



Staffordshire Standing Advisory Council on Religious Education- DRAFT

**31st Annual Report
September 2021 - September 2022**

From the Chair of SACRE

Chair's Introduction to SACRE's Annual Report for 2021-22



During the academic year 2021-22, schools continued to be affected by the ongoing COVID situation; this in turn affected the work of Staffordshire SACRE in seeking to gain a robust overview of Religious Education and Collective Worship in schools across the county, in mounting courses and other initiatives, and in promoting good RE in general. Staffordshire SACRE nevertheless warmly thanks Mary Gale, the commissioned RE Consultant for the county, for her untiring efforts to support schools and teachers in whatever ways possible, and for amply contributing her expertise and energy to the work of SACRE.

The main focus for SACRE during the year has been the revising of the county's Agreed Syllabus in RE, a process which had been initiated during the previous year. As part of this process, SACRE convened an Agreed Syllabus Conference (ASC). Because the Constitution of an ASC is almost the same as that for a SACRE, Staffordshire SACRE was able to turn itself into the ASC as and when required. SACRE had originally envisaged that the revised syllabus might be launched in September 2022, but this target could not in the end be met, and the launch will now go ahead in January 2023.

The revised syllabus will be a more substantial and comprehensive document than the 2016 Agreed Syllabus on which it is based. However, the vision and aims and pedagogy underlying the 2016 syllabus continue to underlie the revised syllabus, so that schools and teachers should be able to transfer to the revised syllabus quite readily.

Staffordshire SACRE thanks all those who have contributed to the revision and looks forward to receiving feedback on the revised syllabus as schools engage in implementing it.

At the time of writing, the Schools Bill passing through Parliament is in a state of limbo. It had received some significant criticism; it is likely to be re-drafted and re-presented. The drive to academise all schools by 2030 raises questions about the future role of SACREs, and indeed about the existing statutory arrangements which govern Religious Education, which are increasingly out of kilter with the academies world. It is hoped that a revised Schools Bill will take note of the strong representations that have been made to government officials about these issues.

Staffordshire SACRE is sustained by the belief that each pupil is entitled to receive high quality Religious Education as an essential part of their whole development, and that good RE delivers unique and vital benefits to schools as a whole, as well as to individuals.

SACRE is glad to be in partnership with teachers across the county in aiming for the highest standards as possible in RE, and thanks them heartily for all that they are doing to achieve this.

I commend this Annual Report to the schools of the county and to the members of the County Council.

A handwritten signature in black ink that reads "Michael R. Metcalf".

Rev. Prebendary Michael Metcalf Chair Staffs SACRE

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1. Introduction

This report covers the work of the Staffordshire SACRE during the academic year from September 2021 to July 2022. Three meetings were held during the period covered by the report. Due to COVID-19 restrictions two meetings were held virtually and one meeting was face to face as COVID-19 restrictions started to lift.

This report is sent to the headteachers of all schools in the County, to the teachers' associations, to the local faith communities and NASACRE.
Further copies are available from:

The Clerk to SACRE,
Democratic Services,
Martin Street,
Stafford ST16 2LH.

The report is also available on the Entrust Religious Education website at
<https://www.entrust-ed.co.uk>

The statutory duties of the SACRE are given in Appendix 1	Page 17
The membership of the SACRE is given in Appendix 2	Page 18

2. A summary of the work of the SACRE September 2021-2022

- Three face-to-face meetings were held which were moderately well attended.
- Monitoring of Staffordshire primary school RE provision was carried out through a questionnaire which evaluated how the Agreed Syllabus supports effective RE. Also, through a review of school websites.
- Monitoring of Staffordshire Secondary school RE was carried out through a questionnaire which evaluated how the Agreed Syllabus supports effective RE an through scrutiny of the work force census data. Also, through a review of school websites.
- The Staffordshire Agreed Syllabus recommends that students at KS4 study an approved examination syllabus. It was not easy for the SACRE to monitor provision and attainment in externally accredited courses in Religious Studies in 2020 and 2021 due to changes to the examination process as a result of COVID-19. The summary below states the key outcomes.
 - **Staffordshire** % achieving grades 9-4 for the full RS course in 2020 was 76.4% and 77.5% in 2021. It is expected that that will fall to 73.4% in 2022
 - **England** % achieving grades 9-4 for the full RS course in 2020 was 80.5% and 80.2% in 2021. It is expected that that will fall to 76.7% in 2022
 - Therefore Staffordshire % of students achieving grades 9-4 for the full RS course in 2021 was 3% lower than the England average, this is an improvement compared to 2020 and this gap remains similar in 2022
- Historically the Westhill Engage project in conjunction with YouthNet and the Entrust MEAS team supported over 400 pupils across Staffordshire to gain a greater understanding of Christianity and Islam and of living with diversity. This work was curtailed due to the impact of COVID-19.

