasts are archived and can be made available upon request.'

If you have asked to address the meeting, you are deemed to be consenting to having your contributions recorded and broadcast, including video when switched on, and to the use of those sound recordings and images for webcasting and/or training purposes.'

Any other announcements

There were no other announcements.

2. APOLOGIES FOR ABSENCE

Apologies were received from Felicity Djerehe, Councillor Jenny Mulholland and Nandarane Naina Parmar.

3. DECLARATIONS OF PECUNIARY, NON-PECUNIARY AND OTHER INTERESTS IN RESPECT OF ITEMS ON THIS AGENDA

In respect of Item 10, Councillor Nanouche Umeadi declared that she was a governor of Eleanor Palmer school and therefore paid no part in the discussion or decision on that application.

4. MINUTES OF THE PREVIOUS MEETING

Consideration was given to the minutes of the meeting held on 22nd February 2024.

Further to the discussion at the last meeting, Members were keen to see comparative data for Religious Studies GCSEs in Camden compared with other boroughs. They said this data would be useful if SACRE wished to recommend interventions by the local authority.

RESOLVED –

THAT the minutes of the meeting held on 22nd February 2024 be approved and signed as a correct record.

5. MEMBERSHIP OF CAMDEN SACRE

Councillor Nanouche Umeadi was welcomed as a new member of SACRE, following her appointment at the Council's AGM on 15th May 2024. It was noted that the

Roman Catholic representative had resigned; and the Professional Advisor said she would contact the Diocese to seek a new Catholic member.

ACTION: Professional Advisor

RESOLVED –

THAT the membership list of Camden SACRE was noted.

6. 2023-24 SACRE PRIORITIES

Consideration was given to the list of Camden SACRE priorities for 2023-24.

The Professional Advisor confirmed that she was continuing to look for Sikh and Buddhist representatives.

It was proposed that governors be invited to a meeting on the agreed syllabus. The Professional Advisor said that in other authorities she worked with, Newham and Barking & Dagenham, governing bodies in schools received an annual report on Religious Education based on the information from a questionnaire she circulated.

The Professional Advisor said she would provide the Clerk with a handout on “35 things an activist SACRE can do” she received at the NASACRE Conference, which could then be circulated to Camden SACRE members.

RESOLVED –

THAT the list of priorities and the comments above be noted.

7. SCHOOL SURVEY DISCUSSION - INSTIGATING AN ANNUAL RETURN ON RE AND COLLECTIVE WORSHIP FOR EVERY SCHOOL

The Professional Advisor highlighted the sample survey that she wished to send out to schools over the summer. She said that the information from the survey would be useful for schools in general. She said that many schools did not know what exam boards other schools were using for their Religious Studies exams.

It was suggested that the survey could go to the next Heads’ meeting so that Headteachers were aware of the importance of what was being requested and how it could be helpful to schools.

Members also expressed concern that there was no mechanism to record withdrawals from RE at the borough-level.

RESOLVED –

THAT the questionnaire and the comments above be noted.

8. AGREED SYLLABUS TRAINING UPDATE

The Professional Advisor gave a verbal update on training for the new agreed syllabus.

There had not been many bookings on the secondary schools' training course, perhaps as some schools were waiting until after the GCSE season was over to make a decision to book. A member suggested that a half-day course might be easier for teachers to make time to attend than a full-day course.

Attendees voiced concern that the previous syllabus had been difficult to access online and they wanted the new one to be easier to refer to online.

A councillor queried the legal requirements for the use of the agreed syllabus. She was informed that community schools should be using the local authority's agreed syllabus whereas VA (voluntary aided) schools and academies were free to use their own.

RESOLVED –

THAT the update be noted.

9. READY TO WORK CAMPAIGN

Members were informed of the 'Ready To Work' campaign which was led by Lord Karan Bilimoria and was making the case, from an employers' point of view, for the importance of young people entering the workforce with a greater degree of religious literacy and knowledge of a variety of religions and belief systems.

10. DETERMINATIONS

Consideration was given to the list of schools with and without Determinations, and to the applications from Eleanor Palmer and West Hampstead primary schools.

Eleanor Palmer

Members considered the application from Eleanor Palmer school. The Professional Advisor said she had met with the Deputy Head, Lacey Cousins, and had seen her leading an assembly. She added that Ms Cousins was interested in serving on SACRE as a teacher rep in future.

The Professional Advisor said that the school was strong in what they did, but there was some room for improvement. Some children were not sure what to do in the 'quiet time' set aside for prayer and reflection.

It was noted that about 40% of the children came from “non-religious” backgrounds and so the school was of the view that a Determination allowed them to better reflect the fact the school’s intake was not predominantly Christian.

A member expressed the view that the requirement for “broadly Christian” collective worship was wide-ranging enough to be inclusive of non-religious pupils and those from other faiths, and so the school should not have been automatically inclined to renew its Determination.

After discussion, the SACRE agreed to grant the school a Determination.

West Hampstead

Members considered the West Hampstead Primary school application. The Professional Advisor said that she felt it was a strong application. She noted that, in her discussion with the Head, he had said he thought that he needed more training on the topic. This could be a sign of the lack of focus on collective worship and RE in ordinary teacher training.

The SACRE agreed to grant the school a Determination.

RESOLVED –

- (i) THAT the list of schools with and without Determinations be noted;
- (ii) THAT a Determination be granted to Eleanor Palmer School;
- (iii) THAT a Determination be granted to West Hampstead School.

11. ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT

There was no other business.

12. DATES OF FUTURE MEETINGS

The dates of future meetings would be:

- Thursday, 7th November 2024
- Thursday, 6th February 2025
- Thursday, 1st May 2025

The meeting ended at 7.40 pm.

*Standing Advisory Council on Religious Education (SACRE) - Thursday, 23rd May,
2024*

CHAIR

Contact Officer: Vinothan Sangarapillai

Telephone No: 020 7974 4071

E-Mail: vinothan.sangarapillai@camden.gov.uk

MINUTES END

CAMDEN STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

TERMS OF REFERENCE AND PROCEDURES

1. THE LEGISLATION

- 1.1 The legislation is set out in Sections 390 to 397 of the Education Act 1996. Guidance is provided within DFE Circular 1/94 (Religious Education and Collective Worship) and the non-statutory guidance for Religious Education in English schools published in 2010.
- 1.2 The Act requires each Local Authority (LA) to set up a Standing Advisory Council for Religious Education (known as SACRE). This is a statutory body in its own right and is not a sub-committee of the Council.

2. THE DUTIES OF SACRE

- 2.1 To advise the LA on matters concerned with school worship and with Religious Education according to an Agreed Syllabus, either referred to SACRE by the LA or as SACRE may see fit. These matters might include, for example, the provision of INSET, methods of teaching and choice of materials and the consideration of complaints, if the LA so requires.
- 2.2 To receive and decide whether Determinations (applications from headteachers to vary the requirement for worship to be broadly or mainly Christian character for the whole school or for groups of pupils) are appropriate.
- 2.3 To publish an annual report outlining the advice given by SACRE to the LA and whether a Statutory Conference was requested. The report should broadly describe the nature of advice provided and, if such advice was in relation to matters not referred to SACRE by the LA, giving the reasons for offering such advice.

