

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

THURSDAY, 6 FEBRUARY 2025 AT 6.00 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), Dr. 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

Mary Thorne (Chair), Felicity Djerehe, Stephanie Ellner, Rev. Sally Jones, Rev. Damien Mason

PANEL C – TEACHERS

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

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, 29 January 2025

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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

6 FEBRUARY 2025

AGENDA

Wards

1. **APOLOGIES**

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

3. **ANNOUNCEMENTS**

4. **MINUTES**

To approve the minutes of the meeting held on 7 November 2024.

(Pages 11 -
20)

5. **NOTIFICATION OF ANY ITEMS OF BUSINESS THAT THE CHAIR DECIDES TO TAKE AS URGENT**

6. **MEMBERSHIP OF CAMDEN SACRE**

To note the Camden SACRE membership.

(Pages 21 -
22)

7. **DRAFT CAMDEN SACRE PROTOCOL AND REVISIONS TO TERMS OF REFERENCE**

This report presents a newly drafted Camden SACRE protocol (Appendix 1) and updated terms of reference (Appendix 2), following a discussion at the previous meeting on 7 November 2024 regarding the need to review and update the terms of reference.

All Wards

(Pages 23 -
38)

The newly drafted protocol has been created to supplement the SACRE terms of reference in Camden's Constitution and align with the guidance and legal framework set out in Religious Education in English

Schools: Non-statutory Guidance 2010. It outlines Camden SACRE's areas of focus and expands on the expectations and responsibilities of SACRE and its members. Members are invited to review the document, provide feedback on any suggested changes, and, subject to agreement and adoption, the protocol will be owned by Camden SACRE and can be reviewed or amended as required.

The updates to the terms of reference involve minor administrative changes, including the removal of the reference to Circular 1/94 and the revision of the Executive Director's title from 'Supporting People' to 'Children and Learning.' These changes have already been incorporated into Camden's Constitution and are presented here for members' information and noting.

8. FAITH FORUM UPDATE

All Wards

A representative from the Camden Faith Forum will provide a verbal update on their work since the last meeting, covering:

(Pages 39 - 40)

- Interfaith work across Camden
- Plans for 2025 network briefings and events

Feedback is welcomed from members on how Camden SACRE can support the Faith Forum's work.

9. NATIONAL ASSOCIATION OF SACRE (NASACRE) UPDATES

All Wards

This report highlights opportunities for Camden SACRE members to engage with national training and information on Religious Education (RE) and Collective Worship, as provided in a verbal report:

(Pages 41 - 42)

- NASACRE online webinars for 2025
- NASACRE conference details for 2025

Feedback is welcomed from members on how Camden SACRE can continue to develop its individual and collective knowledge of national issues and developments.

10. CAMDEN SACRE ANNUAL REPORT 2023-24

All Wards

This report provides an overview of the summer 2024 exam results and analysis, Ofsted reports from 2023–24 on Religious Education (RE) and Collective Worship (CW), as well as Camden SACRE's work and achievements.

(Pages 43 - 62)

Members are invited to reflect on the practices highlighted in Camden SACRE's annual report to the Department for Education. Feedback is

welcomed on how Camden SACRE can further develop its individual and collective practices to support schools in delivering high-quality RE and CW across Camden.

- 11. CAMDEN SACRE PRIORITIES 2024-25** **All Wards**
(Pages 63 - 68)
- Camden SACRE priorities for 2024–25 have been outlined on Appendix 1. Feedback from members is welcomed on ways to support the proposed actions. This document will remain a working draft and can be updated during future meetings.
- 12. SACRE ANNUAL SELF-EVALUATION TOOLKIT** **All Wards**
(Pages 69 - 102)
- Camden SACRE will continue using the self-evaluation toolkit to assess and rate its own practice, identify areas for improvement, and determine the necessary actions for development.
- Feedback is requested from members regarding the questions outlined in Sections 2 and 3 of the self-evaluation toolkit, which is included in the appendix.
- 13. POSSIBLE INTERVENTIONS AND DEVELOPMENTS FOR RELIGIOUS EDUCATION IN CAMDEN** (Pages 103 - 112)
- This update asks Camden SACRE to consider the following proposed intervention plans:
- GCSE intervention (verbal update from RE Advisor)
 - Westhill/NASACRE grant application (Appendix 1)
 - Monitoring RE survey for schools (Appendix 2a and 2b)
- Feedback is welcomed from members on how the intervention plans can be implemented if they are agreed.
- 14. DEPARTMENT FOR EDUCATION (DFE) WORKFORCE DATA FOR CAMDEN SECONDARY SCHOOLS** **All Wards**
(Pages 113 - 116)
- SACRE members are invited to note newly released data from the DfE, which compiles information provided by Camden schools about Religious Education on their timetables, alongside the DfE's records of exam results. Members are encouraged to provide feedback on what this data reveals about Religious Education in Camden's secondary schools.

- 15. CAMDEN RELIGIOUS EDUCATION (RE) NETWORK MEETINGS UPDATE** **All Wards**
(Pages 117 - 122)
- SACRE members requested that the RE advisor share the content of the termly meetings with Camden Schools. Details of the last two meetings are provided in the appendices.

- 16. ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**

AGENDA ENDS

The date of the next meeting will be Thursday, 1 May 2025 at 5.30 pm in Committee Room 2, Town Hall, Judd Street, London WC1H 9JE.

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THE LONDON BOROUGH OF CAMDEN

At a meeting of the **Standing Advisory Council on Religious Education (SACRE)** held on **Thursday, 7th November, 2024** at 5.30 pm in Committee Room 2, Town Hall, Judd Street, London WC1H 9JE

MEMBERS PRESENT

Panel A Christian and Other Denominations

Ann Boater (Quaker) (Vice-Chair)
Sally Hay (Humanist)
Lorraine Nunez (Roman Catholic)
Lynndy Levin (Jewish)
Abdul Quadir (Muslim)

Panel B The Church of England

Felicity Djerehe
Stephanie Ellner
Rev. Sally Jones
Mary Thorne (Chair)

Panel C Teachers

Sarah Richardson
Helen Young

Panel D Camden Local Authority

Councillor Judy Dixey
Councillor Rebecca Filer
Councillor Sylvia McNamara
Councillor Jenny Mulholland

ALSO PRESENT

Craig Baxter, Teacher, UCL Academy
Rebecca Branch, Camden Faith Forum representative
Anoushka Clayton-Walshe, Committee Services
Claire Clinton, Professional Advisor to SACRE
Owen Rees, Head of Governor Services, Camden Learning

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. ELECTION OF CHAIR AND VICE-CHAIR

Proposed by Ann Boater and seconded by Cllr Mulholland, Mary Thorne was elected as the Chair of SACRE for the duration of the 2023-24 academic year.

Proposed by Cllr Dixey and seconded by Cllr Mulholland, Ann Boater was elected as the Vice-Chair of SACRE for the duration of the 2024-25 academic year.

2. 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.'

3. APOLOGIES FOR ABSENCE

Apologies were received from Sinead Costelloe, Cllr Fulbrook, Rev Damien Mason and Rose O'Brien.

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

There were no declarations.

5. MINUTES OF THE PREVIOUS MEETING

The Clerk was notified that Sally Hayes joined the previous meeting remotely which had not been recorded.

RESOLVED –

THAT the minutes of the meeting held on 23 May 2024 be approved and signed as a correct record.

6. TERMS OF REFERENCE

The Professional Advisor stated that the terms of reference were last updated in 2010 therefore it was time they were refreshed to include aspects relating to hybrid meetings, the Faith Forum, and other initiatives SACRE now connected to. A draft of the revised terms of reference would report to the next meeting.

Action By – Professional Advisor

RESOLVED –

THAT the terms of reference be noted.

7. MEMBERSHIP OF CAMDEN SACRE

The Professional Advisor stated that a Sikh representative was in the final stage of confirmation and there was also progress at an earlier stage in finding a Buddhist representative.

RESOLVED –

THAT the membership be noted.

8. FAITH FORUM UPDATE

Consideration was given to Faith Forum update.

Faith Forum Awards and Case Studies

The Camden Faith Forum representative introduced the Faith Awards. This was a first-time collaboration with the Faith and Belief Forum with faith-inspired organisations collaboratively making-positive steps to promote community cohesion in Camden. The awards were followed by a gathering in the Mayor's Parlour for winners and three Camden faith leaders later won London Faith Awards, which showcased the depth of work in this area.

The Professional Advisor said with the new syllabus and discussion about lived experienced it would be beneficial to build a network of local contacts who could be trained to engage schools through projects on faith-in-action. The Camden Faith Forum representative said she would be keen to pursue this initiative and said that people were keen to share their stories, also highlighting their monthly case studies in *We Make Camden* communications as a key platform for outreach.

Action By - Professional Advisor and Faith Forum representative

Interfaith week events

The Camden Faith Forum representative provided an overview of the upcoming Interfaith Week events, which would run over three weeks. The first event would be an interfaith panel discussion hosted by Elizabeth Oldman, a podcast producer who recently facilitated a session with three Camden faith leaders. In the following weeks, there would be an interfaith history walk led by a registered tour guide, showcasing spiritually significant locations in Camden. The Camden Faith Forum representative expressed interest in expanding this initiative for schools and invited members of the schools team to join a test walk. Additionally, an interfaith social action project would involve cooking meals for staff at a night shelter.

The Professional Advisor praised the work over the last year. She stated that Interfaith Week this year was focusing on personal stories and community-building, stressing that understanding difference and diversity started with children feeling secure in their own identity. She also emphasised the importance of personal development to help children look outward and embrace others.

2025 plans for network briefings and events

The Camden Faith Forum representative outlined plans for 2025, which included bi-monthly coffee mornings to discuss faith-related challenges and opportunities to engage with faith leaders. Faith organisations were supporting food banks, youth work, and tackling youth violence initiatives and there would be five briefings planned around these themes, and an update from the Council, aiming to deepen collaboration and highlight impactful work. The Camden Faith Forum representative also expressed a commitment to linking these initiatives with services for children and young people.

Cllr Rebecca Filer, Co-Chair of the Faith Forum alongside Cllr Nadia Shah, expressed an interest to work closer with schools and young people and speak with teachers outside of this meeting about ideas on how to connect work. In response to a member asking how schools could support interfaith work, the Camden Faith Forum representative said they would think about the question and respond at the next meeting.

RESOLVED –

THAT the update be noted.

9. DETERMINATION RENEWAL APPLICATION - GOSPEL OAK

Consideration was given to Gospel Oak Primary School’s determination renewal application.

The Professional Advisor shared her positive experience visiting Gospel Oak, highlighting the excellent collective worship, which actively involved the children and was appropriately pitched. Following the observation, the school was advised to

incorporate a mindful moment during assemblies to create an interconnected worship experience, allowing pupils to pray, think, or reflect. Noting that over 50% of the school's pupils came from faith traditions, assemblies should align with the pupils' backgrounds to abide by the law. The school was recommended to use more inclusive language, such as inviting a "moment of silence" or saying "you might wish to pray."

A member said that it was often the case that the differences between different religions was focussed on in teaching, rather than the shared values between religions. Members agreed that the aims and messaging to promote shared values and world views between religions and non-religions should be strengthened in the policy.

RESOLVED –

THAT SACRE agree to grant, subject to the additional aim discussed to be included in the policy, Gospel Oak's determination renewal application.