- Originally Entrust offered a face to face programme of CPD to support RE teachers across the year, but due to the continued impact of the pandemic this did not go ahead. This resumes in autumn 2022.

Bespoke support therefore was provided in response to individual school requests, this was mostly addressed through email correspondence and virtual meetings.

- Staffordshire SACRE continues to be represented at the NASACRE (the National Association of SACREs) AGM, NATRE Conference and AREIAC meetings. Some of these meetings have been held in the virtual environment.
- The partnership with NASACRE remains strong. Members of SACRE are also representatives on other SACREs and on bodies such as Stafford and District Friends.
- No determinations have been requested during this academic year.

3. Standards and quality of RE and CW provision

3.1 Monitoring

Monitoring for this academic year continue to take place via email conversations, online conversations and some face-to-face conversations where deemed safe as schools recovered after COVID-19

Where SACRE is concerned about the provision offered by schools then a formal procedure is followed. See Appendix 3.

General comments

- The syllabus is used in most schools that provided information, those who do not use the syllabus are Catholic or Church Aided schools, or in an Multi Academy Trusts.
- Schools are currently exploring best practices, to ensure consistency across the school.
- Schools are exploring ways to assess learning of RE but feel the syllabus provides support in this area.
- Local faith leaders contribute to CW in some areas of the county through the virtual environment, particularly where there were youth leaders to support this.
- Staff confidence in delivering collective worship is developing well after COVID-19
- Leader confidence in Church of England schools regarding the delivery of CW improved with the help of resources from SACRE. Some leaders stated that the delivery of CW improved because it was more consistent in its approach and well planned as they were observed by pupils and parents and staff through online platforms.
- Worship teams (pupils) organise worship more so now as schools recover from the limitations of COVID-19
- Varied weekly timetables of collective worship resumed in autumn 2021
- RE has become more effective in the sample of schools evaluated as schools resume full time education from autumn 2021
- Allocation of resources to RE has decreased in some schools since last year.
- RE makes a positive contribution to SMSC in most schools especially during online support for learners.

Primary and Secondary Monitoring headlines:

- Collective worship is led by a variety of staff. Online worship and assemblies were led mostly members of the Senior Leadership Team.
- The variety regarding the provision for collective worship varies from school to school with schools operating CW in their bubbles or online for the class or whole school.
- Collective worship continues to take many forms including thought for the day, Relationship and Health Education, and well-being aspects.
- Withdrawal from CW is only an issue in a handful of schools and mostly involves Jehovah Witness followers.
- Schools have reviewed their collective worship provision in the past 2 years, especially during COVID-19.
- Schools agreed that the Agreed Syllabus clearly presents what is required by their school in RE.
- Provision of RE for pupils has increased after COVID-19 restrictions were lifted.
- The majority of schools contacted stated that they had reviewed their RE provision during lock down as they had time to do this.

3.2 Standards

Staffordshire SACRE reviews and discusses standards and achievement in RE during meetings as appropriate.

Throughout 2021-22 Religious Education network meetings which schools can choose to attend would have included moderation of standards across year groups and schools to support schools with the judgements they make against the revised 2016 Agreed Syllabus Age Related Expectations. There were no face-to-face courses due to the impact of the COVID-19 pandemic. The advisor offered to provide support information through an online virtual webinar, but no schools took up this offer.

a) Public examination entries in Religious Education (RE) and Religious Studies (RS)

In the Staffordshire Agreed Syllabus for Religious Education, legal requirements state that RE should be provided as part of the basic curriculum for all registered pupils attending a maintained school, this includes High schools.

Background

At Key Stage 4 all pupils should fulfil their entitlement by following as a basis an accredited specification (from a recognised examination board) in Religious Studies. Schools should provide reasonable time for pupils to complete this and if appropriate, to attain an external qualification.

