








▶ The experience of one Academy




"I wrote to my Chair of Governors to explain the functions of SACRE. I recommended we continue to use the locally agreed syllabus for reasons of:

-  continuity with existing schemes of work;
-  ease of transition from KS2;
-  reflections of the local context;
-  coherence with national documentation;
-  support for the implementation of the AS;
-  established close links with the SACRE;
-  earlier involvement by the school in development work on assessment.

It was important to have clarity on these issues so that we could update the department policies to reflect our new arrangements."

Karen Steele, Head of RE,
Stratford Grammar School for Girls



-  **Would you welcome opportunities for support?**
-  **Would you appreciate some guidance on curriculum?**
-  **Would you like to be able to talk to colleagues from other schools?**

Then your local SACRE is there to help you...
why not make contact?

SACRE will be pleased to hear from you. You can find contact details through the Local Authority or SACRE website. For more information, read on...

You can find out more about the National Association of Standing Advisory Councils on Religious Education and about the work of your local SACRE at: www.nasacre.org.uk

Take a look!
You may find it will help

YOU

and your pupils



National Association of
Standing Advisory Councils
on Religious Education

about your

RE

A message to Head Teachers,
Chairs of Governors
and Subject Leaders of
Religious Education
in
Academies and Free Schools



From the National Association of
Standing Advisory Councils on Religious Education

- ▶ Are you responsible for the leadership of religious education in your school?
- ▶ How clear are you about the duty on you to provide RE for all pupils?

The Department for Education says:

Academies must provide religious education in accordance with their Funding Agreements. The policy intention is for the model Funding Agreements to broadly reflect the provisions that apply to local authorities and schools in the maintained sector. The Funding Agreement requires that Academies with a religious designation provide religious education in accordance with the tenets of their faith and Academies that do not have a religious designation must arrange for religious education to be given to all pupils in accordance with the requirements for Agreed Syllabuses. In other words, a curriculum which reflects that the religious traditions in Great Britain are, in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

HMI Alan Brine says:

Ofsted inspections of schools and academies will continue to focus on the curriculum. Recent guidance to inspectors has reiterated that a curriculum with breadth and balance is likely to consist of the National Curriculum subjects, religious education (RE) and a variety of other courses and programmes. Where a school does not provide the National Curriculum and RE, there is an expectation that inspectors will need to fully explore the school's reasons. In addition, inspectors will be gathering evidence of the impact of the curriculum on promoting aspects of the pupils' spiritual, moral, social and cultural (SMSC) development. Guidance to inspectors highlights that RE, along with art and music, are obvious examples of subjects that promote SMSC provision.

- ▶ Why are SACREs a good idea?
- ▶ How much do you know about your SACRE?

SACREs:

- ✿ ensure the local involvement and shaping of the RE provided in the area;
- ✿ provide opportunities to raise awareness of and explore sensitivities in RE teaching;
- ✿ support consistency and progression in RE teaching across the phases of education;
- ✿ advise the LA, Government and schools of training needs of teachers of RE arising in the locality;
- ✿ monitor quality and encourage improvement in RE and collective worship;
- ✿ provide a public forum for the local RE community.

- ▶ What do SACREs do for their local communities?

SACREs:

- ✿ work for social harmony and purposeful collaboration;
- ✿ use local diversity of interests and backgrounds as a curriculum resource;
- ✿ encourage creative and imaginative exploration of RE and collective worship for young people in the community;
- ✿ encourage and support collaborative activities and ventures;
- ✿ promote the value of high quality RE and collective worship for good community spirit.

- ▶ How could you benefit from working with your local SACRE?

Your local SACRE would help you to:

- ✿ keep abreast of developments in RE teaching and in collective worship;
- ✿ become part of an RE support network
- ✿ offer a structure for your RE curriculum which is consistent with that of your partner schools across the age ranges;
- ✿ access support and training materials ;
- ✿ ensure that the needs of schools and teachers are considered in developing RE teaching;
- ✿ access local faith community representatives and community based resources;
- ✿ obtain direct information on possible places to visit and speakers to invite into schools

- ▶ Are you responsible for the planning of RE?
- ▶ Do you ever feel isolated?

There is no national syllabus in RE. Each local authority has the responsibility for producing its own agreed syllabus and of sustaining a Standing Advisory Council in RE (SACRE) to support the provision of RE in its schools.

All maintained schools except those voluntary aided schools with a religious character have a statutory duty to follow the locally agreed syllabus for RE. This makes for coherence and continuity in the RE curriculum and in pupils' learning. It also encourages teachers in a local authority to collaborate, pool resources and to benefit from each others' strengths in planning exciting learning opportunities for their pupils. Academies, Free Schools and other designations can choose to opt into this and we would encourage them to do so for the benefits above.