10. NASACRE ANNUAL CONFERENCE ON 19 MAY 2025

Consideration was given to the update of the NASACRE Annual Conference.

The Professional Advisor gave the following updates:

- Members were asked to inform the Professional Advisor if they wanted to attend the conference as a Camden delegate on 19th May 2025, which would be held at Stratford Town Hall in Newham.
- The link and login details to access the national SACRE website would be shared with members.
- There were 'NASACRE in Conversation' events which were open to SACRE members to attend, with the next event on 26th November 2025.

RESOLVED –

THAT the update be noted.

11. SACRE ANNUAL SELF-EVALUATION TOOLKIT AND ACTIONS

Consideration was given to the SACRE Annual Self-evaluation Toolkit and Actions item.

The Professional Advisor asked members to review each key area within Section 1 (Management of the SACRE and partnership with the Local Authority (LA) and other key stakeholders), between 1a-1g (pages 53-58 of the agenda), asking for feedback and their views on how Camden SACRE was performing against the criteria.

The following was discussed for each section:

1a – Funding: Professional and financial support

- The Professional Advisor said that in their view Camden placed between ‘established’ and ‘advanced’ level in this area. The meeting was well supported by councillors and officers.
- In response to members asking if there was a dedicated budget, the Head of Governor Services, Camden Learning (Owen Rees), said there was a notional amount of funding for SACRE but not a specific allocation. SACRE spending included the cost of the Head of Governor Services and the Clerk’s time supporting the meeting. If there were further resources desired by members, they were welcome to make a request.
- It was noted that for SACRE to move to ‘advanced’ level, they would need a strategic costed development plan, which could be developed this year looking ahead and shared with the LA.

1b – SACRE meetings

- Members said Camden was ‘established’, not ‘advanced’ level in this area.
- Members said they would like to hold meetings in different venues, but it was noted that hybrid capacity may not be possible in some other venues, but schools and faith venues could be explored.

1c – Membership and training

The Professional Advisor said in their view Camden had good systems of training and induction. The membership had also developed to a good level.

1d – Improvement/development planning

- In response to members saying that it would be useful to see the figures of LA spending and a record of previous years, the Professional Advisor said that information was already included in the SACRE Annual Report.
- Members said that it was hard to see how SACRE was influencing LA plans. The Professional Advisor replied that it may not be clear to members, however Camden was investing in the interfaith network work and SACRE wanted to be feeding into that. The Head of Governor Services said Camden Learning did not have an improvement plan and did not operate on those terms so the wording on the toolkit did not easily translate over, however the Professional Advisor worked with subject networks who linked to school improvements and termly meetings for network leads. There was a strategy which Religious Education (RE) was linked into. It was noted that there was possibly work to do in making this connection clearer to members and there could be a standing item introduced to update members on the network meetings to demonstrate the professional development. The Professional Advisor said in drafting a costed development plan for SACRE that links could be made clear on that document.

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- In response to a member suggesting introducing an action tracker or an effective way of showing improvements, the Professional Advisor said that could form part of the development plan.

1e - Information and advice

- The Chair and the Professional Advisor said that in their view Camden was 'established' level in this area.
- There would be a monitoring form in the summer term which would be used when the new syllabus was implemented. A survey would be given to teachers which would provide more detailed information about each school. This step would progress Camden to 'advanced' level.

1f - Partnerships with key stakeholders

- The Professional Advisor said in their view Camden had elements of 'advance' level due to being nationally connected, had representation at conference, newsletter circulation, Faith Forum collaboration, and LA collaboration.
- In response to a member asking how SACRE heard the voice of young people, the Professional Advisor said that the new monitoring form would collect their views.
- Noted by the Professional Advisor, the Chair said that it would be good to invite teachers to SACRE to hear about their experience of the curriculum and an opportunity to hear directly from students.

1g – Relations with the Academies sector

The Professional Advisor said they had invited UCL academy representative, Craig Hall. It was noted that there was a good relationship between the LA and academies, but they only represented 4/57 Camden schools.

A member stated that it would be useful for some agenda items to cross-reference the self-evaluation toolkit throughout the year. This would provide a good guide to members on what their aims were.

It was agreed this paper would report again to the next meeting in February 2025 for members to discuss each section and to agree an action plan to further develop Camden SACRE.

Action By – Professional Advisor

RESOLVED –

THAT the draft document be noted.

12. POSSIBLE INTERVENTIONS AND DEVELOPMENTS FOR RELIGIOUS EDUCATION

Consideration was given to the Possible Interventions and Developments for Religious Education paper.

The Chair highlighted weaker overall GCSE and A-Level outcomes for the previous academic year, though Camden performed relatively well compared to national averages. The Professional Advisor reported on discussions with secondary network leads and RE teachers, regarding the types of support schools would find most helpful. Feedback emphasised the need for actionable strategies to support schools effectively. The Head of Governor Services confirmed funding for three key priorities at Key Stage (KS) 4: improving maths outcomes, addressing educational disadvantages, and conducting a deep dive into open bucket subjects (which RE formed a part of). Collaboration with secondary schools to develop these interventions was emphasised.

The Professional Advisor proposed several initiatives to support GCSE students and teachers, including masterclasses by chief examiners focusing on long-answer questions for higher-tier students, webinars on revision techniques and course planning support. A teacher representative emphasised the importance of improving students' ability to tackle 12-mark questions, including providing in-depth analysis, examples, and sources of wisdom to strengthen arguments and explore multiple perspectives, because students currently averaged half of the available marks. Another teacher representative highlighted challenges with GCSE specifications, noting that strong work in KS3 syllabuses often lacked continuity at GCSE level. They stressed the need to allocate sufficient KS3 time to build foundational skills and prepare students for GCSE, noting that some schools allocate as little as 40 minutes per fortnight. They also supported the Professional Advisor's suggestion of masterclasses, particularly to aid non-specialist teachers, and recommended creating opportunities for staff moderation of exam scripts to enhance quality assurance. The Professional Advisor agreed to explore these initiatives at the next network meeting.

The Chair queried how aware secondary schools were of the knowledge and skills levels of Year 7 pupils upon entry, noting that while church schools and primaries in Camden were strong, current cohorts did not follow a unified syllabus. It was highlighted that in a few years, pupils would join secondary schools with consistent foundation knowledge. The Professional Advisor suggested using the summer term to remind secondary schools of what Year 6 pupils had covered and to provide examples of their standard of work to support effective transition planning. Additionally, support via the network meetings would be impactful.

Members said that faith schools should not reduce focus on the faith curriculum in exam years, which was likely a result of schools prioritising league table success. A member highlighted the need for more creativity in the curriculum, especially in Year 9, GCSE, and A-Level, to better engage students while providing knowledge. The

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Chair agreed, noting that if history could be engaged successfully, RE should be just as effective.

RESOLVED –

THAT SACRE

1. agree actions Camden SACRE would like to recommend to the Local Authority in terms of teachers' professional development in 2025.
2. agree Camden SACRE would like to submit an application for Westhill/NASACRE funding for an RE project run with Camden schools.

13. DRAFT 2024-25 SACRE PRIORITIES

There was not enough time to discuss this item and Professional Advisor asked members to email her outside of the meeting with any suggestions to edit the draft document and draft development targets.

RESOLVED –

THAT the draft document be noted.

14. ANY OTHER BUSINESS

A member asked how children who were not attending mainstream schools, such as special schools, virtual school, or alternative provisions, were supported by SACRE. In response, it was confirmed that schools did as much as they could to support those children and they were involved where possible. The Chair said members could discuss this topic at the next meeting.

The meeting ended at 7.05 pm.

CHAIR

Contact Officer: Anoushka Clayton-Walshe

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E-Mail: anoushka.clayton-walshe@camden.gov.uk

MINUTES END

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Camden SACRE members – January 2025

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)
Lorraine 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 Draft Camden SACRE Protocol and Revisions to Terms of Reference	
FOR SUBMISSION TO: Camden SACRE	DATE 6 February 2025
SUMMARY OF REPORT <p>This report presents a newly drafted Camden SACRE protocol (Appendix 1) and updated terms of reference (Appendix 2), following a discussion at the previous meeting on 7 November 2024 regarding the need to review and update the terms of reference.</p> <p>The newly drafted protocol has been created to supplement the SACRE terms of reference in Camden’s Constitution and align with the guidance and legal framework set out in <i>Religious Education in English Schools: Non-statutory Guidance 2010</i>. It outlines Camden SACRE’s areas of focus and expands on the expectations and responsibilities of SACRE and its members. Members are invited to review the document, provide feedback on any suggested changes, and, subject to agreement and adoption, the protocol will be owned by Camden SACRE and can be reviewed or amended as required.</p> <p>The updates to the terms of reference involve minor administrative changes, including the removal of the reference to Circular 1/94 and the revision of the Executive Director’s title from ‘Supporting People’ to ‘Children and Learning.’ These changes have already been incorporated into Camden’s Constitution and are presented here for members’ information and noting.</p> <p>Contact Officer: Claire Clinton – SACRE RE consultant claire.clinton@rematters.co.uk</p>	
RECOMMENDATIONS <p>Camden SACRE is asked to</p> <ol style="list-style-type: none">1. Provide feedback on the draft Camden SACRE protocol (Appendix 1) and, subject to any amendments, agree to its adoption.2. Note the terms of reference (Appendix 2)	

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Camden Standing Advisory Council on Religious Education (SACRE) Protocol – this document should be read alongside the SACRE’s Terms of Reference

This Camden SACRE Protocol document exists as a supplement to the Camden SACRE Terms of Reference in Camden’s Constitution and the guidance and legal framework set out in the [Religious education in English schools: Non-statutory guidance 2010](#). This protocol outlines the areas of focus for Camden SACRE and expands on the expectations and responsibilities of Camden SACRE and its members.

1. Specific areas of focus for Camden SACRE

The SACRE provides an opportunity for people from the educational and religion/worldview communities to work together in an imaginative and creative way to help develop Religious Education (RE) and Collective Worship (CW) of pupils in Camden. It can provide an interfaith forum focused on the educational needs of the area. To this end SACRE will:

- Produce and publish an Agreed Syllabus for RE every five years
- Require the Local Authority (LA) to set up a Statutory Conference to review the Agreed Syllabus if, in the opinion of SACRE, this becomes necessary before the five year cycle
- Produce an annual report on the work of SACRE for the Department for Education (DfE) and the borough
- Encourage the implementation of the Agreed Syllabus and in this regard to monitor the production of teaching resources and support material
- Produce advice for schools on CW
- Review the provision for RE and CW in schools within the Borough
- Receive and decide whether Determinations for worship to be broadly or mainly Christian in character for the whole schools or groups of the school are appropriate
- Give advice on methods of teaching Agreed Syllabus RE including the choice of teaching materials
- Monitor inspection reports on RE, CW and Spiritual, Moral, Social, and Cultural development (SMSC)
- Consider complaints about the provision and delivery of RE and CW referred to it by the LA
- Sponsor or support any activity or project which it deems to be consistent with the other terms of reference mentioned in this document
- Produce a development plan to guide the work and set objectives for future development
- Represent the diverse community of Camden in its role as a broadly based community consultative organisation.
- Keep under review the effectiveness and appropriateness of the Agreed Syllabus until such time (and no later than five years after the publication of the last Agreed Syllabus) it decides to require the LA to convene an Agreed Syllabus Conference to institute a formal review
- Advise the LA on the provision and methods of teaching RE and CW, choice of teaching material and the continuing professional development (CPD) for teachers
- Advise on the effective and creative implementation of the collective worship requirements of the Education Act 1996 and consider requests by schools for determinations
- Demonstrate to OFSTED or any other Government body how SACRE supports RE and CW as well as general policies of religion and worldview inclusion

2. Bodies and organisations responsible for nomination of members

The overall purpose of this is to ensure that all key religious groups are represented on the SACRE:

- Church of England
- Diocesan Director of Education, London Diocesan
- Roman Catholic Education Service - London.
- Free Church Organisation
- Muslim, Sikh, Hindu, Buddhist and Jewish Communities plus any other which becomes known
- Humanists UK
- The local secretaries of all teachers' unions
- Head teacher representation from schools
- The local council
- The local governors' association
- Other local authority organisations which have links with religious communities in Camden. If it is difficult to gain formal nomination then the SACRE, at its discretion can appoint individuals to represent religious communities.