At KS5 pupils may follow the programme of study provided within the Agreed Syllabus or an accredited specification (from a recognised examination board) in Religious Studies.

Schools that do not offer this opportunity to their students are requested to apply to the SACRE for a variation of practice. This academic year no schools have applied for, or been granted, a variation.

Staffordshire SACRE recognises the independence of Academies and Free Schools.

However, it commends the Agreed Syllabus to them as a constructive and collaborative way to meet their legal requirements in Religious Education.

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During lock down due to the COVID-19 pandemic RE was a not a priority for many schools, although schools made reasonable adjustments to adhere to the requirement.

In summer 2021 there were improvements to the delivery of RE and RS. Schools in the autumn term of 2021 offered their normal RE and RS delivery. They spent the time during COVID-19 evaluating their planning and as a result some schools are reporting that their delivery is now improving.

b) Overall GCSE results 2020-21 not just for RE

The GCSE system continues to use the new grading of 9-1, with 9 being the exceptional grade.

c) Religious Studies GCSE 2021

Here are the trends in the latest religious studies GCSE results for summer 2021. The proportion of grade 9 results achieved by students nationally in 2021, equivalent to a high A* under the old GCSE system, rose to 11.4 per cent, compared to 9.6 per cent in 2020 and 7.5 per cent in 2019.

Staffordshire information

We cannot report to SACRE precisely the data for our schools regarding RE and RS however the following information provided by the Religious Education Council of England and Wales and the National Association of Teachers of Religious Education gives the national picture for A-level and GCSE entries this year.

Staffordshire LA have been unable to provide a break down school by school of the RE/RS grades.

However, there are some overall figures to report for 2021

County	Number of candidates	Grade 9 and above - %	Grade 8 and above - %	Grade 7 and above - %	Grade 6 and above - %	Grade 5 and above - %	Grade 4 and above - %	Grade 3 and above - %	Grade 2 and above - %	Grade 1 and above - %
England	201975	11.4	23.8	37.7	53.2	67.5	80.2	89.9	95.7	98.9
Staffordshire	4,320	7.1	17.2	31	46.9	62.6	77.5	89.7	96.4	99.1

The number of pupils taking GCSE Religious Studies in England remained stable in 2021.

Key outcomes entries of GCSE in 2021

Staffordshire % achieving grades 9-4 for the full RS course in 2020 was 76.4% and 77.5% in 2021. It is expected that that will fall to 73.4% in 2022

England % achieving grades 9-4 for the full RS course in 2020 was 80.5% and 80.2% in 2021. It is expected that that will fall to 76.7% in 2022

Therefore Staffordshire % of students achieving grades 9-4 for the full RS course in 2021 was 3% lower than the England average, this is an improvement compared to 2020 and this gap remains similar in 2022

Historically

2019 National Average 9 to 4 72.3%
2019 Staffordshire Average 9 to 65.9%

2020 National Average 9 to 4 80.5%

2020 Staffordshire Average 9 to 4	76.4%
2021 National Average 9 to 4	80.2%
2021 Staffordshire Average 9 to 4	77.5%
2022 National Average 9 to 4	76.7%
2022 Staffordshire Average 9 to 4	73.4%

d) Religious Studies A-level 2021- the only available data provided by SCC is as follows, there are no comparisons available for 2020.

A level 2021	No of pupils	% A*- E	% A*-C	% %A*-A	Average Grade
Staffordshire	53/Awaiting confirmation	100%	91%	26%	B
England	16.645	100%	96%	32%	B

In England the number of Religious Studies A-level exam entries in 2021 has increased 6.1 percent year on year. The subject outperformed other A-level subjects as a whole, which increased by 5.1 percent, with a greater increase than most other humanities subjects.

The 2021 Religious Studies results reverse the decline of 11.5% in 2020, where many other subjects saw significant falls in the number of entries, including Geography (down 16.2%) and History (down 15.1%). Last year's reduction reflected a smaller cohort of 18-year-olds and changes to the assessment of A level and AS examinations that had an effect in 2018, when the majority of schools changed their policies to recommending three A-levels, versus four in previous years.

The key outcomes of the 2021 A-level results in England and Wales for Religious Education are as follows:

- 16,645 RS A-level entries were recorded, an increase of 6.1 percent on 2020.
- There were 49.5 percent more entries than in 2003 (11,132 entries were recorded in 2003).
- The 6.1 percent increase in entries for RS is greater than some other subjects such as History (up 1.5 percent) and Political Studies (up 5.1 percent).
- The increase of 49.5 percent in the number of entries for RS A-level since 2003 is greater than equivalent changes over the same period for subjects such as Geography (down 0.9 percent), Law (up 9.4 percent), and History (up 8.7 percent).