A copy of the report should be sent by SACRE to the Qualifications and Curriculum Development Agency (QCDA).
- 2.4 To require the LA to set up a Statutory Conference to review the Agreed Syllabus if, in the opinion of SACRE, this becomes necessary.

3. MEMBERSHIP OF SACRE

3.1 Members

SACRE consists of 4 Groups of Members ("the Representative Groups"), which are: -

Group A

Persons representing such Christian and other religious denominations reflecting, in the opinion of the Authority, the principal religious traditions of the Borough. So far as possible the membership of this group should reflect broadly the proportionate strength of each denomination or religion within the Borough. This group shall not include persons appointed to represent the Church of England.

Group B

Persons representing the Church of England

Group C

Persons representing teacher associations in the Borough

Group D

Persons representing the Local Authority

3.2 Members of Groups A and B must be representative of their faith or denominational group.

3.3 Members of Group C should have experience of religious education and worship and knowledge of good current practice.

3.4 Appointment, Removal and Resignation

3.4.1 The LA appoints the members of Groups A-D, having ascertained that they are representative of their denomination, faith or association. Members may resign at any time, or, if appointed by the LA, may be removed by the LA if they are no longer representative of the religion, denomination or association which they were appointed to represent or (as the case may be) they cease to be representative of the LA. The LA may remove any member if they are absent for more than three consecutive meetings. If a member is unable to attend, a substitute may attend in his/her absence. (see paragraph 4.5)

3.5 **Co-options**

Additional members may be co-opted by SACRE or by a group within it. Co-opted members may not themselves co-opt. Persons co-opted shall hold office on such terms as may be determined by the members co-opting them.

3.6 **Sub-Groups**

Any Sub-Group set up by SACRE shall include at least one member from each of Groups A-D. Each group and sub-group will elect its own chair, and may convene its own meetings

4. **PROCEDURES**

4.1 **Dates**

The dates of the main meetings will be decided in advance.

4.2 **Agenda**

Matters for the agenda of any meeting shall be sent to the Clerk at least 21 days in advance of the meeting.

The agenda shall be distributed to reach members at least 7 working days in advance of a meeting.

4.3 **Notice of Meetings**

4.3.1 At least five clear days before a meeting of SACRE, notice of the time and place of such meeting shall be given by posting it at the offices of the LA. If the meeting is convened sooner, then notice to be given as soon as the meeting is convened.

4.3.2 At least five clear days before a meeting of SACRE, copies of the agenda and copies of any report for the meeting (except reports under paragraph 5.7.2 below) shall be available for inspection. However, where the meeting is convened, or an item added to the agenda, on shorter notice the requirement to provide inspection shall apply from the time the meeting was convened, or item added to the agenda, respectively.

4.3.3 No business shall be transacted at any meeting of SACRE unless: -

A copy of the agenda including the item has been available for inspection from the time set out within paragraph 4.3.2 above.

By reason of special circumstances, the Chair of the meeting is of the opinion that the item should be considered at the meeting as a matter of urgency. The special circumstances should be recorded within the minutes of the meeting.

4.4 **Minutes**

The draft minutes of meetings shall be circulated to Members within one month of the meeting.

4.5 **Substitutes**

Members may arrange for substitutes to attend meetings and have full voting rights. Such substitutions should be notified to the Clerk before the meeting.

Facilities will be made available for groups to arrange pre-meetings before the main meetings of SACRE.

5. **CONDUCT OF MEETINGS**

5.1 **Voting**

The decision to request the authority to set up a Statutory Conference to review the Agreed Syllabus is made by Groups A-C only and with regard to this matter Group D does not have a vote. On all other matters, each representative group has one vote.

5.2 **Chair and Vice-Chair**

SACRE shall appoint a Chair and Vice-Chair for one year at its first meeting in the academic year. The Chair does not have a casting vote.

5.3 **Quorum**

No formal decisions shall be taken unless there is a quorum of 1 or more representatives from 3 or more representative groups present.

5.4 **Clerk**

The Chief Executive or his/ her delegate will act as clerk to SACRE.

5.5 **Meetings**

The full SACRE will meet at least 3 times in each school year. The Annual Report will be received at the meeting in the autumn term.

5.6 Access to the press and public

- 5.6.1 Members of the public and duly accredited representatives of the news media shall be permitted to attend all meetings of SACRE subject to paragraph 5.7 below.
- 5.6.2 Members of the public and representatives of the news media may be excluded from any meeting for the purpose of suppressing or preventing disorderly conduct or other misbehaviour at any meeting.
- 5.6.3 At all meetings which are open to the public there shall be made available for use by members of the public present a reasonable number of copies of the agenda and all reports, save for those reports referred to within paragraph 5.7.2

5.7 Confidentiality

- 5.7.1 Nothing within these terms of reference shall be taken to authorise or require the disclosure of confidential information.
- 5.7.2 Where any report contains, in the opinion of the Chair, confidential information the Chair may exclude such reports from those made available for inspection under paragraph 4.3.2 above or made available at the meeting under paragraph 5.6.3.
- 5.7.3 Members of the public and representatives of the news media may be excluded from any meeting during an item of business whenever it is likely that, if members of the public were present, confidential information would be disclosed.

5.8 Advisers

The Director of Children Schools and Families or their delegate will act as Professional Adviser to SACRE.

5.9 Validity of Proceedings

The validity of the proceedings of SACRE, or those of any group within it, shall not be affected by a vacancy in the office of any member required under 3.1 or 3.4 above or on the grounds that any member appointed as a representative of their denomination, faith or association does not, in fact do so.

(8th June 2010)

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Camden SACRE members – October 2024

The current members of Camden SACRE are:

Panel A (Christian and other religious denominations)

Ann Boater (Quaker)

Sally Hay (Humanist)

Dr. Lynndy Levin (Jewish)

Nandarane Naina Parmar (Hindu)

Loraine Nunez (Roman Catholic)

Abdul Quadir (Muslim)

Panel B (Church of England)

Felicity Djerehe

Stephanie Ellner

Rev. Sally Jones

Rev. Damien Mason

Mary Thorne

Panel C (Teachers)

Sinead Costelloe

Emily Knowles

Rose O'Brien

Sarah Richardson

Helen Young

Panel D (Local Authority)

Councillor Judy Dixey (LD)

Councillor Rebecca Filer (Lab)

Councillor Julian Fulbrook (Lab)

Councillor Sylvia McNamara (Lab)

Councillor Jenny Mulholland (Lab)

Councillor Nazma Rahman (Lab)

Councillor Nanouche Umeadi (Lab)

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Camden Standing Advisory Council Religious Education (SACRE)	
REPORT TITLE Faith Forum Update	
FOR SUBMISSION TO: Camden SACRE	DATE: 7 November 2024
SUMMARY OF REPORT A Camden Faith Forum representative will provide a verbal update on their work since the last meeting in May 2024. <ul style="list-style-type: none">• Faith award winners and case studies• Interfaith week events• 2025 plans for network briefings and events Contact Officer: Rebecca Branch, Community Partnerships - Strategic Lead Rebecca.Branch@camden.gov.uk	
RECOMMENDATIONS To note the update and consider how Camden SACRE can support the Faith Forum's work.	