3. Camden SACRE meetings and agendas

- Camden SACRE meetings are held in public and members will count towards the quorum whether attending virtually or in person. The Agenda will be agreed by the SACRE and the Chair ensuring that all relevant items are being addressed throughout the year.
- Notice of meetings, minutes and agenda will be published by the LA and sent to members.
- Items on the agenda may include examination of OFSTED reports on the teaching of RE and on matters of Spiritual, Moral, Cultural and Spiritual Development that are raised in reports.
- It may also consider determinations if a local school requests that its worship provision should not be 'broadly Christian' but represent a dominant religious group within that school. In addition to the above the SACRE may set up a small subcommittee to advise the whole SACRE on matters of policy and development.

4. Further information about the Agreed Syllabus Conference (ASC) in Camden

An Agreed Syllabus Conference (ASC) is convened in order to produce an Agreed Syllabus for RE. It should take into account any guidelines provided by the DfE or any other statutory or non-statutory guidance. It is a separate legal entity from a SACRE. It contains the same four committees as a SACRE. Also it can be made up from SACRE members but need not do so. There is no provision for co-opted members. The LA can appoint the Chair of the ASC or the LA may allow the ASC to choose its own Chair. The LA's responsibility to convene an ASC implies a duty to provide funds for its work. This is laid down in 'Education Act 1996 Chapter 111 Schedule 31'.

5. Roles of SACRE members

Group A and B - Role of SACRE Members Representing Faith Communities

- Should present a positive image of the religion they represent
- Ensure that other members of their communities including parents with children at school are aware of the work and role of SACRE

- Represent any issues of concern to parents and other community members
- Create opportunities within SACRE meetings to raise awareness of issues of sensitivity in the teaching of RE to the children of their faith community
- Advise on issues relating to the teaching and content of RE supporting schools in their best endeavours to develop their teaching
- Support schools by helping to provide names of people suitable to resource teachers in the classroom or school assembly
- Form Committee A and B during an Agreed Syllabus conference

Group C - Role of SACRE Members Representing Teachers

- Ensure that the needs of the schools and teachers are considered by SACRE in their discussions
- Provide information about the context in which RE is taught
- Ensure that the associations they represent are informed about the work of SACRE
- Create opportunities for other teachers to learn about the work of SACRE and give them the opportunity to have their views expressed at SACRE meetings
- Consult other teachers on matters of particular importance to the work of SACRE
- Form Committee C during an ASC

Group D Role of SACRE Members Representing the LA

- Bring to the meeting the breadth of education issues and concerns that elected members have and place the role of RE within it
- Support RE in the various committee and structures of the LA
- Bring the voice of governors to all SACREs considerations around RE and CW
- Give political support to the teaching and resourcing of RE and CW
- Appreciate the issues raised by a multi faith, multicultural society and reflect these concerns within the LA
- Bringing the public dimension to debates about RE provision and support
- Form Committee D during and ASC

6. In addition to its duties, Camden SACRE may wish to:

- Make an annual presentation to the Assembly of the council on the work of SACRE before presentation of its annual Report to Chief Executive.
- To offer a presentation to any Youth Forum as a basis for initiating discussion on RE from the young people involved. This will provide an element of feedback which the schools wish to consider through the work of the School Improvement Service
- Disseminate an understanding of the educational role of RE and Collective Worship and to encourage the active involvement of local religious groups and organisations
- Create a summary of the annual report on the work of SACRE to be sent to schools for informing teachers and parents and to be published in the news and other appropriate organs of communication.

7. Appendices

Appendix A - The law concerning LA, SACRE, RE and CW taken from 'Religious Education in English schools: Guidance from the DfE 2010' (pages 4-7)

Appendix B - Camden SACRE Code of Conduct (page 8)

Appendix A - The Law concerning LA, SACRE, RE and CW

Taken from 'Religious Education in English schools: Guidance from the DfE 2010'

The role and responsibility of the LA

Each LA must:

- establish a permanent body called a standing advisory council on religious education (SACRE).¹ LAs must appoint representatives to each of four committees, representing respectively:
 1. Group A: Christian denominations and such other religions, worldviews and religious denominations as, in the authority's opinion, will appropriately reflect the principal religious traditions in the area
 2. Group B: the Church of England
 3. Group C: teacher associations
 4. Group D: the LA
- establish an occasional body called an agreed syllabus conference (ASC) to review the agreed syllabus for RE adopted by the LA.² This may have common membership with the SACRE but is a separate entity and must therefore be separately convened
- institute a review of its locally agreed syllabus within five years of the last review, and subsequently every five years after the completion of each further review
- appoint members of the committees represented on the ASC³
- ensure that the composition of Group A on a SACRE and Committee A on an ASC is broadly representative of the proportionate strengths of the denominations and religions in the area. The statutory provisions recognise that there will be occasions when the interest of efficiency overrides the requirement for directly proportionate representation ⁴
- take all reasonable steps when appointing a person to be a member of a group on a SACRE or a committee of an ASC to represent any religion, denomination or association, to ensure the person appointed is representative of the religion, denomination or associations in question.⁵
- To ensure that people being considered for appointment to SACREs and ASCs are representative, it is normal for LAs to seek nominations from the organisations that have a right of representation on each of the groups or committees. While LAs should seek nominations separately for membership of SACREs and ASCs, as these are separate organisations with different functions, they may request that consideration be given by nominating bodies to nominating the same individuals for membership of both the SACRE and the ASC. There is nothing restricting membership of the LA group (SACRE) or committee (ASC) to elected members. LAs are free to include senior LA officers or others whom they consider can appropriately represent the authority.
- An LA should fund and support a SACRE and an ASC satisfactorily in line with the duty to constitute or convene each of these bodies and to enable them effectively to carry out their functions.

An LA may:

- decide on matters to refer to its SACRE, including in particular methods of teaching, choice of teaching material and provision of teacher trainings⁶
- give its SACRE a role in the local statutory complaints procedure under Section 409 of the Education Act 1996.

The role and responsibility of a SACRE

A SACRE must:

- advise the LA on RE given in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the LA or as it sees fit. ⁷
- publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the LA, broadly describe the nature of that advice, and set out reasons for offering advice on matters not referred to it by the LA. ⁸
- send a copy of the report to the DfE and the National Association of SACRE (NASACRE). ⁹
- meet in public unless confidential information is to be disclosed. ¹⁰
- make minutes of its meetings available for inspection at the LA's offices (so far as the minutes relate to the parts of meetings that were open to the public). There are also provisions about public access to the agenda and reports for meetings.¹¹

A SACRE should:

- monitor the provision and quality of RE taught according to its agreed syllabus, together with the overall effectiveness of the syllabus
- provide advice and support on the effective teaching of RE in accordance with the locally agreed syllabus; provide advice to the LA and its schools on methods of teaching, the choice of teaching material and the provision of teacher training
- in partnership with its LA, consider whether any changes need to be made in the agreed syllabus or in the support offered to schools in the implementation of the agreed syllabus, to improve the quality teaching and learning of RE
- offer advice to the LA, and through the LA to schools, concerning how an existing agreed syllabus can be interpreted so as to fit in with a broad, balanced and coherent curriculum.

A SACRE may:

- require its LA to review the agreed syllabus and, if after discussion a vote is taken on this matter, the LA group on SACRE is not entitled to cast a vote.¹² A majority decision by the three other committees is sufficient
- decide to advise the LA on matters related to its functions to the LA – equally, an LA may decide to refer matters to its SACRE ¹³
- co-opt members who are not members of any of the four groups ¹⁴ – such co-opted members may provide educational expertise, young peoples' views or religious and non-religious views that reflect a diverse multi-cultural society.

However, on any question to be decided by a SACRE, its constituent groups each have a single vote but co-opted members do not have a vote.¹⁵

Decisions within a group do not require unanimity. Each group must regulate its own proceedings, including provision for resolving deadlock. Many SACREs have chosen to adopt a constitution to regulate their proceedings and ways of working.

The role and responsibility of an Agreed Syllabus Conference

Every LA is required to establish and support an occasional body called an Agreed Syllabus Conference (ASC).

An ASC must:

- produce and recommend to the LA an agreed syllabus for RE which is educationally sound and meets legal requirements – as indicated earlier, this process should take account of the illustrative primary programme of learning and secondary programme of study but is in no way bound by them
- with any sub-committee it may appoint,¹⁶ meet in public, subject to exceptions in relation to confidentiality¹⁷
- unanimously recommend a syllabus for adoption by the LA (each committee having a single vote) - there are provisions for the Secretary of State to become involved where an ASC is not unanimous¹⁸
- include on any sub-committee at least one member of each of its constituent committees.

An ASC may specify what must be taught through the locally agreed syllabus.

In recommending a syllabus the ASC may not specify the amount of curriculum time that must be allocated to RE by schools, but they may provide an estimate of how much time their syllabus would require, to help schools to plan their timetable.

Membership of an ASC

- An ASC is required to be made up of four committees¹⁹
- Committee A – Christian denominations and such other religions and religious denominations as, in the opinion of the LA, will appropriately reflect the principal religious traditions in the area;
- Committee B - the Church of England
- Committee C - teacher associations
- Committee D - the LA.

There is no legal provision for an ASC to include co-opted members, but it can seek the advice it considers appropriate from those it considers appropriate, to inform the development of effective RE provision in its area.

The agreed syllabus

The locally agreed syllabus is a statutory syllabus of RE prepared under Schedule 31 to the Education Act 1996 and adopted by the LA under that schedule. It must be followed in maintained schools without a designated denomination.

Once adopted by the LA, the agreed syllabus sets out what pupils should be taught and can include the expected standards of pupils' performance at different stages.

Every locally agreed syllabus must reflect that the religious traditions of Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.²⁰

The law does not define what the principal religions represented in Great Britain are. ASCs can decide which are the principal religions represented in Great Britain, other than Christianity, to be included in their agreed syllabus.

Agreed syllabuses in any community school and any foundation, voluntary-aided or voluntary-controlled school without a religious character cannot require RE to be provided by means of any catechism or formulary which is distinctive of a particular religious denomination.²¹

This prohibition does not extend to the study of catechisms and formularies.

SACRE membership

SACREs have many opportunities to engage all their members as stakeholders and ambassadors of RE. Increasingly, LAs and SACREs are adopting innovative good practice by co-opting representatives of pupils on their SACREs, or by having parallel young people's SACREs. However, on any question to be decided by a SACRE, its constituent groups each have a single vote but co-opted members do not have a vote.³⁴ Decisions within a group do not require unanimity. Each group must regulate its own proceedings, including provision for resolving deadlock. Many SACREs have chosen to adopt a constitution to regulate their proceedings and ways of working.

