



Haringey Council

## NOTICE OF MEETING

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# Standing Advisory Committee for Religious Education

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MONDAY, 18TH JUNE, 2007 at 19:30 HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, N22 8LE.

### **Group A: Christian Denominations & other Faiths represented in Haringey**

Ms Jenny Stonhold (Chair)	United Reformed Church
Rev Robert Allaway	Baptist Churches
Ms Sara Joy Leviten	Board of Deputies of British Jews
Ms Soteroulla Nicolaidis	Greek Orthodox
Mr K Ranganathan	Hindu (Shiva) Temple Trust
Vacancy	Methodist Churches
Mr Mohamed Ibrahim	Muslim Educational Trust
Vacancy	North London Buddhist Centre
Mr Abdool Alli	North London Islamic Cultural Society
Mr Andie Frost	Peace Alliance
Mr Lano Akiwumi	Pentecostal Churches (Freedom's Ark)
Mr Nigel Kielczewski	Quakers (Society of Friends)
Mr Peter Ward	RC Diocese of Westminster
Major David Taylor	Salvation Army FCFC
Vacancy	Seventh Day Adventists
Ms Breda Parsons	Spiritual Assembly of the Bahai's
Ms Dora-Marie Goulet	The Mennonites

### **Group B: Church of England:**

Mrs J Jamieson, Mr Graham Marriner, Mr Albert Ryder, Revd Dr Jonathan Trigg, vacancy.

### **Group C: Professional Associations:**

Ms Aurelie Bivigou (NUT), Mr Glenford Johnson (NUT), Ms Naina Parmar (NUT),  
Mr Horatio Ward (NUT), Vacancy (NUT),  
Mr Andy Yarrow (ASCL) (Vice-Chair)  
Ms Susan Kambalu (NAS/UWT)

### **Group D: Local Education Authority Group:**

Cllr Eddie Griffith, Cllr Emma Jones, Cllr Liz Santry, Cllr Sheila Rainger,  
Ms Barbara Breed  
Mr Livinius E Onyearugbulem

### **Co-opted Non-Voting Members:**

Mr Norman Bacrac	British Humanist Association
Mr Tony Hall	Jehovah's Witness

## **AGENDA**

**1. APOLOGIES**

**2. MINUTES & MATTERS ARISING (PAGES 1 - 6)**

To approve the minutes of the meeting held on 22 March 2007.

**3. MEMBERSHIP UPDATE (PAGES 7 - 8)**

To consider members attendance during the Municipal year 2006-07.

**4. LOCAL AUTHORITY UPDATE**

**5. SCHOOL OPEN DAYS FOR 2008 (PAGES 9 - 10)**

**6. LAUNCH OF THE AGREED SYLLABUS**

Tuesday 25 September 2007.

**7. REPORT ON HARINGEY MUSLIM NETWORK & SAFETY FORUM MEETING 18 APRIL 2007**

**8. REPORT ON NASACRE CONFERENCE ~ NATIONAL STRATEGY PROPOSALS (PAGES 11 - 24)**

**9. NASACRE STRENGTHENING SACRE'S PROPOSALS (PAGES 25 - 48)**

**10. AOB**

**11. DATES OF NEXT MEETINGS**

Confirmed dates following approval at the Council AGM on 21 May 2007. All meetings will start at 7:00pm.

Wednesday 12 September 2007

Tuesday 8 January 2008

Tuesday 4 March 2008

Yuniea Semambo  
Head of Member Services  
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River Park House  
225 High Road  
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London N22 8HQ

Anne Thomas  
Principal Committee Coordinator  
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11 June 2007



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**MINUTES OF THE STANDING ADVISORY COMMITTEE FOR RELIGIOUS EDUCATION  
THURSDAY, 22 MARCH 2007**

**Group A: Christian Denominations and other Faiths represented in Haringey:**

Mr P Ward	Diocese of Westminster (RC)
*Mr M Ibrahim	Muslim Educational Trust
*Mr A Alli	North London Islamic Cultural Society
Ms S J Leviten	Board of Deputies of British Jews
*Ms S Nicolaides	Greek Orthodox
*Ms B Parsons	Spiritual Assembly of the Bahai's
Ms K Gita	North London Buddhist Centre
Mr K Ranganathan	Hindu (Shiva) Temple Trust
Ms J Stonhold	United Reformed Church (Chair)
*Rev R Allaway	Baptist Churches
Mr L Akiwumi	Pentecostal Churches (Freedom's Ark)
Mr N Kielczewski	Quakers (Society of Friends)
Mr A Frost	Peace Alliance
Major D Taylor	Salvation Army FCFC
Vacancy	Seventh Day Adventists
Vacancy	Methodist Churches

**Group B: Church of England:**

Mr E Griffith  
Mrs J Jamieson  
Mr G Mariner  
\*Mr A Ryder  
Revd Dr Jonathan Trigg.

**Group C: Professional Associations:**

Ms N Parmar (NUT)  
\*Mr G Johnson (NUT)  
Ms A Bivigou (NUT)  
Mr H Ward (NUT)  
Vacancy (NUT)  
\*Mr A Yarrow (ASCL) (Vice-Chair)  
Ms S Kambalu (NAS/UWT)

**Group D: Local Education Authority Group:**

Cllr E Jones,  
Cllr L Santry,  
Cllr S Rainger  
\*Ms B Breed  
Mr L E Onyearugbulem.