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Camden Standing Advisory Council Religious Education (SACRE)	
REPORT TITLE Determination renewal application - Gospel Oak	
FOR SUBMISSION TO: Camden SACRE	DATE 7 November 2024
SUMMARY OF REPORT Members are asked to consider and make an agreement on Gospel Oak's determination renewal application. Documents for consideration include the application, RE advisor visit report, and the Assembly Policy. Contact Officer: Claire Clinton, RE Advisor and SACRE consultant Professional Advisor to Camden SACRE Claire.clinton@rematters.co.uk	
RECOMMENDATIONS To grant Gospel Oak's determination renewal application.	

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APPLICATION TO CAMDEN SACRE FOR A DETERMINATION FOR COLLECTIVE WORSHIP IN ACCORDANCE WITH THE SCHOOL STANDARDS AND FRAMEWORK ACT 1998

NAME OF SCHOOL: Gospel Oak Primary School

DATE OF APPLICATION: November 2024

HEADTEACHER: John Hayes

CONTACT NO & EMAIL: 020 7485 7435 jhayes@gospeloakschool.com

1. Please provide an updated analysis of the religious affiliation of the pupils at your school.

	Number and percentage of children	Number or percentage of children at time of previous Determination application
CHRISTIAN	90 (21%)	89 (20%)
HINDU	0	0
JEWISH	9 (2%)	10 (2%)
MUSLIM	140 (33%)	140 (30%)
SIKH	0	0
BAHA'I	0	0
BUDDHIST	0	1 (0.2%)
JAIN	0	0
SHINTO	0	0
ZOROASTRIAN	0	0
HUMANIST	0	0
NO RELIGION	159 (37%)	142 (31%)
UNCLASSIFIED	26 (6%)	66 (15%)
OTHER	6 (1%)	6 (1.3%)

2. Please describe any circumstances relating to the application for a Determination which may have changed since a previous Determination was agreed (if any).
None

3. Before making an application to review a Determination, the Governing Body must have been consulted. (Please provide minutes of the governing body meeting that considered this if it was considered at a meeting).
- a) How did this take place?
The current numbers of children from a variety of faiths and those of no faith were discussed with the full governing body. The governors confirmed their wish that a renewal of the determination be sought.
- b) Views which Governors wished to convey to SACRE
Like many schools in Camden, Gospel Oak has a diverse intake of pupils from a wide range of social, ethnic, and religious backgrounds. We believe that collective worship at our school should reflect this diversity, which is the basis for this application.
- Gospel Oak is a school that values inclusivity and diversity. The figures provided show the current representation of faiths within our school, alongside data from 2019, and figures from 2024 for comparison.
- c) How have parents been consulted?
Yes. parent coffee morning
- d) If YES describe the nature and outcome of this consultation
One of the regular coffee mornings, now led by the Child and Family Support Worker, was dedicated to discussing assemblies, collective worship, and the renewal of the determination. The Headteacher also engaged informally with parents at the school gate during drop-off. All parents consulted were supportive of the renewal application.
4. It is for the Headteacher to decide what form the alternative worship will take, although SACRE should be informed of the proposed arrangements. Please attach:
- a) [The school's policy on collective worship -](#)
- b) The school's plan for collective worship indicating:
- i) organisational arrangements

ii) themes/topics featured in the collective worship programme

5. Who will be representing the school at the SACRE meeting when the application for renewal of the Determination is to be considered (if anyone)?

The Headteacher

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Gospel Oak Primary Act of Collective Worship

Monday 21st October 2024

1:30pm

Led by John Hayes – HT

Summary

An excellent high-quality act of collective worship. Pupils was engaged throughout and involved. Great moment for reflection given at the end relevant to their lives.

Detail

The pupils entered the hall in an orderly fashion. Behaviour was very good. Teachers working well with their classes and monitoring the pupils.

John, the HT, was there at the front of the hall to greet them.

Pupils greet Mr Hayes with good afternoon so after he has greeted them.

This week's theme which is about showing courage and confidence.

I want you to think of a time you have had to brave and showed courage – or you have seen someone else do this. Pupils discuss their ideas with a partner.

John took feedback from pupils around the hall – eg you might have to brave your first time doing something like going on an airplane; lots of examples given which John welcomes and links back to the theme.

John reads a story to them – ask them to be ready to listen. The story is about someone who has had to be very courageous. It is the story of Malala. John has put the story into his own words – really great use of language for the pupils. John also stops the story and checks for understanding by asking what certain words or phrases mean. Excellent practice.

When she is around 11 years old. The Taliban comes, who have very strict rules and began to take control – they believed that girls shouldn't go to schools, and they started closing down schools. Imagine if someone told you couldn't go to schools or see your friends anymore – how would that make you feel? Pupils talk to each other in pairs again purposely. Pupils say devastated, sad.

Malala was heartbroken and she knew this was unfair – every boy and girl should have the right to learn. She started writing about her experiences under a secret name and how girls should be allowed to learn. As she began to speak out – people from all over the world started listening. Her bravery came with danger. The Taliban knew who she was – her family worried for the safety. Mamala felt she was doing the right thing.

One day when she was 15 – something frightening happened. She was on her way home from school, but the bus was stopped. Armed men boarded and called for her. When they found her, they attacked her. She was badly hurt – she was taken to hospital in a very serious condition. Doctors worked to try and save her life.

Can you image the courage it took to carry on speaking out when you knew people might want to hurt you. Pupils do aired talk again – everyone is involved. Feedback taken – she had braveness

in her heart, she believed in what she was saying; she didn't care about the risks she cared about all the girls.

Malala survived the attack and she was moved to another country and gradually got better. She was now known everywhere as a symbol of courage and hope for children's education. When she was 17 she was awarded the Nobel peace prize – the youngest every recipient

Close your eyes – so that will help you concentrate. Mala used her courage to help the world – even when things were dangerous – she had the courage to stand up for what is right. That is an inspiration for all of us. I want you to think of something you have always wanted to try but haven't felt confident enough to do it. It could be trying a new sport or hobby, speaking up for someone else. Tell your partner what you want to do.

Pupils feedback some ideas of what they want to do – someone wanting to get over their fear of heights, dance. Close your eyes for a moment again. Focus on the way you are breathing – as you breathe in image you are breathing in the courage you need, as you breath out image you are breathing out the fear. (Excellent). In your head I want you to say a little thankyou about how brave you are becoming – what you can do this week in school – have ago.

Open eyes, look to the front. Don't forget this week is our week to try something new, being brave in a way you haven't been before.

Pupils then leave in an orderly fashion.

Observed by Claire Clinton

Assembly policy

Date Agreed- September 2024
Review Date- September 2026

What is the purpose of this policy?

This policy describes the aims, content, and organisation of assemblies at Gospel Oak, ensuring they fulfil the requirements for collective worship as outlined in the SACRE guidance, with the recognition that the school has a determination in place. This means that collective worship at Gospel Oak is not religious and is designed to be inclusive of all pupils, regardless of their religious or non-religious backgrounds.

What does collective worship mean at Gospel Oak and what are the connections between collective worship and religious education (RE)?

At Gospel Oak, collective worship is a time when members of the school community come together to reflect on spiritual, moral, social, and cultural ideas. With a SACRE determination, collective worship is not tied to any specific religious tradition or broadly Christian character. Instead, it provides opportunities for moments of reflection and stillness that allow all children, regardless of faith or belief, to engage with the values and themes being explored.

Assemblies offer a space for reflection, where pupils can quietly consider what is important to them. This time is used to promote an understanding of values, ethics, and the common life of the school community, without any religious expectations.