Footnotes references:

1 Section 390, Education Act 1996

2 Schedule 31(2), Education Act 1996

3 Schedule 31(4), Education Act 1996

4 Section 390, Schedule 31(4), Education Act 1996

5 Schedule 31(7), Education Act 1996; Section 392(2), Education Act 1996

6 Section 391(1)(a), Education Act 1996

7 Section 391(1)(a), Education Act 1996

8 Section 391(6) and (7), Education Act 1996

9 Section 391(10), Education Act 1996

10 Religious Education (Meetings of Local Conferences and Councils) Regulations 1994, SI 1994/1304

11 Religious Education (Meetings of Local Conferences and Councils) Regulations 1994, SI 1994/1304

12 Section 391(3), Education Act 1996

13 Section 391(3), Education Act 1996

14 Section 390(3), Education Act 1996

15 Section 390(7) and Section 391(4), Education Act 1996

16 Schedule 31(6), Education Act 1996

17 Regulation 3, S1 1994/1304

18 Schedule 31(10), Education Act 1996

19 Section 390(2) Education Act 1996; Schedule 31, para 4, Education Act 1996

20 Section 375, Education Act 1996

21 Para 3 of Schedule 19 to the School Standards and Framework Act 1998

Reviewed January 2022

Appendix B - Camden SACRE Code of Conduct

The central aim for SACRE is to improve the quality of provision in RE and CW for all pupils in Camden.

We aim to embody The Seven Principles of Public Life (known as the Nolan Principles)

1. Selflessness

Members should act solely in terms of the public interest.

2. Integrity

Members must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity

Members must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

Members are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness

Members should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. Honesty

Members should be truthful.

7. Leadership

Members should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

SACRE Meetings and Membership

Camden SACRE encourages all its members to attend all SACRE meetings and take a full and active part in its work by:

- participating in and reviewing the work of SACRE for the benefit of the whole community in Camden;
- listening with respect to the views of other members and where a situation of disagreement occurs, disagree respectfully;
- express views and opinions openly, honestly and sensitively, always recognising others may have views different to one's own and be open to discuss these, and
- to be mindful that on SACRE, members are at times representing a larger group, not just their own personal view.

Camden Standing Advisory Council on Religious Education (SACRE)

1. The Legislation

- 1.1. The legislation is set out in Sections 390 to 397 of the Education Act 1996. Guidance is provided within 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 on Religious Education (known as SACRE). This is a statutory body in its own right and is not a sub-committee of the Council.

2. Duties

- 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

Members

- 3.1. 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.

Appointment, Removal and Resignation

- 3.4. 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 4.8).

Co-options

- 3.5. 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.

Sub-groups

- 3.6. 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

Dates

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

Agenda

- 4.2. Matters for the agenda of any meeting shall be sent to the clerk at least 21 days in advance of the meeting.
- 4.3. The agenda shall be distributed to reach members at least 7 working days in advance of a meeting.

Notice of Meetings

- 4.4. 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.
- 4.5. 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 5.10 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.
- 4.6. No business shall be transacted at any meeting of SACRE unless:
 - i) A copy of the agenda including the item has been available for inspection from the time set out within paragraph 4.5 above.
 - ii) 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.

Minutes

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

Substitutes

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

Pre-meetings

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

5. Conduct of meetings

Voting

- 5.1. 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.

Chair and Vice-Chair

- 5.2. 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.

Quorum

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

Clerk

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

Meetings

- 5.5. 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.

Access to the press and public

- 5.6. Members of the public and duly accredited representatives of the news media shall be permitted to attend all meetings of SACRE subject to paragraphs 5.9 – 5.11 below.
- 5.7. 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.
- 5.8. 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 5.10.

Confidentiality

- 5.9. Nothing within these terms of reference shall be taken to authorise or require the disclosure of confidential information.
- 5.10. 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 4.5 above or made available at the meeting under paragraph 5.8.

5.11. 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.

Advisers

5.12. The Executive Director Children and Learning or their delegate will act as Professional Adviser to SACRE.

Validity of Proceedings

5.13. 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.

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Camden Standing Advisory Council Religious Education (SACRE)	
REPORT TITLE Faith Forum Update	
FOR SUBMISSION TO: Camden SACRE	DATE 6 February 2025
SUMMARY OF REPORT A representative from the Camden Faith Forum will provide a verbal update on their work since the last meeting, covering: <ul style="list-style-type: none">• Interfaith work across Camden• Plans for 2025 network briefings and events Feedback is welcomed from members on how Camden SACRE can support the Faith Forum's work. Contact Officer: Rebecca Branch, Community Partnerships - Strategic Lead Rebecca.Branch@camden.gov.uk	
RECOMMENDATION Camden SACRE is asked to note the update.	

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Camden Standing Advisory Council Religious Education (SACRE)	
REPORT TITLE National Association of SACRE (NASACRE) Updates	
FOR SUBMISSION TO: Camden SACRE	DATE 6 February 2025
SUMMARY OF REPORT This report highlights opportunities for Camden SACRE members to engage with national training and information on Religious Education (RE) and Collective Worship, as provided in a verbal report: <ul style="list-style-type: none">• NASACRE online webinars for 2025• NASACRE conference details for 2025 Feedback is welcomed from members on how Camden SACRE can continue to develop its individual and collective knowledge of national issues and developments. Contact Officer: Claire Clinton – SACRE RE consultant claire.clinton@rematters.co.uk	
RECOMMENDATIONS Camden SACRE is asked to note the update.	

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Camden Standing Advisory Council Religious Education (SACRE)	
REPORT TITLE Camden SACRE Annual Report 2023-24	
FOR SUBMISSION TO: Camden SACRE	DATE 6 February 2025
SUMMARY OF REPORT <p>This report provides an overview of the summer 2024 exam results and analysis, Ofsted reports from 2023–24 on Religious Education (RE) and Collective Worship (CW), as well as Camden SACRE’s work and achievements.</p> <p>Members are invited to reflect on the practices highlighted in Camden SACRE’s annual report to the Department for Education. Feedback is welcomed on how Camden SACRE can further develop its individual and collective practices to support schools in delivering high-quality RE and CW across Camden.</p> <p>Contact Officer: Claire Clinton – SACRE RE consultant claire.clinton@rematters.co.uk</p>	
RECOMMENDATIONS <p>Camden SACRE is asked to comment on and note the annual report.</p>	

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Camden

London Borough of Camden

ANNUAL REPORT 2023-24

STANDING ADVISORY COUNCIL on RELIGIOUS EDUCATION (SACRE)

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Section 1 Introduction

LB Camden SACRE continues to fulfil its statutory duties in what has been another challenging year for schools. Hybrid meetings have allowed there to be good attendance at meetings. We have continued to ensure that our membership represents the diversity of faith and worldviews represented in the borough and so it has been very good to welcome members from the Hindu Dharma Faith and Humanist UK to SACRE. Newly expanded teacher representatives have added considerably to SACRE meetings, providing the SACRE with real insight as to what is needed to ensure the teaching of Religious Education and Worldviews and the delivery of Collective Worship is the best it can be across all schools in Camden.

The NASACRE self-evaluation toolkit continues to ensure the work of SACRE remains focused and key priorities identified.

A new Camden Agreed Syllabus was published and launched in 2024. Schools have been overwhelming positive about the new syllabus. One of the real strengths has been the schemes of work and the rich resources that it provides. Teachers really have valued these as it has enabled them to teach high quality and engaging lessons to their pupils and students.

Both the primary and secondary RE networks have continued to flourish. SACRE is extremely grateful to our consultant for ensuring these meetings are of high quality. They not only provide a safe space for teachers to share good practice and to ask questions, but they also ensure leaders provide quality training via the master class approach, which often focuses on strengthening subject knowledge and understanding of the lived experience of those that hold a religious worldview.

Members of SACRE have continued to engage with schools seeking a determination, exempting them from offering a broadly Christian daily act of worship. SACRE were happy to renew two determinations and were pleased with how the schools had engaged in dialogue with its members.

SACRE are fully aware that the GCSE and A level results are mixed. The results at GCSE are sitting on or just above the national average. Following a discussion with the LA, targeted support will be offered to schools via Camden learning in Spring 2025 to help raise outcomes in RE at GCSE level.

May I take this opportunity to thank all SACRE members for their commitment and willingness to sit on this advisory body. A special thank you goes to our consultant adviser who has ensured that meetings are focused, that appropriate challenge is provided and that SACRE remains outward facing. As we move forward, we will be working closely with schools to ensure that the agreed syllabus is having a significant impact on the quality of teaching and learning of RE and that high quality Collective Worship is being offered. Our desire as a body is for all pupils and students in Camden Schools to be offered a rich curriculum and experience that allows them to not only achieve academically but to also to encounter something of the spiritual, social, moral and cultural aspects of life so they can truly flourish in an ever-changing global landscape.

Mary Thorne (Group B) – SACRE chair

Section 1 Overview

Since 1988, it has been a requirement that every local education authority (LA) has a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship (CW) - in practice every SACRE has developed its own particular style and character.

Camden SACRE, which begun its work in 1989, has certainly developed its own particular style and character as this report will testify.

Some of the notable features of SACRE's work during 2023-2024 are included in this report, namely its support to schools and its involvement with the launch of our new RE syllabus for all schools in Camden. This work has involved SACRE working with different religion and worldview leaders and teachers across all key stages.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is sent to the Department for Education (DfE), NASACRE, to local schools and to other interested parties. Camden LA makes this report available publically through their website.

SACRE met three times across the academic year 2023-24. This has ensured that SACRE has continued to be active and discharge its responsibilities fully.

October 2023	Hybrid meeting
February 2024	Hybrid meeting
May 2024	Hybrid meeting

(SACRE) is required, in accordance with Section 391(6) of the Education Act 1996, to publish an annual report on its activities. This report summarises its activities during the academic year 2023-24. Its current terms of reference, as laid down by the Education Reform Act 1998, are: "to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit."

In particular, the SACRE is charged with the following responsibilities:

- It can require the authority to review the Agreed Syllabus on Religious Education.
- It may determine, on application by the headteacher that the requirement for Collective Worship in community schools to be wholly or mainly of a broadly Christian character shall not apply to the Collective Worship provided for some or all of its pupils in a particular school.
- With the authority, to review the support offered for RE teaching, the methods of teaching employed, and teachers' in-service professional development.

In addition, the SACRE has a direct role in the consideration and disposal of complaints related to the RE curriculum or Collective Worship. The SACRE will be asked to advise where complaints relate to Religious Education given in accordance with the locally agreed syllabus or to Collective Worship in community schools.