**Co-opted Non-Voting Members:**

\*Mr N Bacrac                      British Humanist Association  
Mr T Hall                          Jehovah's Witness

\* Members present

**MINUTES OF THE STANDING ADVISORY COMMITTEE FOR RELIGIOUS EDUCATION  
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<b>MINUTE NO.</b>	<b>SUBJECT/DECISION</b>	<b>ACTION BY</b>
<b>SACRE11.</b>	<p><b>APOLOGIES FOR ABSENCE</b></p> <p>Apolgies for absence were received from:</p> <p>Group A: Mr K Ranganathan, Ms J Stonhold (Chair), Mr N Kielczewski, Major D Taylor and Rev R Allaway for whom Rev Stephen Agilinko was substituting.</p> <p>Group C: Ms N Parmar and Ms S Kambalu.</p> <p>Group D: Cllr E Jones and Cllr L Santry.</p>	
<b>SACRE12.</b>	<p><b>MINUTES &amp; MATTERS ARISING</b></p> <p><b>RESOLVED</b></p> <p>That the minutes of the meeting held on 14 December 2006 were approved.</p> <p><u>Matters Arising:</u></p> <p>SACRE05</p> <p>Denise Chaplin advised that further information had been submitted onto the annual report and distributed.</p> <p>SACRE09</p> <p>Denise Chaplin informed Members the feedback provided was considered to be very useful.</p>	
<b>SACRE13.</b>	<p><b>MEMBERSHIP UPDATE</b></p> <p>The Clerk informed the meeting that Rev Allaway had resigned and was replaced by Rev Stephen Agilinko. The Committee requested that a membership report be provided by the Clerk to the next meeting detailing members attendance.</p> <p><b>RESOLVED</b></p> <p>That an updated report on SACRE's membership and attendance be provided to the next meeting.</p>	
<b>SACRE14.</b>	<p><b>PURCHASE OF AGREED SYLLABUS FROM WALTHAM FOREST</b></p> <p>Denise Chaplin advised the Committee that negotiations for the Agreed Syllabus purchase had now been completed. Several</p>	

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	<p>working parties had been held for Hinduism and Christianity. A further date of 25 April 2007 had also been agreed to work on the key stage 2 Hinduism syllabus. There would now be a need to hold two or three further Agreed Syllabus Conferences to agree the recent changes to individual sections of the syllabus.</p> <p>The corporate design team had been provided with a brief to produce a folder for the Haringey Agreed Syllabus for Religious Education. Two designs had been produced which the committee was requested to consider. The first design a leaflet was considered not to be reflective of Haringey as it portrayed a rural environment. The second had moved Haringey to the coast showing a coastline image, again not reflective of the character of Haringey. The Committee agreed that they be rejected. Ms Chaplin stated that she had requested the design team to produce further designs in the following week which were to be classy, tranquil, inclusive and not offensive to any faith community but reflective of Haringey.</p> <p>A map of Haringey showing the places of worship was tabled for members to agree to include in the folder. However, the Committee concluded the map was too congested and suggested that a new map be produced separated in to the following areas; Crouch End, Highgate, Hornsey, Muswell Hill, Tottenham and Wood Green. The map should also demonstrate the diversity of the religions practised in the borough and should therefore use symbols of the faiths.</p> <p>The Committee were reminded that the launch of the Haringey agreed syllabus for RE was Tuesday 25 September 2007, in the afternoon. Mr John Keast, Deputy Chair of the RE Council of England and Wales would be the key note speaker and that Sharon Shoemith would also be in attendance.</p> <p><b>RESOLVED</b></p> <ol style="list-style-type: none"> <li>1. That the tabled designs on the folder for the Haringey Agreed Syllabus for Religious Education be rejected.</li> <li>2. That further designs be produced of the folder and leaflet for the Haringey Agreed Syllabus for RE and that they be reflective of Haringey.</li> <li>3. That a new map showing the places of worship be produced showing the areas and using faith symbols.</li> </ol>	
<p><b>SACRE15.</b></p>	<p><b>SACRE SPRING TERM NEWS LETTER</b></p> <p>Denise Chaplin presented the item and explained that this was an information item. This year the Reep Garden Award 2007 focused on three areas:</p> <ul style="list-style-type: none"> <li>• Faith Gardens</li> <li>• Gardens and the arts</li> <li>• Curriculum development</li> </ul> <p>The closing date for receipt of entries was 31 May 2007. The award</p>	