What are the aims of assemblies (collective worship) at Gospel Oak?

1. To promote the overall aims of the school, reflecting Gospel Oak's commitment to the holistic development of pupils through spiritual, moral, social, and cultural exploration.
To build a sense of community by providing a shared time for reflection on themes that unite and support the school ethos, fostering inclusion and respect for diversity.
To offer opportunities for reflection and contemplation, encouraging pupils to engage with key questions in life, including ethical, moral, and social issues, in a non-religious context.
To celebrate diversity, recognise the wide variety of beliefs, values, and cultural backgrounds within the school, and ensure collective worship is inclusive for all.
To promote personal growth, helping pupils to develop qualities such as empathy, self-awareness, and respect for others through reflective practices and discussion.
2. To promote pupils' sense of being a member of the community of Gospel Oak School.
3. To promote spiritual, moral, social and cultural development. Assemblies:
 - provide pupils with the knowledge and insight into values and beliefs that enable them to reflect on their experiences in a way which develops their spiritual awareness and self-knowledge, (spiritual)
 - teach the principles which distinguish right from wrong, (moral)
 - encourage pupils to relate positively to others, take responsibility, participate fully in the community and develop an understanding of citizenship, (social)

- teach pupils to appreciate their cultural traditions and the diversity and richness of other cultures. (cultural)
4. To develop pupils' personal qualities including their self-esteem, their sense of identity, their appreciation of awe and wonder, their openness and tolerance, and their ability to reflect on these qualities and other aspects of life's fundamental experiences.
 5. To promote the school's commitment to equality of opportunity by celebrating, giving value to and learning about different ethnic and faith groups, in particular, those represented within the school community.
 6. To promote pupils' understanding of the cycle of the year through the exploration of the annual cycle of nature and the annual cycle of religious and non-religious celebrations.
 7. To promote pupils' moral development by exploring values and qualities that can be supported by both members of faith communities and by those who are not members of a faith community.

How are assemblies organised at Gospel Oak?

Children in all classes (except the nursery) take part in an act of collective worship each day. Gospel Oak is a large school so there is only one whole school assembly each half term. There are separate assemblies for key stages 1 and 2; and for the individual phases when necessary. Children in the reception classes sometimes join the other assemblies on three days a week and hold their own assemblies on the other two days.

	KS1	KS2
Monday	An assembly led by a phase adult with a focus on a shared text or a topical event.	An assembly led by the Headteacher
Tuesday	An assembly with a focus on singing as a group.	Classroom assembly
Wednesday	Classroom assembly	An assembly with a focus on singing as a group.
Thursday	Team assembly led by the Phase Leader that includes promoting values and celebrating pupils' achievements.	Classroom assembly
Friday	Classroom assembly	An assembly led by the Headteacher or Phase Leader that includes promoting values and celebrating pupils' achievements. At the end of each half-term, a whole school assembly is held.

How are the themes of the week selected?

Themes are chosen by the Senior Leadership Team to ensure that they are inclusive and supportive of the school's non-religious approach to collective worship. Themes reflect the school's values and promote the moral, social, and cultural development of pupils without any specific religious connotation.

The themes aim to foster reflection on universal values such as kindness, empathy, responsibility, and community. These themes allow all pupils, regardless of their faith or non-faith background, to find personal relevance and engage meaningfully.

How are assemblies and collective worship monitored?

The Headteacher and the RE Leader regularly monitor assemblies to ensure that they align with the school's SACRE determination and provide an inclusive, reflective experience for all pupils. This ensures that collective worship remains non-religious, promoting the spiritual and moral development of pupils in an open and respectful environment.

Legal Requirements and Parental Rights

In line with the SACRE determination, collective worship at Gospel Oak is not religious and is inclusive of all pupils. However, parents retain the right to withdraw their children from collective worship if they so wish. Any parent considering this option is encouraged to discuss their concerns with the Headteacher to explore possible alternatives.

Parents are reminded that the determination from SACRE allows the school to provide collective worship that is inclusive and non-denominational, supporting the development of all pupils without religious expectations.

These are suggested themes that act as guides. Other notable events may be used as the stimulus for assembly and collective worship as appropriate.

KS1

Autumn Term Themes:

Week 1: New Beginnings – Starting Something Special

The excitement of starting new things and the wonders we will discover this year.

Week 2: Being Kind to Each Other

The magic of how a little kindness can make someone's day shine brighter.

Week 3: Learning from Mistakes

The wonder of trying again and how mistakes help us grow into strong learners.

Week 4: Working Together – Teamwork

The fun and excitement of working together to make big things happen.

Week 5: Listening to Others

The amazing things we learn when we listen to the people around us.

Week 6: Being Brave – Facing New Challenges

The excitement that comes when we try something new and how brave we can be.

Week 7: Taking Care of Nature

The wonders of the plants, animals, and world around us, and how we can help take care of them.

Week 8: Celebrating Our Differences

The beauty of how we are all different, and how those differences make our world more colourful and interesting.

Week 9: Being Patient

The amazing things that happen when we wait and let things happen in their own time.

Week 10: Finding Solutions – Problem Solving

The excitement of using our brains to solve puzzles and fix problems together.

Week 11: Thinking About Our Feelings

The wonder of understanding how we feel inside and how we can help others when they feel sad, happy, or worried.

Week 12: Looking After Our Toys and Things

The importance of taking care of our things, and how they last longer when we treat them with care.

Week 13: The Joy of Giving to Others

The warm feeling we get when we share and give to others, making them smile.

Spring Term Themes:

Week 1: New Year – Trying New Things

The excitement of trying new things and all the adventures they can bring.

Week 2: Keep Trying – Never Give Up

The magic that happens when we keep trying, even if things feel tricky at first.

Week 3: Telling the Truth

How being honest helps us feel good inside and makes others trust us.

Week 4: Being a Good Friend

The joy of having friends and how we can be kind and caring to those around us.

Week 5: Staying Safe Online

Learning how to keep ourselves safe when we use the internet, just like we do in real life.

Week 6: Understanding How Others Feel

The magic of thinking about how our friends feel and helping them when they need it.

Week 7: Celebrating Our Unique Talents

The joy of knowing that everyone is special in their own way and has something amazing to share.

Week 8: Saying Sorry and Forgiving

The peace we feel when we say sorry and how good it feels to forgive someone.

Week 9: Sharing Fairly

The wonder of fairness and how sharing can make everyone feel happy and included.

Week 10: Looking After Our World

The wonder of nature and how we can all do small things to protect it.

Week 11: People Who Inspire Us

Learning about amazing people who have done wonderful things and how they can inspire us too.

Week 12: Looking Forward to the Future

The excitement of thinking about all the amazing things we can do and be in the future.

Summer Term Themes:

Week 1: Seeing the Good in Every Day

How looking for the good in each day helps us feel happy and makes each day special.

Week 2: Saying Thank You

The magic words “thank you” and how they make others feel happy and appreciated.

Week 3: Staying Healthy and Happy

The fun of looking after our bodies by eating well, exercising, and resting to keep our minds happy too.

Week 4: Thinking About the World

The awe of knowing that we are part of a big, beautiful world full of people, animals, and plants.

Week 5: Being Creative

The excitement of using our imaginations to create amazing things, from drawings to stories to games.

Week 6: Feeling OK When Things Don't Go Right

Learning that it's okay to feel sad or disappointed and how we can still find something good even when things don't go the way we hoped.