Details of the work of the LB Camden SACRE can be found here:

<https://democracy.camden.gov.uk/mgCommitteeDetails.aspx?ID=173>

Agendas, minutes and associated papers can be found via this link:

<https://democracy.camden.gov.uk/ieListMeetings.aspx?Committeeld=173>

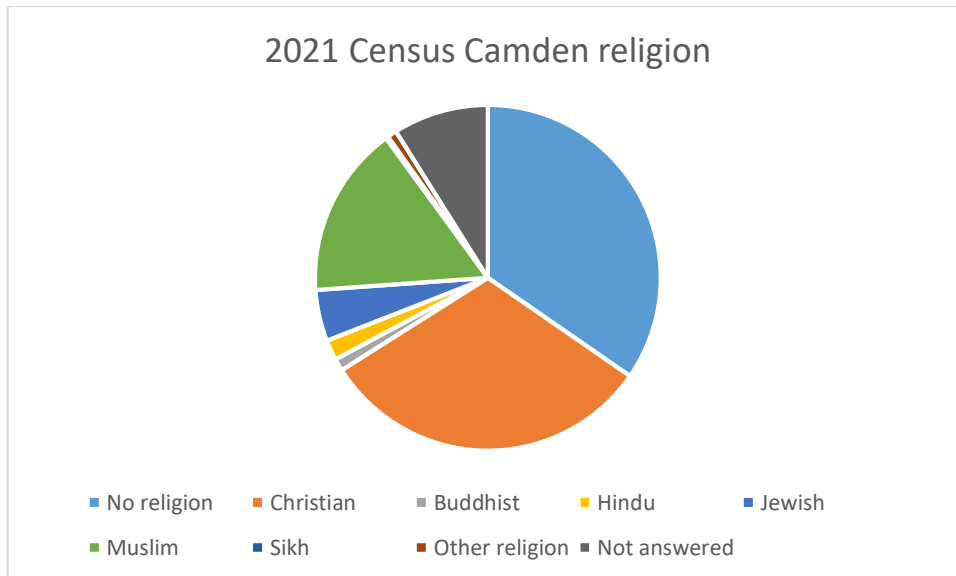
Background to the Borough

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.

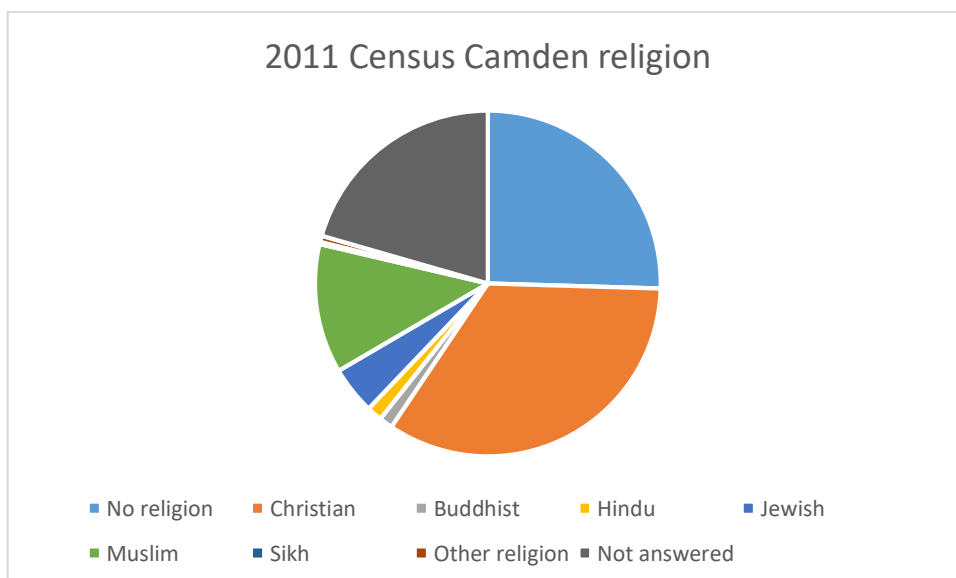
2021 Camden religion data

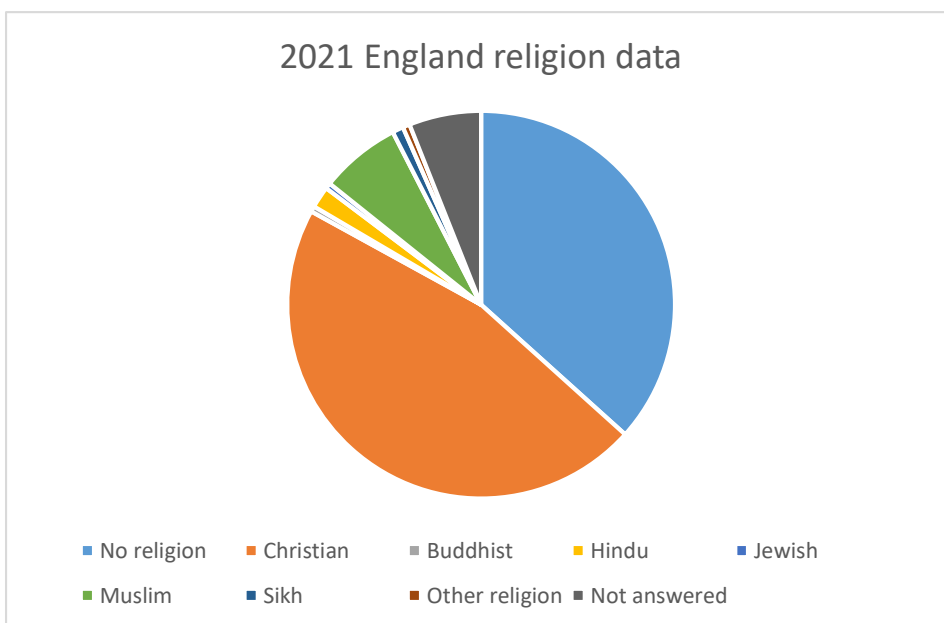
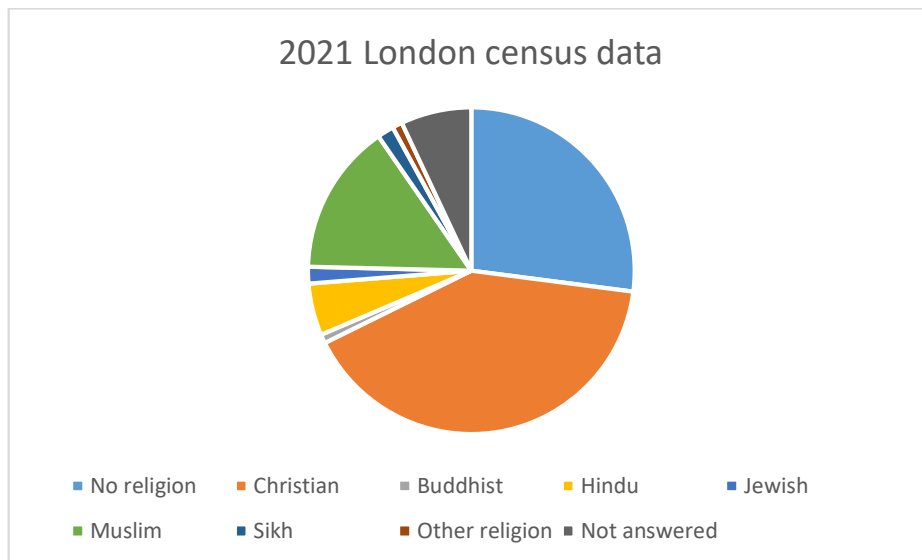
No religion	72776	35.00%
Christian	65980	31%
Buddhist	2410	1%
Hindu	3991	2%
Jewish	10079	5.00%
Muslim	33830	16%

Sikh	487	0.20%
Other religion	1842	0.80%
Not answered	18743	9.00%



When comparing Camden with London and England census results, SACRE would like to underline the big shift that has taken place in the borough over the last ten years in terms of the religious nature of the borough and the importance for the LA to ensure all teachers have access to strong subject knowledge around religion and worldviews.





According to the 2022 school census there were 20,513 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. 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.

Section 2 Standards and quality of provision of Religious Education (RE)

2.1 Within Camden, advice is available to schools around RE through four forms:

- The Camden Agreed Syllabus
- the SACRE consultant
- regular CPD opportunities for RE, and
- SACRE documents being sent electronically into every school.

- 2.2 The SACRE consultant has given advice to the local authority on several occasions in 2023-2024. Some of these have fallen into assistance with parental objections to a part of the school curriculum on the basis of religion. Members of SACRE can play a vital role here as a bridge between the community and schools – often helping parents and carers to understand what a school can or cannot do in terms of religious provision for their child/children.

A larger piece of work for SACRE and the RE consultant was writing a new Agreed Syllabus for Camden schools and providing training to all schools, as well as schemes of work (long, medium and lesson plans), knowledge organisers, pre-post learning supports and much more.

All supports have been published on the Camden learning school siter so all teachers can access these.

- 2.3 Monitoring of RE in schools

Camden SACRE with Camden Learning have monitored RE in schools and have developed an action plan around providing further support for teachers in terms of network meetings at primary and secondary as well as monitoring the usefulness of what is presently provided through the agreed syllabus.

In 2024 it was decided in the academic year 2024-2025 SACRE will send out to all schools an RE and Collective Worship monitoring form to gain firsthand knowledge from those who lead on the subject what is going well and what support they require to do better in RE at all key stages.

- 2.4 Complaints about RE

There have been no formal complaints received about RE from any Camden schools during 2023-24.

- 2.5 Public examinations

Summer 2024 GCSE provisional results - all pupils

2024 GCSE Provisional data Religious studies

	1	2	3	4	5	6	7	8	9	U	RE Total	Total cohort	% doing GCSE
			1				2	2			5		
		2	3	2	6	7	4	1			25		
	1	1	5	4	3	4	3	2	2		25		
	8	7	24	14	26	20	18	15	3	1	136		
	2	3	14	7	7	17	23	20	15		108		
		4	1	4	5	3	2	2			21		
	1	3	8	9	18	16	20	22	15		112		
	8	19	23	17	18	10	6	5	5	6	117		
	2	4	8	4	7	3	4	4	1		37		
All Camden	22	43	87	61	90	80	82	73	41	7	586	1661	35%
Camden percentages	9-7 – 33%		9-5 = 62%			9-4 = 73%		9-1 – 99%					
England (all schools)	9-7 -31%		9-5 = 62%			9-4 = 72%		9-1 – 98%					

Looking to national standards, our Camden results sit on or just above the national average at GCSE as a borough. Boys do less well than girls in the results. SACRE advised the LA that targeted support should be provided for schools around GCSE results and raising your results. This will be provided through Camden Learning in Spring term 2025.

We are still waiting on our Camden A'Level RS data from the DfE, and will add this to our report as soon as we get this from the DfE.

2.6 Camden Agreed Syllabus

A new Camden Agreed Syllabus was published with schools in 2024. This saw a day's training given to all schools in the borough with the Re advisor.