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	<p>ceremony would be held on 9 July 2007. Further details could be found on their website: <a href="http://www.reep.org/index.php">www.reep.org/index.php</a></p> <p>The 2007 'Art in Heaven' Competition run by Spirited Arts was open to all pupils aged 5-19 years and each school was entitled to send in up to eight entries. The web gallery for the 2003, 4, 5 and 6 competitions showed examples of winning entries and could be found at: <a href="http://www.pcfre.org.uk/spiritedarts">www.pcfre.org.uk/spiritedarts</a></p> <p>Members were requested to view the website and to encourage entries from schools in Haringey.</p> <p><b>RESOLVED</b></p> <p>That the Newsletter be approved for publishing to go on the Haringey Website.</p>	
<p><b>SACRE16.</b></p>	<p><b>QCA KEY STAGE 3 &amp; 4</b></p> <p>Denise Chaplin explained to the Committee that the Curriculum review had started with the non statutory framework for RE and that other subjects had been formulated so that they had similar sections to RE. One or two parts of the RE sections were new and proposed revised sections, e.g. RE and the Every Child Matters agenda. However, it was very positive that this time RE was included and no changes to the Non Statutory Framework had been proposed. Concern had been raised in some RE discussions that the proposals to bring subjects together might lead to less coherence if RE was merged into other lessons.</p> <p>Members were urged to view the site in detail, particularly for RE and requested to complete the online consultation survey before 30 April 2007.</p> <p><b>RESOLVED</b></p> <p>That members complete the online consultation survey by 30 April 2007 <a href="http://www.qca.org.uk/secondarycurriculumreview/">www.qca.org.uk/secondarycurriculumreview/</a></p>	
<p><b>SACRE17.</b></p>	<p><b>REPORT ON THE PILOT PROJECT FOCUSED ON THE USE OF THE RE SUBJECT SELF-EVALUATION FRAMEWORK</b></p> <p>The Committee was informed by Denise Chaplin that this was the only type of data SACRE had regarding standards of RE in schools apart from public examination results. It was a national concern of SACREs that Ofsted reports did not detail standards in RE. The RE Self Evaluation Framework was not nationally promoted. It had been agreed that this project be piloted in Haringey in partnership with Hounslow across 10 schools within each of the Boroughs to assess its usefulness.</p> <p>The results of the project detailed data that could be analysed in</p>	



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	<p>different ways. There were three versions within the report:</p> <ul style="list-style-type: none"> <li>• Haringey's responses</li> <li>• Hounslow's responses</li> <li>• Shared responses</li> </ul> <p>Ms Chaplin informed Members that those teachers who had taken part in the survey had responded positively in respect of carrying out the survey. The report recommended that an online facility should be established for use by individual schools nationally.</p> <p><b>RESOLVED</b></p> <p>That the report be noted.</p>	
<p><b>SACRE18.</b></p>	<p><b>NASACRE AGM / NEWSLETTER</b></p> <p>The Committee received details of the NASACRE Annual General meeting to be held on Tuesday 8 May 2007 10:00am – 3:30pm in Birmingham. Keynotes speakers would include Professor Brian Gates, Chair of RE Council and Rev Nims Obunge, Freedom's Ark Church in Haringey and CEO of The Peace Alliance.</p> <p>Denise Chaplin informed the meeting that she was to become the Chair of NASACRE on the day of the AGM. Members congratulated her on her appointment.</p> <p><b>RESOLVED</b></p> <p>That any member of SACRE wishing to attend the NASACRE AGM should inform the Clerk.</p>	
<p><b>SACRE19.</b></p>	<p><b>DATES OF NEXT MEETINGS</b></p> <p>The Committee agreed the provisional dates for the next municipal year 2007-08 pending approval at the Council AGM on 21 May 2007:</p> <p><u>SACRE</u></p> <p>Monday 18 June 2007 Thursday 6 September 2007 Tuesday 8 January 2008 Tuesday 4 March 2008</p> <p>All meetings will start at 7:00pm.</p> <p><u>ASC</u></p> <p>Monday 23 April 2007 at 6:30pm at Haringey Civic Centre. Wednesday 23 May 2007 at 6:30pm at Haringey Civic Centre.</p>	

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<b>SACRE20.</b>	<b>ANY OTHER BUSINESS</b>  <u>Forward Planning</u>  The Islam Expo was to be held this year at Olympia from Friday 13 to Monday 16 July 2007. Leaflets would be made available and distributed to schools in the near future.  Meeting ended at 9:00pm.	
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Andy Yarrow  
Vice-Chair

Name	Representation	Date of Meetings				Total
		21.06.06	11.09.06	14.12.06	22.03.07	
<b>Group A:</b>	<b>Faith</b>	21.06.06	11.09.06	14.12.06	22.03.07	
Ms Jenny Stonhold (Chair)	United Reformed Church	*	*	*	A	3
Rev Robert Allaway (Vice-Chair)	Baptist Churches	A	*	*	S	2
Ms Sara Joy Leviten (Fr Jan 06)	Board of Deputies of British Jews					
Ms Soteroulla Nicolaidis (Fr Feb 07)	Greek Orthodox				*	1
Mr K Ranganathan	Hindu (Shiva) Temple Trust	*	*	*	A	3
Ms Muriel Huntley (Resigned Feb 07)	Methodist Churches				R	0
Mr Mohamed Ibrahim	Muslim Educational Trust	*			*	2
Ms Karuna Gita (Resigned March 07)	North London Buddhist Centre				R	0
Mr Abdool Alli	North London Islamic Cultural Society	A	*	A	*	2
Mr Andie Frost (Fr March 07)	Peace Alliance					0
Mr Peter Adenyiyi (Resigned)	Pentecostal Churches (Freedom's Ark)	*				1
Mr Lano Akiwumi	Pentecostal Churches (Freedom's Ark)					0
Mr Nigel Kielczewski (Fr Feb 07)	Quakers (Society of Friends)				A	0
Mr Peter Ward (Fr June 06)	RC Diocese of Westminster					0
Major David Taylor (Fr March 07)	Salvation Army FCFC				A	0
Vacancy (3 years)	Seventh Day Adventists					0
Ms Breda Parsons	Spiritual Assembly of the Bahai's					0
<b>Substitutions</b>						
Rev Stephen Agilinko	Baptist Churches				*	1
Mr Mashfiqul J Alam	Muslim Educational Trust					