Week 7: Including Everyone

The wonder of making sure everyone feels welcome and included in what we do.

Week 8: Keeping Ourselves Safe

The importance of staying safe and how it helps us feel happy and secure.

Week 9: Staying Focused

The magic of paying attention to what we are doing and the great things we can accomplish when we try our best.

Week 10: Thinking About All We've Learned

Looking back and feeling proud of all the amazing things we've learned this year.

Week 11: Getting Ready for the Next Big Step

The excitement and wonder of moving on to new things and how we can be ready for the next adventure.

Week 12: Celebrating Our Achievements

The joy of celebrating everything we've done this year and how much we've grown.

KS2

Autumn Term Themes:

1. *Week 1: New Beginnings – Embracing Change*
The excitement of new opportunities and the thrill of a fresh start.
2. *Week 2: Kindness and Compassion*
The ripple effect of small acts of kindness – how we can improve the world.
3. *Week 3: Growth Mindset – Learning from Mistakes*
The wonder of how our brain grows stronger when we learn and try again.
4. *Week 4: Teamwork – Working Together*
The magic of collaboration and what we can achieve when we unite.
5. *Week 5: Respect – For Ourselves and Others*
Exploring the beauty of diversity and the power of mutual respect.
6. *Week 6: Courage and Confidence*
How remarkable moments of bravery can lead to unexpected and incredible outcomes.
7. *Week 7: Harvest and Gratitude for Nature's Bounty*
The awe-inspiring cycles of nature, and the gratitude we can feel for its abundance.
8. *Week 8: Understanding Diversity and Inclusion*
Celebrating the uniqueness of every individual and the wonder of a world full of differences.
9. *Week 9: Patience – Waiting for the Right Moment*
The amazing things that happen when we learn to be patient and trust the process.
10. *Week 10: Problem Solving – Facing Challenges*
The sense of achievement is when we overcome obstacles through creativity and determination.
11. *Week 11: The Power of Reflection*
Taking time to pause, think, and appreciate our growth and experiences.
12. *Week 12: Responsibility and Ownership*
The incredible impact we can have when we take responsibility for our actions and choices.
13. *Week 13: The Wonder of Giving*
How sharing with others can create moments of connection and joy.

Spring Term Themes:

1. *Week 1: New Year – Setting Goals*

The excitement of new adventures and the possibilities that lie ahead.

2. Week 2: Perseverance – Keeping Going

The extraordinary outcomes that come from never giving up, even when the journey is tough.

3. Week 3: Honesty and Integrity

The strength and trust that comes from being true to ourselves and others.

4. Week 4: Friendship – Building and Maintaining Bonds

The wonder of meaningful friendships and how they enrich our lives.

5. Week 5: E-Safety – Responsible Online Behaviour

Navigating the digital world safely and the power of making smart choices online.

6. Week 6: Empathy – Understanding Other Perspectives

The amazing ability to see the world through someone else's eyes and connect with their feelings.

7. Week 7: Celebrating Differences – Respect for All

Discovering the beauty in everyone's uniqueness and how it makes our world richer.

8. Week 8: Forgiveness and Moving On

The sense of freedom and peace that comes with letting go of past hurts.

9. Week 9: Fairness and Equality

The deep satisfaction of knowing everyone is treated fairly and the wonder of equality.

10. Week 10: Taking Care of Our Environment

Exploring the natural wonders of the Earth and our role in protecting them.

11. Week 11: Inspirational Figures – Learning from Role Models

The awe we feel when we learn about people who have changed the world with their vision and courage.

12. Week 12: Hope for the Future

The sense of possibility and optimism when we look forward to what's ahead.

Summer Term Themes:

1. Week 1: Positivity – Focusing on the Good

How a positive outlook can transform our experiences and open new doors.

2. Week 2: Gratitude – Appreciating What We Have

Recognizing the wonders around us, big and small, and the joy they bring.

3. Week 3: Healthy Body, Healthy Mind

The fascinating connection between taking care of our body and how it helps our mind thrive.

4. Week 4: Global Citizenship – Thinking Beyond Ourselves

Feeling a sense of wonder about how we are all connected across the world and the difference we can make globally.

5. Week 5: Creativity and Innovation

The excitement and magic of thinking differently and coming up with new ideas.

6. Week 6: Dealing with Disappointment

Discovering the hidden opportunities in setbacks and how they help us grow.

7. Week 7: Inclusivity – Welcoming Everyone

The sense of belonging comes when we include everyone and make space for all voices.

8. Week 8: Safety – Staying Safe in Different Environments

Exploring the ways we can stay safe and how looking after ourselves and others is a powerful act.

9. Week 9: Self-Discipline and Focus

The awe of what we can achieve when we stay focused and disciplined in our goals.

10. Week 10: Reflection – Looking Back on the Year

The wonder of looking back at our achievements, growth, and moments of joy throughout the year.

11. Week 11: Moving On – Transition to the Next Stage

The excitement and wonder of stepping into new adventures and experiences.

12. Week 12: End of Year Celebration and Achievements

Celebrating the incredible journey we've been on and the amazement of all we've accomplished.









Camden Standing Advisory Council Religious Education (SACRE)	
REPORT TITLE National Association of SACRE (NASACRE) Annual Conference on 19 May 2025	
FOR SUBMISSION TO: Camden SACRE	DATE 7 November 2024
SUMMARY OF REPORT This update is to inform members of the date and venue of the NASACRE annual conference and looking to see who can represent Camden SACRE. Contact Officer: Claire Clinton, RE Advisor and SACRE consultant Professional Advisor to Camden SACRE Claire.clinton@rematters.co.uk	
RECOMMENDATIONS To agree the Camden SACRE representatives for the NASACRE annual conference.	

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NASACRE 2024-2025

On-line webinar programme

SACREs who have bought their 24-25 membership with NASACRE can get unlimited access for an annual one off £60 fee for all members to attend our on-line webinar programme

-  **24th September 2024, 6:30-8pm & repeated on 24th June 2025: So, you've joined your local SACRE...**
Free session for any SACREs to attend specifically for new members of SACRE
-  **10th October 2024, 7-8pm: Funding for SACREs to work with pupils on learning around diversity - applying for and gaining a Westhill/NASACRE award** *Free session for any SACRE to attend*
-  **15th October 2024, 7-8pm: How can SACREs make strategic use of the Deep & Meaningful Ofsted RE Report (May 2024) in their work?**
Free to SACREs who have bought the annual webinar package; £25 for a subscribed SACRE and £35 for a non-subscribed SACRE
-  **Various dates in November 2024, 6:30-8pm: NASACRE in Conversation led in regions**
Free session for any SACREs to attend
-  **21st January 2025, 7-8pm: Calling all members of SACRE Group D - How to be an effective member of your SACRE?** *Free to SACREs who have bought an annual webinar package; £25 for a subscribed SACRE and £35 for a non-subscribed SACRE*
-  **25th February 2025, 7-8pm: Being an effective SACRE Clerk**
Free to SACREs who have bought an annual webinar package; £25 for a subscribed SACRE and £35 for a non-subscribed SACRE
-  **11th March 2025, 7-8pm: Working on an Agreed Syllabus Conference - supports and processes**
Free to SACREs who have bought an annual webinar package; £25 for a subscribed SACRE and £35 for a non-subscribed SACRE
-  **Various dates in April 2025, 6:30-8pm: NASACRE in Conversation**
Free session for any SACREs to attend

To book a place on any session, or to purchase our training package, please email admin@nasacre.org.uk

Visit our training and support page on the NASACRE website for more information www.nasacre.org.uk Page 45

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Camden Standing Advisory Council Religious Education (SACRE)	
REPORT TITLE SACRE Annual Self-evaluation Toolkit and Actions	
FOR SUBMISSION TO: Camden SACRE	DATE 7 November 2024
SUMMARY OF REPORT Annually Camden SACRE uses the national criteria to assess where it is in the development as a SACRE. At the meeting members will work through the toolkit together and develop and agree the SACRE annual plan for this academic year. Contact Officer: Claire Clinton, RE Advisor and SACRE consultant Professional Advisor to Camden SACRE Claire.clinton@rematters.co.uk	
RECOMMENDATIONS To develop and agree the SACRE annual plan for this academic year using the self-assessment findings.	