Primary school feedback

- Really informative and useful. SO much to take back to school and work out how to implement. So relevant to our children today so I hope we really do the scheme justice. Thank you so much!
- Found all the information very useful, was all very interesting. I also liked the fact that it was really enjoying.
- Very thorough, amazingly thought through well planned schemes. Thank you so much! I've learnt so much and can't wait to implement this scheme.
- Very helpful session looking at the new curriculum. Feel more confident in implementing it in September. Love the videos on the syllabus and excited to share them with colleagues and children.
- Very informative training. Great resources, planning, links etc
- Really great to look at the different schools of thought within RE. Great hub of resources inc. knowledge organisers – will be super helpful to adopt – thank you
- Very informative session clearly outlining the new syllabus for RE in Camden
- A great bank of resources that can be used, Thanks for all of this!
- I've learnt a lot about constructing a high quality and thorough curriculum. It was very helpful to have the RE advisors here to impart her expertise.
- Very insightful! I came in with 101 questions and am leaving with confidence. The plans are very detailed and clear. The RE advisor has been very supportive. Thanks
- Thank you for the pace!
- Loved the RE advisors positive and supportive attitude. Thank you!
- Really excellent, thank you so much. I feel very supported by this new syllabus.
- Great coverage and prep for new scheme.
- Content of the training delivered very well. Having time to access the new resources and time given to discuss. Progressions of learning and assessment – looking forward in implementing.
- Very informative training. Great resources, planning, links etc. Thank you! Trainer is fab!
- Thank you so much for introducing us to these resources. Everything is so useful and I feel much more confident and reassured. And thanks for the snacks!
- Clear and accessible resources, RE advisor shared excellent subject knowledge and answered all questions from the group confidently, open space to share ideas and resources.
- Very thorough, amazingly thought through, well planned schemes. Thank you so much! I've learnt so much and can't wait to implement this scheme.
- Very clear expectation of what should be covered in RE lessons – amazing ideas on how to make RE fun!
- Lovely overview of new curriculum – high-quality lessons and glad they will be consistency across Camden schools. The EYFS links and examples are especially exciting

Secondary school feedback

- Lots of useful resources and information shared today. A well-designed agreed syllabus with engaging schemes of work
- Curriculum design, guidance, resources and clear communication were all excellent today. I have gained a wealth of knowledge from the facilitator who was able to answer all my questions
- Today has been excellent. Clear signposting and support for a variety of resources, subject knowledge and networking opportunities.
- Clear emphasis on helping us to understand KS2 provision in RE and consider our KS3 coverage and depth.

- Having access to a wealth of resources and supports from SACRE has been excellent today. Lots of work to do now from this training

2.7 Attainment in RE

Ofsted reports have mentioned in 2023-2024 the following around RE and CW:

Primary

Rhyl Community Primary School February 2024

Pupils are taught that they should treat others with respect, even if they have different beliefs or backgrounds. Leaders provide a wide range of clubs as well as trips to museums, zoos, places of worship and galleries.

Primrose Hill School December 2023

This is an inclusive school, where everyone feels welcomed. There is a wide variety of opportunities for pupils to take on positions of responsibility. **For instance, 'well-being champions' have participated in assemblies and taught lessons about feelings and emotions.** Leaders have established a varied programme of experiences to support pupils' wider development. For example, leaders organise visitors to the school and local outings to broaden pupils' understanding of different places and cultures. Pupils are encouraged to consider the needs of others, for example, by donating to the local food bank and fundraising for charities.

Fitzjohn's Primary School April 2024

Fitzjohn's Primary School is a harmonious community of happy pupils and adults. The school's values of resilience, respect, curiosity, excellence, individuality and responsibility are well embedded. Pupils know the importance of the school's values, and they are lived out in how pupils behave towards each other. Pupils particularly enjoy being part of the school council where they can raise money for their chosen charities as well as take part in the annual stakeholder meeting.

Hawley Primary School June 2024

Hawley Primary School is a hub in the local community. Parents, carers, pupils and staff are happy here. This is a place where everyone is valued, and difference is championed. This has led to a harmonious environment where pupils are kept safe and enjoy learning. There is a strong focus on pupils' personal development. **For example, pupils learn to respect and value all faiths and cultures**

Kentish Town CofE Primary School July 2024

The school creates a love of learning at all ages and lives out its vision for 'love, equality and compassion'. The school's ethos based on 'going the extra mile for others' is embedded in the school. There is a keen sense of service for others and a strong community spirit. They take an active role in the school council and as peer mediators in resolving conflict and building positive relationships. **Difference is celebrated** and all pupils benefit from the school's approach to resilience and inclusion. **The school provides visits to different places of worship.**

Assemblies provide valuable reflection time and motivate pupils to celebrate each other's achievements. Pupils are prepared well for life in modern Britain

Christ Church Hampstead November 2023

Pupils' personal development is given the same high priority as their academic learning. The excellent personal, social and health education programme promotes pupils' understanding of areas such as democracy, ethics and keeping healthy and safe. The wide range of extra-curricular activities, including sport and trips to places such as Buckingham Palace and museums, contribute hugely to pupils' spiritual, moral, social and cultural development.

Eleanor Palmer Primary School September 2023

The school has established a comprehensive and age-appropriate programme to support pupils' personal development. This well-being curriculum focuses on healthy living and provides pupils with a rich set of opportunities to develop their talents and interests.

Torriano Primary School July 2024

Pupils in this school are expected to be 'caring, respectful, and curious'. Across the school pupils show kindness towards each other. Pupils like that the school encourages them to express themselves and is inclusive of everyone

Brookfield Primary November 2023

Pupils enjoy attending this caring school. Pupils are happy and safe at this school. Staff encourage pupils to be kind and responsible. Leaders encourage pupils to take on responsibilities. For instance, the school council redesigned the lunch hall, created a playground behaviour charter and led assemblies.

Kingsgate Primary School November 2023

Pupils benefit from an exceptional programme to support their personal development. Leaders' vision is to build pupils' self-confidence and their ability to express a range of emotions. Teachers use interactions powerfully to achieve this. For example, the school runs a life skills programme to promote social, cognitive and emotional skills from a young age. Pupils receive weekly lessons explicitly teaching them how to be cooperative, courageous and encouraging in their attitudes.

St Joseph's RC Primary May 2024

St Joseph's is a nurturing and inclusive school community. It values and celebrates each and every pupil as a unique individual. Pupils live out these aspirations through presenting in assemblies, Pupils are kind, responsible and respectful and demonstrate high levels of self-control. Responsibility is a key school value, and pupils are keen to take on the wealth of opportunities offered. For example, **they can become members of the school council or school chaplaincy**. They take these responsibilities seriously. Selection for these roles is designed to help pupils to understand the importance of democracy and prepare them for life in modern Britain. Special events, such as celebrating families and traditions from around the world, are woven through the curriculum.

Netley Primary June 2024

Pupils are excellent ambassadors. They uphold the school's values regularly and their attitudes to learning are exceptional. They share the belief that behaving well and respecting others makes the world a better place. Pupils demonstrate kindness and compassion for others. This contributes to the school's highly inclusive ethos. **Pupils and parents particularly like events which bring the community together and celebrate diversity. The whole-school Iftar and the recent Easter bonnet parade are shining examples of this.**

Kings Cross Academy September 2023

This is a welcoming, warm and caring school. Pupils are safe and happy. There are positive working relationships based on mutual respect between staff and pupils

Secondary

UCL Academy May 2024

Leaders prepare pupils well for life in modern Britain. The personal, social and health education curriculum is carefully designed. Staff are well-prepared to teach pupils about sensitive subjects such as puberty and radicalisation.

Parliament Hill School May 2024

The school has created an inclusive culture where pupils are taught to respect and celebrate difference. Pupils' personal development is very well considered. A carefully planned pastoral curriculum enables pupils to explore important topics such as personal health, online safety and respectful relationships. The welfare

of pupils is prioritised and promoted, for example through well-being week. Pupils, and students in the sixth form, are encouraged to develop as responsible, active citizens.

Acland Burghley School October 2023

Leaders have developed an inclusive community in which all pupils feel welcome. Pupils take part in leadership opportunities, including the student council, the diversity group, and eco-warriors. Pupils have further opportunities to develop their characters through delivering assemblies. Leaders have designed a comprehensive and well-planned personal development curriculum. This helps pupils to develop an understanding of how to stay safe and healthy. Staff are highly effective at assessing pupils' understanding of these topics. They put in place bespoke support, sometimes using external providers, to support any pupil who needs to deepen their understanding.

Section 3 Standards and quality of provision for Collective worship (CW)

- 3.1 Within Camden advice is available to schools around CW through the SACRE consultant.
- 3.2 The SACRE consultant has given advice to schools on a number of occasions in 2023-24. Some of these have fallen into assistance with parental objections to a part of collective worship. The meetings have provided schools and parents/carers with an opportunity to understand the legislation around collective worship.
- 3.3 Compliance with the statutory requirements. SACRE advised the LA that in 2025 there should be a monitoring form for Collective Worship for all schools in Camden. This will then provide for SACRE the evidence they need to understand what is working well and where further support or development work needs to be strategically places.
- 3.4 Determinations: There were two determinations processed by SACRE in 23-24. Both schools were re-applying as their determinations had run out. SACRE were pleased to renew these determination and were pleased with how the school had an inclusive, reflective programme of collective worship for all pupils that teachers and parents/carers were fully supportive of.
- 3.5 Complaints about collective worship: there were no complaints received by the LA or SACRE about collective worship in 2023-24.

Section 4 SACRE links with other bodies

Nationally: Camden SACRE is a part of NASACRE and the LA consultant is a member of AREIAC, NATRE and the NASACRE executive. SACRE members attended the NASACRE conference in May 2024 in York and its monthly webinar programme throughout the academic year. From these individual members gained a lot of ideas to bring back to what we could do as a SACRE in Camden.

Section 5 SACRE's own arrangements

SACRE has been quorate for all of its meeting in the year September 2023-August 2024.

Chart of SACRE attendance 2023-2024

Name	Group representation	19 October 2023	22 February 2024	23 May 2024
Ann Boater (Quaker) (Vice Chair)	Other faiths group	Present	Present	Present
Sophie Fegan (Roman Catholic)	Other faiths group	Apologies	Absent	n/a
Sally Hay (Humanist)	Other faiths group	n/a	n/a	Present
Lynndy Levin (Jewish)	Other faiths group	Present	Present	Absent
Krishna Pujara (Hindu)	Other faiths group	Absent	n/a	n/a
Abdul Quadir (Muslim)	Other faiths group	Present	Present	Present
Nandarane Naina Parmar (Hindu)	Other faiths group	n/a	Present	Apologies
Other groups				
Felicity Djerehe	C of E group	Apologies	Present	Apologies
Stephanie Ellner	C of E group	Apologies	Present	Present
Rev Sally Jones	C of E group	Absent	Absent	Absent
Rev Damien Mason	C of E group	Apologies	Apologies	Present
Mary Thorne (Chair)	C of E group	Present	Present	Present
Other groups				
Rev Natasha Beckles	C of E group	Absent	Present	n/a
Sinead Costelloe	Teacher group	n/a	Absent – on maternity leave	Absent – on maternity leave
Paul Kayser	Teacher group	Absent	n/a	n/a
Emily Knowles	Teacher group	n/a	Present	Absent
Rose O'Brien	Teacher group	n/a	Present	Present
Sarah Richardson	Teacher group	Present	Present	Present
Other groups				
Councillor Judy Dixey (Liberal Democrat)	LA group	Present	Apologies	Present
Councillor Julian Fulbrook (Labour)	LA group	Present	Present	Present
Councillor Jenny Headlam-Wells (Labour)	LA group	Apologies	Absent	n/a
Councillor Izzy Lenga (Labour)	LA group	Apologies	Absent	Absent
Councillor Sylvia McNamara (Labour)	LA group	Apologies	Apologies	Absent
Councillor Jenny Mulholland (Labour)	LA group	Apologies	Present	Apologies
Councillor Nazma Rahman (Labour)	LA group	Present	Absent	Absent
Councillor Nanouche Umeadi (Labour)	LA group	n/a	n/a	Present

Section 6 SACREs own arrangements

SACRE costs

During the year 2023-2024 three LA officers supported SACRE professionally and administratively:

- Claire Clinton as the Professional RE advisor;
- Owen Rees from Camden Learning, and
- Vinothan Sangarapillai as Clerk to SACRE.