<b>Group B</b>	Church of England						
Mr Eddie Griffith		*					1
Mrs J Jamieson							0
Mr Graham Marriner		*	*	A			2
Mr Albert Ryder				*		*	2
Revd Dr Jonathan Trigg							0
<b>Group C</b>	<b>Professional Associations</b>						
Ms Aurelie Bivigou	NUT						0
Mr Glenford Johnson (Fr Dec 06)	NUT			*	*	*	2
Ms Naina Parmar	NUT			A	A	A	0
Mr Horatio Ward	NUT						0
Vacancy	NUT						0
Mr Andy Yarrow	ASCL	*	A	*	*	*	3
Ms Susan Kambalu	NAS/UWT				A	A	0
<b>Group D</b>	<b>Local Authority</b>						
Cllr Emma Jones	(Cllr elected June 2006)	*	*	*	*	A	3
Cllr Liz Santry		*	A	*	*	A	2
Cllr Sheila Rainger		*	*	*	*	*	3
Ms Barbara Breed						*	1
Mr Livinius E Onyearugblem							0
	<b>Co-opted Non-Voting Members</b>						
Mr Norman Bacrac	British Humanist Association		A	*	*	*	2
Mr Tony Hall	Jehovah's Witness	*					1
Ms Dora-Marie Goulet (Fr March 07)	The Mennonites						0
	<b>Advisors</b>						
Ms Denise Chapman	RE		*	*	*	*	2

\* = In attendance, A = Apologies for absence, S = Substituted, R = Resigned.

**Secondary schools' open days**

These are the dates and times when you can visit the secondary schools in Haringey.

Name of School	Dates and times of open days
Alexandra Park School	Open evening on 27 September 2007 at 6.30pm. Open mornings on 3 and 4 October at 9.15am – 11.00am
Fortismere School	Open evening on 25 September 2007 from 7.30pm to 9.30pm (parents only). Open afternoon for parents and children on 4 October 2007 from 1.30pm to 4.30pm. Sixth Form open evening on 15 January 2008 at 6.30pm
Gladesmore Community School	Open evening on 11 October 2007 at 6.00pm
Greig City Academy	Open evening on 27 September 2007 at 6.00pm. Open mornings on 28 September 2007 and 11 October 2007 at 9.15am
Highgate Wood School	Open evening on 2 October 2007 at 6.00pm. Open mornings on 9, 10 and 11 October 2007 at 9.45am
Hornsey School for Girls	Open evening on 26 September 2007 at 6.00pm. Open morning on 27 September 2007 at 9.00am, 10.00am or 11.00am
The John Loughborough School	Open evening on 24 September 2007 at 6.00pm.
Northumberland Park School	Open evening on 27 September 2007 at 6.30pm
Park View Academy	Open evening on 3 October 2007 at 6.00pm. Open morning on 8 October 2007 at 9.00.
St Thomas More RC School	Open evening on 25 September 2007 at 7.00pm – 9.00pm. Tours of the school from 6.00pm. Sixth Form open evening on 1 November 2007 at 5.00pm – 7.00pm
Woodside High School	Open evening on 24 September 2007 at 6.00pm. Open morning on 1 October 2007 at 9.30am

**It is very important that you visit the secondary schools to help you decide which ones you would like to apply for. You will have the opportunity to see the school and meet pupils and staff. They will be able to give you detailed information and answer any questions you may have.**

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# **A NATIONAL STRATEGY FOR RELIGIOUS EDUCATION**

**PROPOSALS  
by the Religious Education Council of  
England and Wales**

**March 2007**

**To be presented to the Parliamentary  
Under-Secretary of State with responsibility  
for Religious Education, Lord Adonis**

## **1. GENERAL CONTEXT**

### **A. The importance of education, religion and beliefs and religious education**

Education has been and remains one of the highest priorities of governments all over the world as they attempt to deal with fundamental issues of economic well-being, globalization, climate change and social stability. The UK has seen nearly twenty years of unprecedented change and investment in education. The introduction of the National Curriculum and its assessment arrangements in 1989 has been accompanied by changes in the structures, financial arrangements and governance of schools. Important developments linking education with child welfare and social wellbeing have taken place. Of increasing concern is the role that education plays regarding diversity and citizenship, and attaining social and community cohesion. Britain needs a well-educated population for economic and social reasons.

Twenty years ago it was commonly thought that religion was of diminishing importance in Western European society, including education. However recent events and developments both at home and abroad has shown that religion remains a potent force in human affairs, and its significance for domestic and foreign policy has increased dramatically in recent times. Religions and beliefs<sup>1</sup> in their widest sense are of intrinsic importance in social issues, human rights and ways of life. This is seen very clearly in education: schools have pupils from all major world faiths and from non-religious backgrounds; issues surrounding faith schools have gained a high profile; the aims, values, purposes and ethos of schools are seen to be key to their success. Issues of how young people can be educated to live harmoniously with people of different religious and non-religious beliefs in a modern, democratic society are of paramount importance, as recognised by the recent Ajegbo Review report.

Depending on how it is interpreted, nearly every country in the world has regulations concerning religious education. Where it is understood as religious instruction or nurture some countries confine it to specific types of schools or lessons. Where it is understood as education about religions and belief, most European countries provide it in one form or another, and as such it is also allowed even in the United States. Many countries have reviewed and increased provision in recent years recognizing the important role that religion and belief plays in both society and in education<sup>2</sup>. In England and Wales the level of collaboration between the state and the diverse faith communities (the 'dual system') in making agreed provision for RE throughout public education is a unique strength.