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SACRE self-assessment tool

SACRE

The SACRE self evaluation Tool

Introduction

This tool has been created to help SACREs in their essential role to advise its Local Authority (LA) and the local authority's schools in meeting the entitlement of pupils across the local authority to engage in high quality Religious Education and Collective Worship and support them to reflect on their 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 and 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 local authority on matters of religious education and collective worship. Like school governors, members are unpaid volunteers who give up their time to support religious education (RE) and collective worship locally.

This Toolkit is an amended version of the 2015 update of this document. It takes account of changes in inspection arrangements and in the role of local authorities, and of the development of maintained schools independent of their local authority. 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 local authority and other key stakeholders.

The Toolkit highlights five key dimensions of a 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 its 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 Local Authorities 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, highlighting diversity 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 local authorities. 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 Local Authority.

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 should consider)

- Do the LA and its 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? (move to section 5)

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 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." 2021 ¹ HC Deb, 28 March 2018, cW <https://questions-statements.parliament.uk/written-questions/detail/2018-03-28/134697>

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 Local Authority, it is more likely that the members of the SACRE will be able to contribute both to the SACRE's work and to the LA's wider strategic objectives.

By bring 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 collective worship, 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. These 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 meetings 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 itself, 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:	not have financial or management support to help SACRE to meet and operate. Members are unable to communicate with each other. There is not 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 meetings regularly if at all. Any meeting is 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 collective worship.	<input type="checkbox"/>
Advanced A SACRE with advanced	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	<input type="checkbox"/>

practice would:	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.	
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:	not have a 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:	not have a development plan to focus its 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	There is little, but some 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	<input type="checkbox"/>

practice would:	of SACRE and so is unable to plan any work or request funding to initiate new work.	
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 collective worship 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 collective worship. As a result SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or partnership work to improve standards. This can include advice related to the review of the Agreed Syllabus. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	<input type="checkbox"/>
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 of what quality are these?</i>		
Requires improvement/struggling A SACRE in this position would:	not be aware 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; the dioceses), and rarely hear from with pupils/students.	<input type="checkbox"/>
Established A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and has some meaningful contact with the groups involved. SACRE members are support at a national level by their sponsoring body. SACRE members attend NASACRE conference and training opportunities. Hear from pupils/students as part of their work around high-quality RE and collective worship.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local Inter-Faith 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:	not have 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 set up an academies presence in 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 A SACRE with advanced	have an established place on SACRE because SACRE has considered systematically the legal and structural options open to them, and have set up formal procedures for establishing a permanent and	<input type="checkbox"/>

practice would:	sustainable academies presence on SACRE through the LA. A high proportion of academies in the area regard themselves as stakeholders and partners with SACRE.	
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**

Date of review

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 their aspirations, and a spur for their actions.

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 local authority which appointed SACRE. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to approach the achieving of this overview with some sensitivity and astuteness.

Information to assist the SACRE in carrying out its role is likely to come from a range of sources. This 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 Agreed Syllabus. 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 is noted and brought to SACRE.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	build upon a strong relationship with the LA, where by 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?		

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/advisor.	<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 that can be 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	Not engage in communication with schools.	<input type="checkbox"/>

improvement/struggling A SACRE in this position would:		
Developing A SACRE with developing practice would:	have little communication with schools. They occasionally contact schools with resources for RE and attend a head teachers meeting.	<input type="checkbox"/>
Established A SACRE with established practice would:	have RE key messages communicated regularly into schools. They send regular updates and information to schools, head teachers and governors. SACREs discussions from their meetings 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 leaders and 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.		
<i>To what extent has a SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</i>		
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 to. 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 pro-active 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 is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good modern AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact measures.

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.

Local authorities are required to review their locally agreed syllabus 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 a locally agreed syllabus that is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the agreed syllabus, 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 inclusiveness 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 formal decisions about the AS are to be 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 existing 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 agreed syllabus, particularly in raising standards. This provides little or no opportunity to review the effectiveness of the agreed syllabus. not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. The SACRE is unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation made by 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 agreed syllabus. have devised a costed action plan in partnership with the LA, and have been allocated a sufficient budget for the agreed syllabus 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 agreed syllabus built into its development plan. Reviewing the agreed syllabus 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 agreed syllabus 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 religious education? 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 Agreed Syllabus 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 Agreed Syllabus.	<input type="checkbox"/>
Established A SACRE with established practice would:	ensure that the Agreed Syllabus 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 Agreed syllabus provided has involved teachers and meets their needs.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	ensure that the Agreed Syllabus 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 resource and provision in schools. References latest RE research that is relevant and helps pupils makes 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 agreed syllabus. not have the mechanisms to advertise, promote and share the syllabus to schools locally.	<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 agreed syllabus by a shortage of financial and human resources.	<input type="checkbox"/>
Established	use other forms of communication (for example the LA website) to promote the launch.	<input type="checkbox"/>

A SACRE with established practice would:	<p>have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed.</p> <p>provide additional guidance or extended training on using the Agreed Syllabus over the life of the Agreed Syllabus.</p>	
<p>Advanced A SACRE with advanced practice would:</p>	<p>Involve the wider community and use strong media coverage, to give the Agreed Syllabus a high profile as an important development in the work of the LA and local community. The launch event would include high quality presentations from a range of local religion and worldviews groups, schools and professional LA officers/councillors.</p> <p>provide effective training on implementing the Agreed Syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the Agreed Syllabus and the implications for teaching and learning. The SACRE 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.</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>		

<p>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></p>		
<p>Requires improvement/struggling A SACRE in this position would:</p>	<p>not have the structures in place to convene an ASC.</p> <p>not have any admin and advisory support for their work.</p>	<input type="checkbox"/>
<p>Developing A SACRE with developing practice would:</p>	<p>have a membership that fulfils basic statutory requirements. There are limited induction and training opportunities; members are unclear of their roles, or how an agreed syllabus can be structured. Particular faith or belief groups or teachers from different phases do not attend.</p> <p>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.</p>	<input type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>have a membership that strongly reflects the diversity of the wider religious/worldview and professional community. There are some opportunities for members' training and the purpose and action plan for the work of the ASC are clear.</p>	<input type="checkbox"/>

	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.	
Advanced A SACRE with advanced practice would:	<p>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.</p> <p>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.</p> <p>provide effective admin to support the process</p>	<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:	<p>not have an agreed plan linked to finance for developing their agreed syllabus.</p> <p>have met the five year review deadline of revising and publishing a new agreed syllabus.</p>	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have no clear structure for developing a new agreed syllabus. 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 agreed syllabus with teachers, SACRE member and the local religion/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 agreed syllabus which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	<p>ensure that high quality advice is sought to review and advise on the revisions as they develop.</p> <p>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 Agreed Syllabus</p>	<input type="checkbox"/>

	has a clear framework for progression and challenging learning	
Where are we and where do we find evidence to support this?		