Finance

The sum of £21,480 was made available through the LA to support the work of SACRE during the year. The sum covered the cost of employing an RE consultant, the cost of clerking SACRE, membership of NASACRE and attending conferences and refreshments. (These figures break down as: £3365 for the clerk to SACRE; NASACRE membership £110; RE Advisor consultant £9,500; Agreed Syllabus development £5000; NASACRE conference attendance and travel £115; NASACRE webinar programme £50; Camden Learning management £3450).

Appendix 1

Camden SACRE members – May 2024

The current members of Camden SACRE are:

Ann Boater (Quaker)
Lynndy Levin (Jewish)
Lorraine Nunez (Roman Catholic)
Nandarane Naina Parmar (Hindu)
Abdul Quadir (Muslim)
Sally Hay (Humanist)
Mandip Singh (Sikhi)

Panel B (Church of England)

Felicity Djerehe
Stephanie Ellner
Mary Thorne
Rev Sally Jones
Rev Damien Mason

Panel C (Teachers)

Sarah Richardson
Sinead Costelloe
Emily Knowles,
Rose O'Brien
Helen Young
Craig Baxter

Panel D (Local Authority)

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

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

Appendix 2: SACRE priorities 2023-2024

No	Priority	Date	Process	Outcomes	Cost/resource implications
1	Annual report produced	Sept 2023 Nov 2023 Dec 2023 Dec 2023 Dec 2023 Spring term 2024 March 2024	<ul style="list-style-type: none"> RE Advisor to collect RE and CW essential data from schools in Autumn term 1 RE adviser to write draft report RE Adviser to send draft report to SACRE members for checking, improvement and additions made RE adviser adds GCSE & A'Level data analysis and gets sign off from chair and vice-chair Report submitted to DfE and NASACRE Discuss GCSE, and AS exam analysis in meeting from summer 2023 in Spring term 2024 Publish 2022-23 anonymised report to schools & on LA website 	<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 31.12.23 	Total cost of this work to be met from Adviser's commissioned time budget, paid by LA
2	Membership of SACRE	Sept 2023 On-going Sept 2023 ongoing October 2023 October 2023 May 2024	<ul style="list-style-type: none"> RE advisor and SACRE members to suggest new recruits: ongoing Work with communities team in Camden LA around interfaith forum and links to SACRE and schools Ensure each panel is quorate Try and enlist a Sikhi & Buddhist representative onto SACRE Work with LA around any new appointment of councillors in May 2024 	<ul style="list-style-type: none"> a good breath and diversity of faiths established on Camden SACRE SACRE as far as is possible is representative of Camden population 	No extra cost implication

No	Priority	Date	Process	Outcomes	Cost/resource implications
3	Supporting good RE in schools	September 2023 September 2019 2024 ongoing 2024 ongoing	<ul style="list-style-type: none"> Primary RE network meeting restarted in Camden, first meeting 6th October in the afternoon – all schools have been invited RE advisor has contacted and liaised with the secondary RE network leaders and is attending their meeting on 3rd October. Working with Joe Edwards & Kathleen McKenzie at possible extra offer around RE masterclasses Members to visit at least one school to see RE lesson or CW in action in 2023-24 Consider new ways in which SACRE can support excellent RE in Camden schools 	<ul style="list-style-type: none"> Members develop a vision and ownership for how SACRE can support good RE in schools Members visit local Camden schools get a better understanding of what good RE looks like 	Costs to be paid for my Re advisor costs.
4	Publish a new Agreed syllabus for RE in Camden schools	Sept 2023 October 2023 October 2023 Feb 2024 Dec 2023 Nov 2023 Feb 2024 June 2024	<ul style="list-style-type: none"> Have regular ASC meetings with our meeting schedule for 23-24 Consider survey results from teachers around what they like or don't like about our present AS, and ideas for anything they want included in our new review RE advisor to provide SACRE with options going forward Have an agreed syllabus conference on 22nd February 2024, where the text of the new syllabus is agreed Work with LA and design team to forward plan AS being ready for going into schools summer 2024 Fix training dates for summer term for schools Ensure all HTs and governors are clear about the new syllabus Ensure access to support materials is clear for all schools 	<ul style="list-style-type: none"> Fulfil legal requirements to have an up to date AS Reflect on best practice nationally as we develop our present AS Ensure teachers voice is central to the process 	Funding from LA is needed for this extra piece legal piece of work
5	Training up new members of SACRE	September 2023 Ongoing	<ul style="list-style-type: none"> SACRE members to invited to national training (monthly webinar programme) from NASACRE Regularly share NASACRE monthly training and conference programme with SACRE members 	<ul style="list-style-type: none"> Fulfilling SACREs purpose and ensuring divergent voices are enables to be part of decision making tasks 	No funding implication

No	Priority	Date	Process	Outcomes	Cost/resource implications
6	Camden Faith Forum project	Autumn term Spring term	<ul style="list-style-type: none"> • RE Advisor to meet with Faith Forum project and see what synergy is there • Invite Faith Forum to attend October SACRE meeting • RE Advisor to visit Faith Forum meeting 	<ul style="list-style-type: none"> • Working relationship developed in order to support schools with faith visitors and places of worship to go to to enhance RE lessons 	No funding implications
7	Republish and revise Ramadan advice to schools	Autumn term Spring term Spring term	<ul style="list-style-type: none"> • RE Advisor to write new advice for Camden schools • SACRE to pass the advice • Advice shared with schools 	<ul style="list-style-type: none"> • Providing up to date high quality advice to Camden schools • Build up relationship and trust between schools and SACRE 	No funding implications

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Camden Standing Advisory Council Religious Education (SACRE)	
REPORT TITLE Camden SACRE Priorities 2024-25	
FOR SUBMISSION TO: Camden SACRE	DATE 6 February 2025
SUMMARY OF REPORT Camden SACRE priorities for 2024–25 have been outlined on Appendix 1. Feedback from members is welcomed on ways to support the proposed actions. This document will remain a working draft and can be updated during future meetings. Contact Officer: Claire Clinton – SACRE RE consultant claire.clinton@rematters.co.uk	
RECOMMENDATIONS Camden SACRE is asked to comment on and note the report.	

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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 write newsletter to all RE leads at Camden schools With Kate Frood plan masterclasses for 24-25 Use evaluations to improve meetings from teacher feedback Share networks plans and feedback into SACRE meetings 	<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

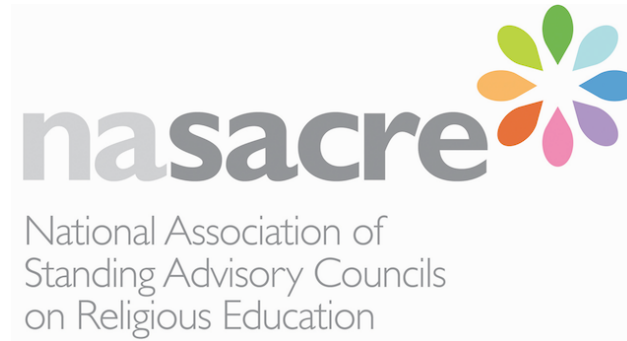
No	Priority	Date	Process	Outcomes	Cost/resource implications
4	Secondary RE network	Sept 2024 Sept 2024 Autumn term 2024 Autumn term onwards	<ul style="list-style-type: none"> RE Advisor to run secondary RE network meeting in Camden RE Advisor to attend Camden learning briefing for secondary networks Find secondary RE rep for SACRE, and academy rep for SACRE Share networks plans and feedback into SACRE meetings 	<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 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 Continue to try to 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
6	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 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
7	KS4 support	November 2024 January 2025 Feb/March/April 2025	<ul style="list-style-type: none"> RE Advisor to work with Camden learning to create a plan for this work with schools in 2025 RE Advisor to contact secondary schools to discuss the plan RE Advisor to lead targeted CPD with RE secondary leads and teachers 	<ul style="list-style-type: none"> Enabling SACRE to ensure that there is high quality CPD being provided to schools Long term GCSE results to develop Teacher feel better equipped to teach high quality revision lessons and tasks 	Funding provided by the LA towards time for RE advisor and experts within an agreed budget

No	Priority	Date	Process	Outcomes	Cost/resource implications
8	SACRE self-evaluation toolkit	October 2024	<ul style="list-style-type: none"> SACRE starts to use the national NASACRE self-evaluation toolkit to assist SACRE in creating a development plan Section 1 completed October 2025 Section 2 Section 3 Section 4 Section 5 	<ul style="list-style-type: none"> SACRE is able to know what is working well and what development opportunities there are for SACRE 	None
9	Westhill/NASACRE grant application	October 2024 January 2025 February 2025	<ul style="list-style-type: none"> RE advisor writes a draft application and plan for the 9 grant application RE advisor checks with NASACRE about 2025 applications and process Camden SACRE applies for grant award 	<ul style="list-style-type: none"> Providing an opportunity for primary school teachers to see high quality, challenging RE in action with pupils Providing an opportunity for SACRE members to work appropriately with schools, through sharing information about their beliefs and practices 	Finance provided by NASACRE/Westhill
9	Compliance in RE	February 2025 March/April 2025 March/April 2025 May-July 2025	<ul style="list-style-type: none"> SACRE agrees the content of the new monitoring form for sending out to schools New forms and process sent out to all schools New process sent out to headteachers and ask for monitoring survey to be completed by July 2025 Make sure governors know about the report coming – clerk to ensure it is in the governors briefing papers RE Advisor to collect returns from schools – have a system to chase schools for the document agreed by LA and Camden Learning 	<ul style="list-style-type: none"> SACRE becomes clearer on what RE and CW is going on within its schools and then is able to advice and support schools with clarity 	Cost of this work to be met from RE Adviser's time paid by LA

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Camden Standing Advisory Council Religious Education (SACRE)	
REPORT TITLE SACRE Annual Self-Evaluation Toolkit	
FOR SUBMISSION TO: Camden SACRE	DATE 6 February 2025
SUMMARY OF REPORT Camden SACRE will continue using the self-evaluation toolkit to assess and rate its own practice, identify areas for improvement, and determine the necessary actions for development. Feedback is requested from members regarding the questions outlined in Sections 2 and 3 of the self-evaluation toolkit, which is included in the appendix. Contact Officer: Claire Clinton – SACRE RE consultant claire.clinton@rematters.co.uk	
RECOMMENDATIONS Camden SACRE is asked to feedback on and note Section 2 & 3 of the self-evaluation toolkit.	

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

<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 (RE) in Camden

FOR SUBMISSION TO:

Camden SACRE

DATE

6 February 2025

SUMMARY OF REPORT

This update asks Camden SACRE to consider the following proposed intervention plans:

- GCSE intervention (verbal update from RE Advisor)
- Westhill/NASACRE grant application (Appendix 1)
- Monitoring RE survey for schools (Appendix 2a and 2b)

Feedback is welcomed from members on how the intervention plans can be implemented if they are agreed.

Contact Officer:

Claire Clinton – SACRE RE consultant

claire.clinton@rematters.co.uk

RECOMMENDATIONS

Camden SACRE is asked to:

1. comment on and note the GCSE intervention plan, with a particular focus on the proposed actions and suggestions of improvements to enhance the plan;
2. review and approve the grant application, considering whether any additional aims or wording should be included (Appendix 1); and
3. review and agree the monitoring forms, ensuring the questions are appropriate ahead of implementing with schools (Appendix 2).