## **2. RELIGIOUS EDUCATION BACKGROUND**

### **A. Religious Education in England**

From the outset of state funded education in 1870, RE was part of the curriculum of all schools, but it only came to be specified in law in 1944. This legal reinforcement, not given to any other subject, arose from recognition that all pupils needed to be able to challenge any future threats from 'distorted religion' such as Nazism and to build their capacity for making moral judgements. It comprised both teaching referred to as instruction and whole school ethos which was represented by collective worship.

Because religion was known to be contentious, it was required that, for county schools, syllabuses should be introduced which were locally agreed by the various interested parties. In practice that meant that RE was biblically based since that was a common denominator across the Christian denominations and to some extent extending (through its appreciation of the Hebrew Bible/Old Testament) to the Jewish community, then the strongest religious

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<sup>1</sup> We use 'religions and beliefs' here to encompass not only what are traditionally called religions but also non-religious world views or life stances.

<sup>2</sup> For example, the teaching of knowledge of religions is being increased in French schools following the Debray Report 2002.



minority. ‘Voluntary aided’ church schools and Jewish schools, the forerunners of today’s ‘faith schools’, had their separate denominational syllabuses. Throughout this entire maintained system, though rarely exercised, a conscience clause guaranteed the parental right of withdrawal in favour of an alternative religious provision.

Demographic and religious changes since 1944 meant that by the 1970s and 80s many local authority syllabuses and schools became attentive to other religions and to non-religious world views as well as Christianity. This was partially reflected in the 1988 Education Reform Act which made clear that RE would be incomplete without understanding of the principal religions of the UK. However, the introduction of the National Curriculum (and its assessment arrangements) in 1989 transformed the school curriculum as a whole and had the unintended consequence of marginalizing religious education. Although the establishment of a Standing Advisory Council on RE (SACRE) now became statutory in every local authority, RE was the one statutory subject that lacked national programmes of study and assessment requirements.

National initiatives in the 1990s, such as the publication of the Model Syllabuses and Circular 1/94, GEST funding for teacher training, the GCSE (Short Course) RE, QCA guidance and Ofsted inspection of RE, were largely non-statutory responses to this situation. However, a health check of curriculum subjects carried out by the Department in 2004 revealed continued curriculum incoherence in religious education (compounded by the number of agreed syllabuses having risen to 150), continued low standards relative to National Curriculum subjects (particularly at Key Stage 3), and continued non-compliance with legal requirements (particularly at Key Stage 4 and beyond). There were no consistent criteria which could be used to check the quality of RE across all publicly funded schools.

### **B. The importance of the Non Statutory National Framework for Religious Education**

In 2004 the Department and the QCA published the Non-Statutory National Framework for Religious Education (called hereafter ‘the Framework’). This was the result of an unprecedented consensus among all major faith communities, the British Humanist Association and professional associations, and was intended to bring curriculum coherence and commonality to religious education syllabuses and raise the quality of teaching and learning. The Framework has become the basic plank of government policy regarding religious education across the whole maintained system. A programme of dissemination and implementation was put in place with local authorities and faith communities’ conferences. The Framework’s programmes of study at Key Stage 3 and beyond are being used by the QCA as part of the review of the school curriculum, bringing the development of religious education in line with curriculum review and development generally for the first time. In February 2006 faith communities with their own schools signed up to the use of the Framework in aided school programmes of religious education<sup>3</sup>. The Framework has thus become the potential basis of getting, for the first time, a common and inclusive approach to religious education in all schools in England alongside the National Curriculum.

### **C. The Religious Education Partnership**

Following a meeting with the Minister of State in September 2005, the Department established the Religious Education Partnership with the Religious Education Council of England and Wales<sup>4</sup> (REC) in 2006. This was to enable the religious education community, represented by the REC, to build further on previous developments by drawing up a national

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<sup>3</sup> For example, the Church of England has published material for its aided schools based on the Framework and the Roman Catholic Church has produced guidance on the use of the eight levels of attainment for its schools and colleges.

<sup>4</sup> The Council itself comprises within its membership the full range of churches, other principal faith communities, Baha’is, Jains and Zoroastrians, as well as the British Humanist Association. Similarly, its member organisations also include all the specialist professional associations – teachers and lecturers, advisers consultants and inspectors, and SACREs – with an interest in RE.

strategy for religious education (first suggested by the Secretary of State in 2004) by March 2007, that would enable the Framework to make a real difference to the quality of teaching and learning in schools and local communities. The REC is convinced that new approaches and investment are warranted as a national priority. Enabling young people to develop and use their critical intelligence regarding beliefs and values (both their own and others') is fundamental to good education and to community well-being. To do so is the more challenging because of greater plurality, both cultural and religious. This is too important to be left to organised faith communities on their own premises. Likewise, it is too important to be left to schools and colleges to respond without engagement with living faith communities and world views, and possibly quite perfunctorily.

### **3. THE NEED FOR A NATIONAL STRATEGY**

Despite the improvements brought about by the national initiatives mentioned above, persistent weaknesses remain. These include:

#### **A. The variable quality of RE in schools**

OFSTED reports in successive years expose the poor quality of teaching and learning in religious education in many schools, both primary and secondary. The following findings illustrate the weaknesses caused by patchy and ineffective provision of religious education.