Key Area: 3f - Making best use of National Guidance		
<i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>		
Requires improvement/struggling A SACRE in this position would:	not be aware of national documentation in relation to the agreed syllabus 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 agreed syllabus 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 education of the whole child.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware of national documentation and some of its implications for the Agreed Syllabus 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 Agreed Syllabus 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 Agreed Syllabus, 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?		
*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;

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)

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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 collective worship 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 collective worship in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from head teachers in community schools that the requirement for collective worship 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 collective worship.

Collective worship can be a rich and rewarding element of the curriculum as a whole. SACREs have the opportunity to enhance the quality of collective worship by appropriate guidance and support.

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 collective worship 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 collective worship as part of the pupil entitlement. provide little advice or support towards fulfilling pupil entitlement to collective worship.	<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 collective worship. provide some advice in support of delivering pupil entitlement and would seek to ensure that schools had access to, and advice on, appropriate resourcing towards delivering collective worship.	<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, and periodically reviews 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		
How does SACRE seek to influence the quality of collective worship in the LA's schools?		
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 collective worship in schools can be or is.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	not be adequately supported by the LA or a RE professional for promoting quality of provision of collective worship. have agenda items about collective worship dominated by the issue of SACRE trying to find a mechanism for obtaining data. have little understanding of the nature and potential of collective worship 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 collective worship, with some insight into how collective worship is being delivered in the LA's schools. understand what effective provision is but members of the SACRE have little 'hands-on' experience of collective worship in schools. promote in-service support for teachers with responsibility for collective worship, and provides advice 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 collective worship in schools. disseminate good practice in consultation with schools and teachers, sponsors 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. not have any documentation for schools to use to make an 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. This is due to a lack of support provided to SACRE by the LA via a professional officer. be 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 be found by a request for a determination able to respond in an adequate but piecemeal fashion, without a systematic overview of this area of work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	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 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 .	<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)

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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.

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.

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. Its membership needs to be reviewed.	<input type="checkbox"/>
Established A SACRE with established practice would:	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"/>
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). It would also endeavour 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 Inter Faith 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 and 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 Inter Faith groups. The SACRE would be aware of the impact of this local context on schools and on the provision for RE and	<input type="checkbox"/>

	collective worship in those schools.	
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. It may also 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. It may also 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. The SACRE would understand and have a clear commitment to the part RE can play in promoting community cohesion and would 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. The members of SACRE would 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 Agreed Syllabus 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. be aware of local Inter-Faith 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.

Camden Standing Advisory Council Religious Education (SACRE)	
REPORT TITLE Possible interventions and developments for Religious Education	
FOR SUBMISSION TO: Camden SACRE	DATE 7 November 2024
SUMMARY OF REPORT Camden SACRE will consider what interventions to run with the Local Authority in this academic year for Religious Education, and what funding to make an application for. Contact Officer: Claire Clinton, RE Advisor and SACRE consultant Professional Advisor to Camden SACRE Claire.clinton@rematters.co.uk	
RECOMMENDATIONS To agree what actions Camden SACRE would like to recommend to the Local Authority in terms of teachers' professional development in 2025. To agree if Camden SACRE would like to submit an application for Westhill/NASACRE funding for an RE project run with Camden schools.	

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Westhill & NASACRE award

Project Idea: 'Celebrating Diversity'

Why do we need this project?

- Our project will support pupil's education about diversity and learn to celebrate difference;
- It will improve religious literacy, helping pupils to talk knowledgeably about religious and non-religious beliefs and diversity;
- It will help to build community – between pupils as well as between community members supporting teachers to meet with local faith leaders; and
- It will leave a sustainable legacy ensuring schools can continue to work alongside each other and continue to learn about and from religion and world views.

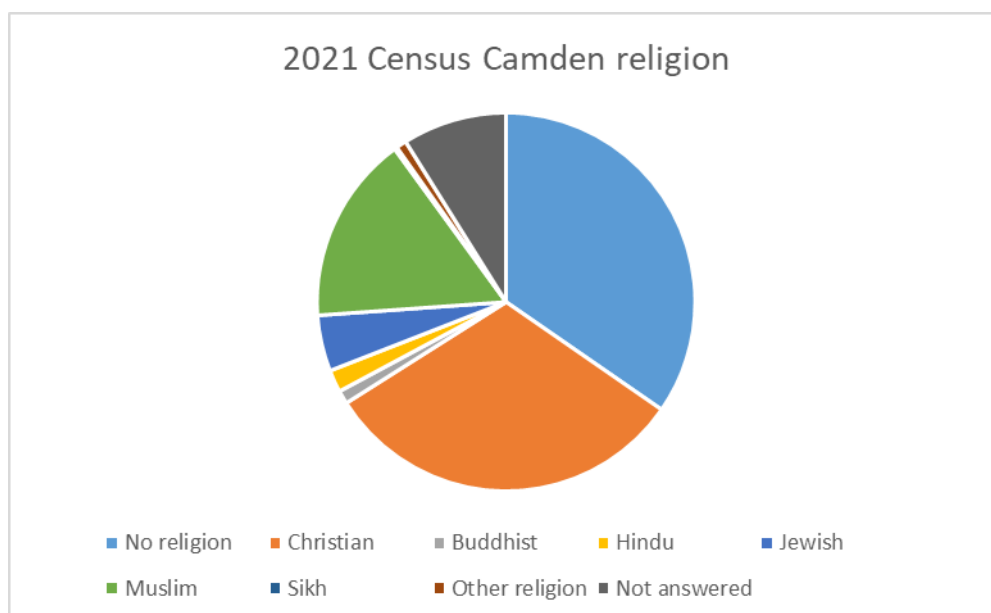
Background

In the 2021 Census, figures clearly indicate that Camden is a multi-faith Borough; after Christian people (31%) the largest religious group in the Borough is made up of Muslim people (16%), then Jewish people (5%), Hindu people (2%), Buddhist people at (1%), Sikh people (0.2%) and other religions (0.8%). 35% of Borough state they have no religion, a figure that has grown by 10% compared to ten years ago.

2021 Camden religion data

No religion	72776	35.00%
Christian	65980	31%
Buddhist	2410	1%
Hindu	3991	2%
Jewish	10079	5.00%
Muslim	33830	16%
Sikh	487	0.20%
Other religion	1842	0.80%
Not answered	18743	9.00%

More recent data indicates that there will continue to be demand for religious meeting places in particular for churches, mosques, mandirs and gurdwaras.



According to the 2023 school census there were 21,225 pupils (Source: School Census, January 2023). This includes pupils attending school-based nurseries and 6th forms in Camden. Children aged between 0 and 19, equating to circa 10% of the population.