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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.

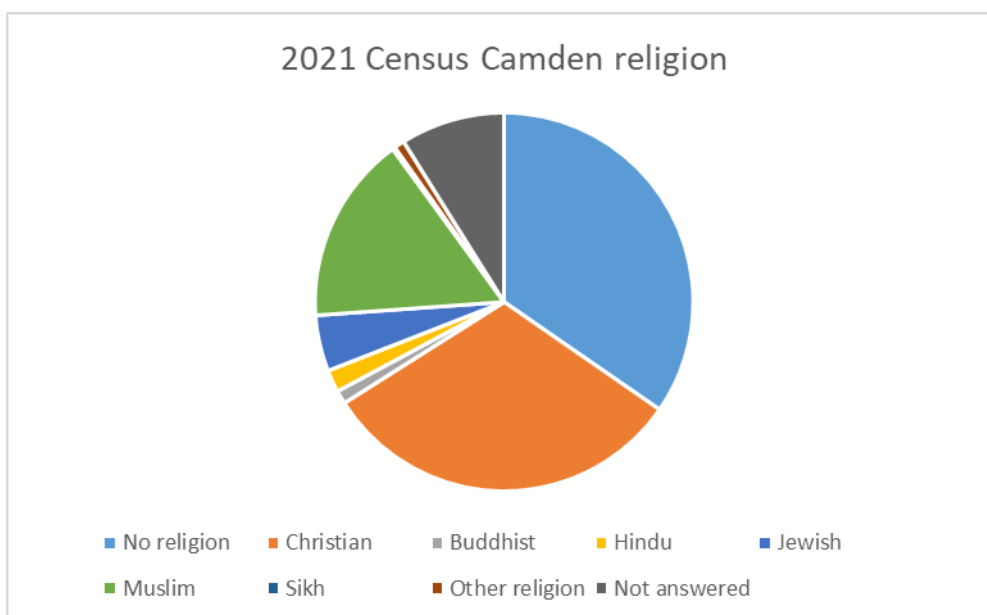
Background

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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DRAFT Camden Secondary RE/CW Monitoring Form 2024-25

School Name:

Name of person filling in the form, and role in school:

Q1. Thinking about the academic year 2024-25, how was RE taught in your school?

- Weekly
- Biweekly
- Across three or four afternoons each half term
- Through RE days or special events
- Other (Explain what you do in Question 16)

Q2. How much time does your school teach RE as an average weekly figure at KS3?

- 1 hour
- 50 mins
- 40 mins
- 30 mins
- Other (Explain the precise amount in Question 16)

Q3. At KS4 what RE runs in your school?

- General RE
- GCSE RE
- Both
- Neither

Q4. Tell us how much time pupils receive for their RE at KS4?

(Space for answer)

Q5. How many pupils will sit a GCSE in RS in summer 2025 and which exam board and specification do you follow?

If applicable, Q6. How many pupils are sitting an A'Level in RS in 2025 and what exam board and specification do you follow?

Q7. How many teachers teach RE in your school? How many are full time RE and how many are part-time in your RE department?

Q8. Is there anything you would like to tell us about RE at your school this year? Anything you are proud about RE at your school? Are there any issues you would like to tell us about?

(Space for answer)

Q9. How would you rate RE in your school? (please refer to our definitions sheet)

- Outstanding
- Good
- Needs improving
- Inadequate
- Other

Q10. Number of pupils withdrawn from RE

Q11. How would you rate CW in your school?

- Outstanding
- Good
- Needs improving
- Inadequate
- Other

Q12. Number of pupils withdrawn from CW

Q13. Do pupils receive an assembly daily with the opportunity to pray or reflect on a value/story or theme? This is what Collective worship means in law.

- Yes, daily
- No
- Yes, but not daily (give details in other)
- Other

Q14. This form has been signed off by SLT and shared with governors?

- Yes
- No

Q16. Thank you for your responses. Is there anything else you want to raise with us?

When you are ready to, fill in your answers to these questions here (and before the end of the summer term).

Add google form link

DRAFT CAMDEN Primary RE/CW Monitoring Form 2024-25

School Name:

Name of person filling in the form, and role in school:

Q1. How much KS1 RE has been taught on average to year 1 & 2 this year at your school

- Every week for at least 50 minutes
- In each half term it has been taught for 5 hrs or more
- Across the term there has been 5 hrs of RE
- Under 5 hrs across the term
- Not applicable to our school setting
- Other amount (please give further details in Question 10)

Q2. How much Key Stage Two RE has been taught on average?

- Every week for at least one hour
- In each half term it has been taught for 6 hrs or more
- Across the term there has been 6 hrs of RE
- Under 6 hrs across the term
- Not applicable to our school setting
- Other amount (please give further details in Question 10)

Q3. Thinking now about collective worship/assemblies (CW) at your school during this year. How has your school fulfilled your duty to provide your pupils this daily opportunity?

Space for your answer:

Q4. Has your school attended Camden's RE training this academic year or read SACREs advice on Ramadan?

Space for your answer:

Q5. How would you rate RE in your school?

- Outstanding
- Good
- Needs improving
- Inadequate
- Other

Q6. How would you rate CW in your school?

- Outstanding
- Good
- Needs improving
- Inadequate
- Other

Q7. Number of pupils withdrawn from RE:

Q8. Number of pupils withdrawn from CW:

Q9. This form has been signed off by SLT and shared with governors?

- Yes
- No

Q10. Thank you for your responses. Is there anything else you want to raise with us or tell us, please use the space below.

Once you are ready to you can add your answers and submit them to us here: (have a google form link)

Camden Standing Advisory Council Religious Education (SACRE)	
REPORT TITLE Department for Education (DfE) Workforce Data for Camden Secondary Schools	
FOR SUBMISSION TO: Camden SACRE	DATE 6 February 2025
SUMMARY OF REPORT SACRE members are invited to note newly released data from the DfE, which compiles information provided by Camden schools about Religious Education on their timetables, alongside the DfE's records of exam results. Members are encouraged to provide feedback on what this data reveals about Religious Education in Camden's secondary schools. Contact Officer: Claire Clinton – SACRE RE consultant claire.clinton@rematters.co.uk	
RECOMMENDATIONS Camden SACRE is asked to comment on and note the report.	

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LA name	School name	Religious character	School type	LA Adviser/Contact	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	% year 12 hours - RE	% year 13 hours - RE	% hours - RE	KS4FC EntriesPerc	KS4SC Entries	KS4All EntriesPerc	No EntriesPerc	Ofsted Rating	Percentage 9-4FC	Percentage 9-4SC	Secondary Premium	Sponsor
Camden	Haverstock School	Does not apply	Local authority maintained schools	claire@rematters.org.uk	0	3.84	11.49	1.9	1.71	2.61	3.79	3.84	16	0	16	84	Good	72		High	
Camden	Parliament Hill School	Does not apply	Local authority maintained schools	claire@rematters.org.uk	3.59	3.87	3.44	4.58	4.8	2.82	3.73	3.89	61	0	61	39	Good	82.4		Medium	
Camden	Regent High School	Does not apply	Local authority maintained schools	claire@rematters.org.uk	0	0	0	2.8	2.29	0	0	0.92	12.3	0	12.3	87.7	Good	76.2		High	
Camden	Hampstead School	Does not apply	Local authority maintained schools	claire@rematters.org.uk	0	0	0	1.35	1.3	0	0	0.46	12.3	0	12.3	87.7	Good	80		Medium	
Camden	Acland Burghley School	Does not apply	Local authority maintained schools	claire@rematters.org.uk	4.23	4.14	3.98	1.37	1.27	2.95	3.8	3.01	2.7	0	2.7	97.3	Good	80		Medium	
Camden	The Camden School for Girls	None	Local authority maintained schools	claire@rematters.org.uk	2.63	2.52	2.4	2.76	5.37	2.46	2.41	2.89	94.1	0	94.1	5.9	Good	89.3		Low	
Camden	Maria Fidelis Catholic School FCJ	Roman Catholic	Local authority maintained schools	claire@rematters.org.uk	11.03	10.87	9.81	11.41	8.38		7.33	9.9	90.1	0	90.1	9.9	Good	51.7		Medium	
Camden	La Sainte Union Catholic Secondary School	Roman Catholic	Local authority maintained schools	claire@rematters.org.uk	10.14	10.75	9.93	8.97	10.03	3.64	3.23	7.54	95.2	0	95.2	4.8	Good	69.1			
Camden	The UCL Academy	Does not apply	Academies	claire@rematters.org.uk									21.4	0	21.4	78.6	Requires improvement	62.2			University College London (UCL)

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Camden Standing Advisory Council Religious Education (SACRE)	
REPORT TITLE Camden Religious Education (RE) Network Meetings Update	
FOR SUBMISSION TO: Camden SACRE	DATE 6 February 2025
SUMMARY OF REPORT SACRE members requested that the RE advisor share the content of the termly meetings with Camden Schools. Details of the last two meetings are provided in the appendices. Contact Officer: Claire Clinton – SACRE RE consultant claire.clinton@rematters.co.uk	
RECOMMENDATIONS Camden SACRE is asked to note the update.	

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Camden
**Primary Religious Education Network
Meeting**

Venue: Maria Fidelis Catholic School, 1 Drummond Cres, London NW1 1LY

Primary RE leaders

Facilitator: Claire Clinton

Friday 22nd November 2024: 1:30pm - 4:00pm

Welcome and starter activity (15 mins) 1:30-1:45

National news and local updates (20 mins) 1:45-2:05

RE Online – research of the month; new to leading in RE; Interfaith week; SHAP calendar and audio book; new resources & RE Hubs

Masterclass in teaching Judaism (1 hr) 2:05-3:05

Meet Anna Silver, Education Officer at the Board of British Jews; giving us her top ten tips for teaching about Jewish people and practice in schools

Ofsted Update: Running an RE audit at your school (10 mins) 3:05-3:15

Our new syllabus: Time to ask questions (20 mins) 3:15-3:35

Share from Fleet Primary School & Eleanor Palmer: curriculum overview (20 mins) 3:35-3:55

Final thoughts and remarks, any questions, evaluations (5 mins) 3:55-4

To confirm your attendance, please book via email kate.frood@camdenlearning.org.uk

For more details, please contact Claire Clinton: claire.clinton@rematters.co.uk

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Secondary Religious Education Network Meeting

Venue: Camden HQ, 5 St Pancras Square NIC 4AG

Secondary RE leaders and teachers

Facilitator: Claire Clinton

Tuesday 22nd October 2024: 4:00- 5:00pm

Welcome, refreshments and starter activity (15 mins) 4-4:15

National news and local updates (20 mins) 4:15-4:35

RE Online – research of the month; new to leading in RE; Interfaith week; SHAP calendar and audiobook; new resources & RE Hubs; Camden Padlet -

<https://padlet.com/CamdenLearningECF/secondary-rs-subject-network-group-yxpmzjcy9rve35lc>

Our new syllabus: Time to ask questions – share from William Ellis (10 mins) 4:35-4:45

Plans for Spring and Summer term meeting – what would be useful (10 mins) 4:45-4:55

Final thoughts and remarks, any questions, evaluations (5 mins) 4:55-5

To confirm your attendance email claire.clinton@rematters.co.uk

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