1. Although pupils' achievement in RE has improved significantly achievement in RE within many primary schools is too uneven because the subject is rarely the focus for whole school development.
2. Despite improvements in secondary education, achievement at Key Stage 3 is still not good enough, with many pupils making insufficient progress. Too much learning lacks challenge and significant weaknesses remain in the quality of much planning, assessment for learning, and differentiation.
3. Whilst there is a sustained boom in the number of pupils following accredited courses and achieving results in RE at both GCSE and GCE A level that has resulted in an improvement in the number of schools which meet statutory requirements for the provision of RE at Key Stage 4, the impact of the improved examination provision on the quality of learning at Key Stage 4 has been impeded by other factors, most notably the lack of continuity with RE at Key Stage 3 and the tendency of much teaching to focus too narrowly on 'passing the examination'.
4. There are still significant gaps in the achievement of different groups of pupils. Most notably, boys tend not to do well and a key question is how to translate their relatively positive attitude towards the subject into higher achievement.
5. Resources have improved, especially for primary RE, but their use is very inconsistent. Their quality is inhibited by the lack of a statutory national agreement about curriculum and standards.
6. Too many secondary RE departments are still ill-prepared for self-evaluation. Self-evaluation in RE is often proving more effective in primary schools.
7. Few secondary schools approach the process of implementing the locally agreed syllabus in a rigorous and systematic way. Primary schools tend to structure this process more effectively.
8. There is insufficient provision of accredited, and in particular vocationally-oriented, courses to meet the full ability range of 14-19 students.
9. Provision for students in further education to take accredited courses in RE is inadequate.

#### **B. Non-compliance with legal requirements**

Whilst most schools meet legal requirements regarding religious education at key stages 1-3, residual non-compliance persists in about 35% of schools at key stage 4. Only about 20% of

schools with sixth forms comply with legal requirements for students 16-19, with little evidence of improvement. Most non-compliance concerns too little time being made available to teach the locally agreed syllabus. Apart from music and citizenship, fewer RE lessons are taught than in any other subject, despite it being a statutory subject for all pupils in a school.

Music	140,000	MML	480,000
<b>RE</b>	<b>190,000</b>	Maths	630,000
Art	210,000	English	650,000
Geography	240,000	ICT + CDT	690,000 ( 210,000 + 480,000)
History	250,000	Science	790,000
PE	420,000		

(Table D6, *School Workforce in England*, December 2006)

### C. The 16-19 blind spot

OFSTED evidence is of a level of 80% non-compliance. In recent years this has been offset to some extent by the increasing popularity of A and AS Level Religious Studies – but only for a minority of students. In Further Education colleges the position has been even worse, with no legal obligation on them to make any provision for attention to moral and spiritual development nor more specifically to RE. Students need continued attention to these aspects of their education especially as they become more mature. The think tank Policy Exchange reported in February 2007 that 86% of British Muslims regarded their religion as the most important thing in their life. The 16-19 experience of most minority faith community students post 16 is in FE colleges. Another working group of the REC has been looking at this matter and is pointing to ways forward.

### D. Lack of specialist teachers

According to the latest DfES statistics, the percentage of those teaching RE to secondary years 7 – 13, without any post A level qualification in the subject, is higher than all established National Curriculum Subjects:

<b>RE</b>	<b>57%</b>	PE	22%
ICT & CDT	44%	English	20%
Modern Languages	26%	Art & Design	20%
Geography	25%	Music	13%
History	23%	Sciences	10%

(Table D5, *School Workforce in England*, December 2006).

This mismatch has been entrenched over many years and requires direct attention. Many of the teachers with other specialisms who fill the gaps in the specialist RE teacher ranks are not committed to the subject, and do not attend planning or other meetings.

The same school workforce statistics also reveal that the figures for Advanced Specialist Teachers are lower for RE than for any other subject:

<b>RE</b>	<b>60</b>	ICT	200
Geography	100	MML	300
PE	130	Science	340
History	130	Maths	340
Music	180	English	340
Art	190		

(Table D7, *School Workforce in England*, December 2006)]

### E. Insufficient effective training and professional development

Because RE has more non-specialists teaching it than any other established subject in the curriculum, the matter of training and professional development is of prime importance.

1. A key issue for primary schools is the development of teachers' subject knowledge and their understanding of how pupils learn in RE. In many schools RE never features on the school development plan, thus limiting the opportunities teachers have to benefit from CPD even when offered by providers
2. The impact of national strategies on RE has been very mixed. In primary schools it has been largely positive. In secondary schools impact has been uneven with weaknesses in curriculum planning frequently undermining the fresh thinking about teaching and learning.
3. In-service training in RE is enthusiastically received but its impact is rarely evaluated or sustained. Training is not always targeted closely enough to the needs of teachers, most notably in relation to curriculum planning at Key Stage 3.
4. The recent changes in funding for RE places in initial teacher training have had a positive impact on applications for PGCE secondary places but recruitment remains insufficient to meet the demand for specialists in school. RE remains very disadvantaged by the practice of using non-specialist teachers.
5. The provision of training in RE on primary initial teacher education courses is very limited and subsequent professional development opportunities are not sufficient to compensate for this.
6. Very few university providers have full time tutors in primary RE, and the opportunities given to ITE students to equip themselves and reflect on the beliefs and values they bring to this curriculum area are few.

As part of its partnership with the DfES, the REC established a Commission on RE Teacher Education and Training in 2006 to investigate the nature of provision in RE. The accompanying ***Report of the RE Teaching Commission*** takes stock of the position on the ground, and makes detailed recommendations about how teacher training in RE can be improved.

#### **F. The Variable effectiveness of local SACREs**

QCA reviews of Annual SACRE Reports over successive years reflect enormous variations in Local Authority support of religious education, and in the effectiveness of SACREs themselves. The same point was made in the 2005 report on the inspections of SACREs by Ofsted.