The relative stability of entries suggests that candidates continue to recognise the value of RS A-level for Higher Education entry, graduate employment, and as a valuable life skill.

3.3 Quality of teaching, quality of leadership and management

Informal monitoring revealed a picture in the primary schools that responded with a high number of schools engaging in regular reviews of their RE provision. This was due to COVID-19, as schools used time to review their RE provision so that on return to full time education, the curriculum would be fit for purpose. The picture was equally positive for provision in the secondary sector with most schools demonstrating that they reviewed their provision.

Schools have the option to purchase further bespoke support and evaluation of their leadership of RE from Entrust. This is a voluntary option. One school in 2021-2022

requested face to face support, and email support was provided for twelve schools following requests.

There has also been a programme of CPD available for schools. Schools did not book on this programme of CPD. Schools preferred to access support through email.

3.4 Teacher recruitment and retention, level of specialist provision

Information regarding monitoring, recruitment and retention continues to be reliant on the collation of evidence from advertisements in the educational press.

There is no established method of gathering data within the LA.

Information gleaned from the national press indicated that there was a relatively low turnover of subject leaders at the end of the academic year with few changes taking place. This could be attributed to COVID-19.

Newly qualified teachers are now referred to as Early Career Teachers- ECTs

3.5 Resources

Much of the work of the Entrust consultant for RE was carried out virtually this past year. This involved support for Religious Education planning and Collective worship. Resources were sent to schools to support online RE and CW. These were well received by schools.

3.6 Collective worship

3.7 Practice and provision for collective worship

An advice booklet was made available to Staffordshire schools to support their statutory duties regarding collective worship.

Schools can also email the commissioned consultant advisor for Religious Education at Entrust for additional support. This academic year there have been no specific training courses for collective worship although email advice has been provided. Several schools have requested face to face meeting with the commissioned consultant to discuss these aspects.

3.8 Monitoring determinations for collective worship

There are no existing determinations in Staffordshire.

No determinations have been applied for or granted in this academic year.

4 Managing the SACRE and partnership with the LA and other stakeholders

4.1 SACRE meetings

Three meetings were held during the year November 17th, 2021, February 2nd, 2022, and June 29th 2022, at the Council Chambers in the County Buildings Stafford, ST16 3AD. All meetings were held at 2.00 p.m.

At the autumn term 2021 meeting the Rev. Prebendary Michael Metcalf was elected as chair for the following year.

4.2 Membership

There was a review of membership in the previous year. It was noted at that time that there were several vacancies which the SACRE tried to fill over the year. COVID-19 halted aspects of this. As the recovery period commenced additional members were appointed.

Several changes to the membership of the SACRE were noted during the year. See Appendix 2 for full details.

All new members are required to sign the SACRE Code of Conduct on appointment.

4.3 Training

During 2021-2022 professional development activities were offered virtually to teachers, due to the pandemic these activities centred around email support for planning and advice regarding the Agreed Syllabus planning and collective worship. Governors were updated three times by way of a general update webinar over the year to support their link governor roles- this was well received.

Reverend Preb. M.R. Metcalf and M Gale (Advisor to SACRE) attended the 2022 virtual NASACRE conference on 23rd May 2022

M Gale Advisor to SACRE attended two of AREIACs regional meetings in 2022-2022. She also attended the virtual two-day NATRE conference in January 2022.

4.4 SACRE developments

Development Projects

The Explore- Engage -Reflect pupil workshops provided for pupils across Stafford, Stone and Newcastle were all cancelled due to COVID-19.

The proposed High school conferences in conjunction with YouthNet were postponed until Autumn 2021, one conference took place as a result..

Additional Support

The advisor to SACRE provided support on remote learning for schools during the pandemic.

In addition, advice was provided on Collective Worship and planning for RE including short term and long-term planning.

4.5 LA support for the SACRE

The LA continues to commission its support for Religious Education from Entrust. Support for SACRE 2021/22 was provided by Mary Gale, director of Mary Gale Consultancy. She was commissioned to provide this support and advice to SACRE and schools. This commission continues.