There were 128 different languages spoken in Camden primary schools according to the 2023 census, and 152 different languages spoken within secondary schools. The ten most spoken languages in schools were English, Bengali, Arabic, Somali, Albanian, French, Spanish, Portuguese, Hebrew and Russian. Understanding and appreciating difference and diversity is an important value to support in schools.

Number of pupils	Language spoken
10,729	English
2,239	Bengali
1,125	Arabic
1,055	Somali
678	Albanian
430	French
397	Spanish
292	Portuguese
171	Hebrew
168	Russian

This diversity is seen within schools and again highlights for SACRE the importance of having well supported staff to be able to help pupils make progress academically as well as learn to live well with difference and diversity.

We are applying for this Westhill NASACRE award, as we would like to:

- ◆ Organise four inter-faith one-day conferences each for 6 primary schools (so a total of 24 schools and 144 year 5 pupils would attend) using Camden’s RE advisor to lead these days and to train up RE lead teachers who could take forward these days in the next academic year.
- ◆ The KS2 conferences would seek to give pupils first-hand experience of different religions and beliefs through meeting adult members of Camden SACRE and Camden’s faith forum so they can learn more about religious and non-religious beliefs and practices;

We believe that this project will:

- ✓ Promote dialogue between pupils of differing beliefs around diversity within and between religious and non-religious beliefs and how these encounters can help to celebrate diversity. This will help to develop skills of empathy, tolerance and respect;
- ✓ Achieve community benefit, as the project flows from the interests of adult SACRE members in Camden who want to see their SACRE become more active in supporting schools around the teaching of RE;
- ✓ Initiate a model of schools meeting together in Camden for RE conferences and begin to train a team of lead teachers in RE to help deliver inspirational RE into Camden schools
- ✓ Give adult SACRE three benefits: A) it’s faith representatives will be contacted to be part of the one-day conferences to be part of panel discussions – giving them an experience of working alongside primary pupils. B) Becoming seen will allow SACRE members to become known to schools; C) This will

strengthen the voice of SACRE within the LA as it can see the benefit it can bring to education through community cohesion and understanding.

- ✓ The project will also have the benefit of breaking down barriers constructed through ignorance and fear of the unknown, and challenge the resulting stereotypes which emerge in popular culture around religion.

How money would be allocated

Organise four one-day conference between 24 schools, run the days, write the day and prepare materials, train up lead teachers £4000

TOTAL = £4000

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Camden Standing Advisory Council Religious Education (SACRE)	
REPORT TITLE Draft 2024-25 SACRE priorities	
FOR SUBMISSION TO: Camden SACRE	DATE 7 November 2024
SUMMARY OF REPORT Members will be asked if they have any suggestions of points to add or edit on this draft document and asked to agree a set of development targets for this academic year. Contact Officer: Claire Clinton, RE Advisor and SACRE consultant Professional Advisor to Camden SACRE Claire.clinton@rematters.co.uk	
RECOMMENDATIONS To agree a set of development targets for this academic year.	

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Camden SACRE priorities for 2024-25

Key:	■	Task completed
	■	Task to do
	■	Task started

No	Priority	Date	Process	Outcomes	Cost/resource implications
1	Annual report produced	<p>Oct onwards 2024 Oct /Nov 2024</p> <p>December 2024 February 2025 February 2025</p>	<ul style="list-style-type: none"> RE Advisor to write draft Annual Report from October 2024, ready for review at SACRE Feb 2025 meeting RE Advisor to liaise with LA data team to get 2024 GCSE, A/S exam analysis for RE 2024 Send final Annual Report 2024 to DFE and NASACRE Discuss 2023-2024 Annual report Publish 2023-2024 report to schools & on LA website, write a summary for schools 	<ul style="list-style-type: none"> Both the LA & SACRE will know that they are discharging their legal duty to produce an annual report by 31.12.24 LA & SACRE will have an overview on the implementation of the Agreed Syllabus in schools & school needs around RE and CW 	Total cost of this work to be met from RE Adviser's commissioned time budget, paid by LA/Camden Learning
2	Agreed Syllabus	<p>Sept 2024 onwards Sept 2024 onwards</p> <p>Jan 2025</p> <p>April 2025 June 2025</p>	<ul style="list-style-type: none"> Ensure new AS is on LA website and schools can access support materials Article written to schools via RE newsletter and HT briefing to ensure all schools have access to free planning and lesson delivery supports SACRE to decide how to monitor AS implementation with schools Send out monitoring to schools Discuss findings at summer term SACRE meeting 	<ul style="list-style-type: none"> Both the LA & SACRE will know that they are discharging their legal duty to produce an Agreed Syllabus Involving schools in the process of what we do so there is strong ownership of a new agreed syllabus Provides SACRE with an opportunity to hear from Camden teachers to inform decision making Opportunity of LA to ensure councillors have understanding about an education in religion & worldviews that RE can help to deliver 	Total cost of this work to be met from RE Adviser's commissioned time budget, paid by LA/Camden Learning
3	Primary RE network	<p>Sept 2024</p> <p>Sept 2024 Ongoing</p> <p>Sept 2024</p>	<ul style="list-style-type: none"> Continue to use a 'Whats app' group for primary RE leads With Kate Frood plan masterclasses for 24-25 Use evaluations to improve meetings from teacher feedback Ensure we understand how networks fed back into SACRE meetings – should SACRE see agenda's and impact/evaluations 	<ul style="list-style-type: none"> Dynamic network is built up that schools trust and release staff to attend Build up substantive and disciplinary knowledge of RE leads in Camden Successes are shared and fed back to school leaders Opportunities for schools to share best practice is given SACRE feels connected to primary RE in schools 	RE advisors time to act as lead

No	Priority	Date	Process	Outcomes	Cost/resource implications
4	Secondary RE network	Sept 2023 Sept 2023 Autumn term 2023 Autumn term onwards	<ul style="list-style-type: none"> RE Advisor to run secondary RE network meeting in Camden RE Advisor to attend Camden learning briefing for secondary networks Find a secondary RE rep for SACRE Ensure we understand how networks fed back into SACRE meetings – should SACRE see agenda's and impact/evaluations 	<ul style="list-style-type: none"> Ensuring that content of network meetings provide local and national updates Opportunities for schools to share best practice is given SACRE feels connected to secondary RE in schools 	RE advisors time to liaise and provide advice to secondary team
5	Membership of SACRE	On-going On-going On-going On-going Sept 2024	<ul style="list-style-type: none"> RE advisor and SACRE members to suggest new recruits: ongoing Ensure each group is quorate Work with Camden Faith forum to find speakers for schools and members for SACRE Work with council for new appointment of councillors Recruit a Buddhist rep for SACRE 	<ul style="list-style-type: none"> a good breadth and diversity of religions and worldviews established on Camden SACRE SACRE as far as is possible is representative of Camden population 	Slight cost for RE advisors work
	SACRE CPD	Jan 2025 Sept 2024 onwards Sept 2024	<ul style="list-style-type: none"> Provide finances for consultant and SACRE member to attend National SACRE AGM 19th May 2025 Provide finances for being a member of NASACRE Provide finances for NASACRE on-line training to all members of SACRE Clerk to share NASACRE log in and password for all members to be able to access support materials on national SACRE website 	<ul style="list-style-type: none"> Enabling SACRE to keep up to date with national best practice Enabling SACRE to reflect on its own practice and procedures Ensuring new members get the training they need to discharge their roles on SACRE 	Funding provided by LA annually to SACRE budget