**It is to address these persistent weaknesses, neglect and missed opportunities that the RE Council puts forward this strategy. It is designed to pull together the RE potential within existing initiatives across government agencies and to promote new and effectively managed provision that will work to the spiritual and material advantage of all children and young people, and to society as a whole. It requires significant intervention.**

#### **4. A NATIONAL STRATEGY FOR RELIGIOUS EDUCATION**

The following areas of development should be pursued in a strategic way by the RE Partnership to improve the quality of RE in English schools:

##### **A. Policy development**

1. The Department has pursued a more active course in RE over recent years. This needs to be continued to help RE maintain its position in relation to the National Curriculum (both comprising the basic curriculum).
2. An inter-department liaison group should be established to ensure the DfES, Department of Communities and Local Government, Department of Culture Media and Sport and the Home Office work closer together in developing policy and initiatives related to religion and beliefs and education, in particular in relation to the role and activities of RE and of local SACREs..

3. RE should be aligned more closely with other related developments in education, particularly citizenship, personal social health education with its significance for moral education, diversity and community cohesion, and the personalisation of learning, to ensure a synergetic approach to the contribution of education to social and community issues. The Ajegbo Review points to the increasing challenge of fragmentation and diversity with implications for religion and beliefs and education. The Gilbert 2020 Vision Report has highlighted the importance of personalising learning and the need for schools to respond to the ethnically and socially diverse nature of society. Given the characteristically synoptic scope of RE, specifically the Department should consider both reports in relation to RE. A citizenship/diversity/RE liaison group should be established within the DfES and its related agencies.
4. The inclusive approach to religions and beliefs (reflected in the Framework) should continue to be the basis for government policy on RE in all schools, including faith schools, independent schools and academies, on the further development of the RE Partnership, and on the development of the work of local SACREs.
5. The dissemination and further implementation of the Framework should be vigorously pursued through the current structures of the subjects in order to make it as effective as possible in all schools; and specifically the DfES should (a) review funding agreements with academies to ensure provision of inclusive RE according to the Framework, and (b) enable RE to be able to be the lead subject in humanities specialist colleges.
6. The Department should also establish a national RE review body to consider whether the current statutory arrangements and structure for RE in England are fit for purpose. The review should consider (a) the merits of different options for the statutory basis of the RE curriculum in all maintained schools in relation to the National Curriculum, and (b) whether the statutory arrangements for RE post-16 are sufficiently comprehensive to meet the needs of the whole range of young people in education and of a diverse society. As and when it is then appropriate the QCA should look at the effectiveness and impact of the current Framework and prepare for a review of it alongside any further developments of the National Curriculum.
7. The Department should review Circular 1/94, including the implications of the above but specifically to include a) a review of the status of humanists in relation to RE, (b) a review of the role of SACREs to enable them to work with all schools and colleges, including FE colleges, in their area, (c) a review of the right of withdrawal in relation to the duties on schools to promote community cohesion, and combat racism and discrimination, (d) a review of the complaints process regarding RE, and (e) a review of its guidance on collective worship in schools. It should then issue new guidance on how schools and others can comply with their legal requirements for RE.
8. The partnership developed between the Department and the RE community through the RE Council should be continued and extended, specifically (a) to fund the RE Partnership arrangements from 2007, (b) to manage and implement a national strategy for RE 2008-11, complementary to the review of the secondary curriculum, the development of subject associations, the education outside the classroom and other curriculum initiatives, (c) to mount a public information and relations campaign to raise awareness of the agreed aims and nature of RE according to the Framework (d) to welcome the establishment of a National Centre for RE by the RE community as is currently planned for 2009-10.
9. The Department should ensure that the NSCL develops its provision to ensure head teachers and senior managers are aware not only of their responsibilities and roles concerning RE but of the consequences for young people and society when such responsibilities are not met.

## **B. Curriculum and assessment development**

Pupil under-achievement, due often to insufficiently motivating and challenging teaching, low expectations, weaknesses in planning and assessment, and curriculum incoherence, needs to be tackled. Ways and means also need to be found to reintroduce attention to spiritual and moral development, including opportunities for students to reflect critically on their own beliefs and values, and to RE as a reference point for this in all schools, sixth form colleges and FE colleges. The effectiveness of the Framework is being impeded as a mechanism for ensuring better quality in the process of teaching and learning in RE by too many variations in its use by different agreed syllabuses, in planning and assessment, and by insufficient guidance and training.

1. QCA should provide guidance for local authorities on the effective use of the Framework in reviewing an agreed syllabus;
2. QCA should provide more explicit guidance, exemplification and case study material to support the effective implementation and use of the Framework, in primary and secondary schools' planning and assessment of teaching and learning, including exemplar units of work and assessment tasks (this to be done alongside work with the current primary strategy and national roll out of the secondary curriculum).
3. QCA should produce guidance on how the Framework may be most effectively used to support RE syllabuses in faith school settings.

## **C. Qualifications development**

The nature, relevance and quality of qualifications in RE and related areas needs to be examined, extended and improved, particularly to ensure they are inclusive, relevant, accessible through life long learning. Achievement at Entry level, GCSE, AS, A Level, AEA provision, needs to rise in many secondary schools. The popularity of AS, A and AEA Level RS as reflected in the increasing take-up rate in recent years needs to be recognised by the provision of this as a course option in all 16-19 education institutions, including FE colleges. Religion and belief play a very significant role in many workplaces and occupations, including health, tourist, catering, social work and law enforcement. In addition, many thousands of people are employed, directly or indirectly, in a paid or voluntary capacity, full or part time in aspects of religious and/or charitable activities and communities. The contribution of RE to enhancing achievement in these areas needs to be much more fully developed, so other means of accrediting a beliefs and values dimension of vocational education in these same institutions should be developed.