4.6 Financial support

£6,220 was made available to support the work of SACRE during the financial year 2021-2022 as approved by the Service Delivery Agreement (SDA) between Staffordshire County Council and Entrust. Continuing priorities for the year were identified as supporting schools to be aware of their statutory responsibilities and to provide support in relation to fulfilling the statutory functions for SACRE after COVID-19, including but not limited to:

- (i) provision of advice and guidance on teaching and learning on the Religious Education syllabus.
- (ii) providing updates to maintained school RE teachers with a refresh on the requirements to the RE Syllabus.
- (iii) Support for specific projects in a small selection of schools ranging from support for resources for CW and RE to enhancing global links.
- (iv) Support for the revision of the AS.

The budget was a standing item on the agenda at each meeting see Appendix 4.

SACRE provided information to NASACRE regarding their funding from the LA. This resulted in a report of all LA support for SACREs. It is pleasing to note that our funding is average for SACREs around the country receiving approximately 2%.

The results from various SACREs were varied but showed that most SACREs did not receive the share of the Combined Schools Support Block Grant (CSSBG) that they should in order to support SACRE. The report had provided useful evidence in NASACRE's discussions with Government.

4.7 Information and advice

During the period covered by this report, the SACRE received information on the impact of recovery after COVID-19 on schools within the county and the steps being taken to ensure RE and CW resumed their significance in the curriculum of schools. Members were advised of the national picture with regard to RE. SACRE has used this information effectively to advise the LA on the range of issues covered elsewhere in this report.

4.8 Partnerships with other Key Stakeholders

NASACRE

The Chair of Staffordshire SACRE, Michael Metcalf, was until May 2022 the treasurer of the National Association of SACREs (NASACRE).

A report from NASACRE is a standing agenda item at each meeting. At each meeting, the Chair gave a brief update on key issues raised by the National Association of SACREs. Matters for 2021-22 are included in the minutes from each meeting. SACRE subscribes to NASACRE receiving updates as appropriate. The SACRE received a number of topical reports to support their work including

- Ofsted May 2021 research paper on Religious Education
- Policy Paper on Inclusive Britain May 2022
- The REC Draft Handbook Religion and Worldviews in the classroom 2022

AREIAC (Association for Religious Education Inspectors, Advisers and Consultants) and NATRE (National Association for the Teaching of RE)

SACRE subscribes to these organisations, receiving updates as appropriate. The consultant adviser also attends meetings and conferences with members of these organisations ensuring SACRE receives regular information which supports them in carrying out their core duties. Unfortunately, due to COVID-19 all communication has been through online platforms. It is hoped that face to face meetings will resume as and when it is deemed safe to do so.

NATRE

Mary Gale continues to communicate with NATRE on a number of topical RE aspects. She receives publications and news as appropriate and disseminates this information to schools and Governors. She has attended two virtual NATRE meetings.

Local Authority

In September 2016, the new Staffordshire Agreed Syllabus for Religious Education was introduced into schools. Schools receive a reminder regarding the statutory status of this syllabus. As the key curriculum document for pupils in Staffordshire's maintained schools the local authority is responsible for ensuring that guidance is in place. The Advisor to Staffordshire SACRE and the County Commissioner for School Quality Assurance and Intervention have continued to remain in regular contact and work together to ensure that schools are clear about their statutory responsibilities for Religious Education. The review of the Staffordshire Agreed Syllabus commenced in July 2021 in line with legislation which advises that the AS is reviewed every 5 years. It was hoped that the revised syllabus will be ready for 2022 but due to the impact of COVID-19 this has been delayed till Spring 2023

5 The effectiveness of the local agreed syllabus

5.1 Guidance/monitoring and evaluation of the agreed syllabus

In September 2016, the Staffordshire Agreed Syllabus for Religious Education was formally adopted by Staffordshire County Council and introduced into Staffordshire's schools. As writers of the syllabus, Staffordshire SACRE worked to ensure a sharply focused syllabus to support high standards of Religious Education in Staffordshire schools. The review of the 2016 syllabus commenced in 2021. Due to the impact of COVID-19 this review was delayed.

Ongoing guidance was provided in the following formats:

- RE news was provided through the headteacher Electronic Bag and through the Governor Information Pack together with targeted emailed to schools to support them with aspects of teaching and learning.
- Home school learning information for RE was provided for schools during the COVID-19 pandemic and after during the recovery period.
- Schools have been invited to phone/email the commissioned consultant for Religious Education at Entrust for advice and support on all aspects of their RE provision- there have been a number of queries.
- Long and medium-term plans have been made available to schools to support high quality Religious Education.

5.2 The Agreed Syllabus Conferences (ASC).

These commenced in July 2021 where each of the four SACRE Committees with the support of the Staffordshire Local Authority, agreed to the Religious Education Agreed Syllabus Review and the work to be undertaken

Rev Metcalf was appointed as the Chair of the Conference.

The review stages were outlined in a development plan including feedback from schools and stakeholders on how the current syllabus was being used. The second stage of the review took into account any developments or changes in RE since the previous syllabus was written. The reviews continued throughout the year resulting in a draft AS being written ready for scrutiny to the ASC in autumn 2022

6 Contribution of the SACRE to the wider community

6.1 Representative nature of the SACRE

The membership of the SACRE indicates that it is representative in nature. There are currently vacancies which the SACRE are seeking to fill.

6.2 Knowledge and understanding of the local religious, cultural and ethnic minority

A number of the SACRE members are also representatives on the Stafford Friends of Faith Forum, a local interfaith network. Where opportunities arise SACRE members and members of Stafford Friends of Faith Forum support each other's events to promote positive community relations. This has been difficult during COVID-19. This relationship supports SACRE members knowledge and understanding of the local religious, cultural and ethnic minority.

The commissioned consultant/advisor for RE works alongside the MEAS (Minority Ethnic Support Team) employed by Entrust and the local Youth Net team.

There are several Inter faith/cultural experiences available for schools to book as COVID allows, which aim to enhance RE in Staffordshire schools.

These offer the opportunity for an interactive experience for pupils where they meet with members of a faith and learn about what that faith means to them. The MEAS team support the Westhill Legacy project. The SACRE are pleased to be associated with the work of the MEAS team.

Support for schools, particularly around diversity and race relations had been provided through information on Black History month, on the Holocaust Educational Trust learning support tool and Interfaith support. Emphasis had been put on the schools embedding all such aspects in all that they do, not just during the national awareness periods.

6.3 Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to the wider community

The Staffordshire Agreed Syllabus for Religious Education affirms that the role of RE is to foster in each pupil a growing level of religious literacy, through three complementary aims, encapsulated as Exploring, Engaging, Reflecting.

These three aims call for pupils to “acquire a growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society, by reflecting on the reality of religious diversity and on the issues raised by living in a diverse world”.

Pupils studying RE are now specifically required to reflect on the issues raised by living in a diverse world. These three aims namely highlight the key role played by Religious Education in developing, supporting and promoting a knowledgeable society with respect for and sensitivity towards the beliefs and life choices of others. The current syllabus emphasises that, in a civilised society, difference can be celebrated when we also seek out and build on shared values and experiences.

The SACRE is committed to the syllabus and to the role it plays in building a cohesive community. Further virtual guidance was provided to schools experiencing difficulties fulfilling the third syllabus aim in 2020-21

The SACRE considered the research paper produced by the Jubilee Centre for Character and Virtues from the University of Birmingham which was published in Autumn 2020. The report focused on pupil character development as defined by Ofsted and the influence a teacher of RE could have on character development of pupils’ dependent on their own views.

The report found that:

- Personal worldviews informed RE teachers approaches in the classroom.
- RE teachers were found to have fair and tolerant views of other religions and worldviews.
- There was strong agreement among RE teachers that RE contributes to pupils’ character development.
- RE teachers that have a religious faith were more likely to think religions promote good character.

Appendices



**31st Annual Report
September 2021-September 2022**

Appendix 1

The Statutory Duties of a SACRE

All LAs are required to establish a SACRE.

A SACRE's main function, as set out in the 1996 Education Act is:

"to advise the local education authority upon such matters connected with religious worship in county schools and the Religious Education to be given in accordance with the agreed syllabus as the authority may refer to the council or as the council may see fit". [s.391(1)(a)]

Such matters include:-

"methods of teaching, the choice of materials and the provision of training for teachers".

A SACRE also:

- can require the local authority to review its current agreed syllabus [s.391(3)]
- must consider applications made by a headteacher, that the requirement for collective worship in county schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils in a particular school ('determinations'). [s.394(1)]

Every SACRE must, by law, produce an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the local authority, broadly describe the nature of that advice and set out reasons for offering advice on matters not referred to it by the local authority. [s.391 (6) and (7)]

A copy of the report should be sent to The National Association of SACREs (NASACRE)

Appendix 2

Membership

SACRE Membership

Attendance at Meetings and Vacancies 2021 / 2022

✓ = Attended

A = Apologies Submitted

Blank = No Response

NA = Not a member at the time of the meeting

	16 November 2021	2 February 2022	29 June 2022
Committee A			
Christian and other religious denominations			
Free Churches (4)			
Vacancy			
Sam Phillips	A	A	✓
Maddy Bell	✓	A	A
Vacancy			
Hindu (2)			
Vacancy			
Mr. G. Devadason			
Jewish (1)			
Vacancy			
Muslim (2)			
Mohamed Sedky	✓		
Mohamed Parekh	✓	A	A
Quakers - (1)			
Gabi Oldfield	A	✓	✓
Roman Catholic (2)			
Vacancy			
Vacancy			
Sikh (2)			
Mr Tajinder Singh		A	
Vacancy			
Salvation Army (1)			
Lydia Bartlett	A	A	N/A
Amy Bayliss Fox	N/A	N/A	✓
Buddhist (1)			
Ven. Dr Phramaha Laow Panyasiri		A	
Humanist			
Ian Horsewell		✓	
Baha'i			
Julie Thompson	✓	✓	A
Committee B			
Church of England (5)			
Vickie Longson	A	✓	A
Vicky Priestley	✓	✓	✓
Lauren Nicholson Ward			✓

Rev. Preb. Michael Metcalf	✓	✓	✓
Zoe Cahalan	A	A	✓
Committee C Teacher Associations (5)			
Samantha Kirwan (NEU)	✓	A	✓
Judy Wyman (ASCL)	A	✓	A
Shaun Miles (NAHT) (Appointed end Nov 2018)	A		A
Linda Goodwin (NEU)	✓	✓	✓
Harold Gurden (NAHT)			A

Committee D Local Education Authority (5)			
Philip Atkins	✓	✓	✓
Paul Northcott	A	✓	A
Kath Perry	✓	✓	✓
Paul Snape	✓	✓	✓
Mike Wilcox	✓	✓	A
Co-opted			
Spiritualist National Union			
Vacancy			
Clerk to SACRE:			
Mandy Pattinson	✓	✓	✓
Simon Humble	N/A	N/A	✓
Officers:			
Mary Gale	✓	✓	✓

Appendix 3

Procedures for schools causing concern

Where, in carrying out its statutory duty to monitor the provision of Religious Education as appropriate within the Local Authority, the SACRE has identified a cause for concern:

1. The SACRE or a sub-committee will request that a letter be sent from the Consultant Adviser for RE or an appropriate LA officer to outline concerns to the school and offer support.
2. Any responses will be referred to the SACRE or a sub-committee for consideration.
3. Where no reply is received, a further letter will be sent by the chair of SACRE reiterating concerns and offering the support of the Senior Adviser or appropriate LA officer.
4. Any responses will be referred to the SACRE or a sub-committee for consideration.
5. Where no reply is received, the SACRE, through the chair, will send a further letter to the school reiterating concerns and alerting the school to further action:
 - a) Concerns to be raised with relevant LA officers with a request that the SACRE be informed of the outcome of any ensuing discussion.
 - b) A note of concern be sent to the Senior LA officer with responsibility for SACRE.
 - c) The SACRE to hold a note of concern on its records

2021-2022 Budget

Screen Data Export - SACRE (2021-22)

Total allocation
£6220 an
increase of £40

GL Account Codes for : Enquiry Group: Curr Budget (v2) v Act + GRNI/GL Account Code Range: EM1100/***** to EM1100/***** / Enquiry Year: 2020/21

GL Account Code	Description		Current Budget (v2)	Actual + Grni	Actuals	Variance Bud v(Act +GRNI)
EM110010002	Grants/contingency		00000	0.00	0.00	0.00
EM110041008	SACRE Catering Provisions	£63	00000			
EM110044038	SACRE QLS Curriculum Advice	£5,000				
EM110046204	SACRE Conference Fees	£40				
EM110047202	SACRE Subscriptions General	£215				
	SACRE support for REQM	£475				
EM110048342	£6220					
						Left £427