1. QCA should bring Entry Level, GCSE, AS, A and AEA qualifications in religious studies into alignment with the Framework.
2. QCA should review the merits or otherwise of linking qualifications in RE with other related areas, eg citizenship as recommended by the Ajegbo report.
3. QCA should develop vocational routes for the provision and study of religion and beliefs, and qualifications to accredit such study.

## **D. SACREs Development**

The capacities for local Standing Advisory Council on RE to support and monitor RE locally should be strengthened. Provision should be made to assist with the recruitment and training of those who serve on SACREs, especially those from faith communities and humanism. The

feasibility of extending their brief to include the maintained system in its entirety - including all faith schools, foundation schools, specialist academies, trust schools and FE colleges - should be pursued as a matter of urgency.

1. More detailed guidance on the role and effectiveness of SACREs should be developed by government departments involved with religion, education and the community jointly, and issued to local authorities, specifically on linking the work of SACREs with the work of local authorities, school improvement, inter-faith and community cohesion initiatives in local areas.
2. The Department should work with its partners to increase the effectiveness of SACREs locally, particularly in relation to community cohesion, diversity and citizenship, and specifically (a) to ensure minority faith community and humanist representation is fully recognised and effective, (b) to promote better training, support and advice for members, (c) to ensure liaison and effective working relationships with local inter-faith, citizenship and other local authority community cohesion groups, and (d) to arrange access to existing and new data on standards in RE.
3. A campaign should be implemented to raise awareness of the role and work of SACREs, and specifically to recruit a fuller and more inclusive representation on them, including humanists, following the model trialled by the REC over the last six months.
4. A national training course for new members of SACREs should be established for regional delivery, again along the lines of the REC pilot, plus refresher courses for established members.
5. Guidance should be issued by QCA and Ofsted specifically on how SACREs can monitor their work, and on how they can best monitor the standards of RE in their schools. This should take account of pilot work done by the National Association of SACREs with support from the REC.

## **E. Professional development**

### **1. Improving Teacher supply**

Steps have been taken in recent years by Department and TDA to maintain target figures for secondary RE, during a period when those for other subjects are falling. These should be continued and extended so as to address the overall lack of qualified specialist strength in the subject, and to consolidate teacher supply. Attention should be given to ensuring that those recruited to become primary teachers have the opportunity to train as primary RE co-ordinators or subject leaders.

### **2. Improving Teacher training (ITT/ITE)**

All providers of primary teacher education and training – HEIs, SCITTs and ERBs – need to include appropriate grounding in RE for all students within their courses. Provision needs to be made for subject conversion courses to supplement Subject Knowledge Booster Courses for students recruited to train as secondary RE specialists, but who lack academic depth in the subject from their undergraduate studies.

- TDA should establish a review group to look at the provision and quality of RE training for new primary and secondary teachers and make recommendations for improvement.

### **3. Improving Teacher training (CPD)**

Provision should be made to ensure that every teacher who is engaged in RE is appropriately supported so that they are both competent and confident in working with pupils on this subject area. Over a five year period this should be achieved for every primary class teacher. Without direct support in working with the different equations of belief, it is unrealistic to expect every class teacher to be wise in this respect. Similarly, provision should be made to support secondary teachers wishing to teach RE but with no relevant formal qualification. For those employed in a limited amount of teaching of RE basic skills training should be available. For those wishing to become specialists, RE training courses should be provided. Comparable provision should also be extended to Teaching Assistants, both primary and secondary, as appropriate. As for other priority concerns delivery of provision should be regionally coordinated for maximum outreach.

- (a) The RE Partnership should work to increase the role and effectiveness of ASTs, lead practitioners and specialist humanities colleges in RE.
- (b) The TDA, working with the REC and other stakeholders, should (a) establish a set of standards for different levels of CPD in RE with related guidance, (b) develop proposals for a coherent programme of CPD opportunities for teachers of RE at different levels of expertise, and (c) pilot projects on supporting non-specialist teachers and co-ordinators of RE, based on the Framework.
- (c) A programme of CPD (both on-line and face to face) should be put into place from 2008-11, to be funded jointly by the RE Partnership, SACREs and other stakeholders, including schools. Any programme would need to have agreed arrangements for national administration and a combination of regional and local delivery. The opportunity should be taken to ensure that HEI provider strengths for RE are mutually reinforcing for both CPD and ITT.
- (d) Courses to equip teachers to become middle and senior managers should be strengthened in the attention they give to RE. This should not be confined to familiarity with legal requirements, but extend to the substance of RE, and the consequences of non-provision. Provision should become the norm both from within the NCSL and in more local provision.

## **F. Research and Development**

The strong research tradition which is now an established part of the DfES annual operation should be extended to include more direct attention to RE. This should be pursued on aspects, which are currently most underdeveloped or in greatest contention, including:

1. **16-19** - the current nature and extent of provision for extending and deepening religious and moral understanding on the part of students in the FE context as compared with the rest of 16-19 provision, and including case studies;
2. **Student Councils.** - the potential contributions both of Schools Councils and Young People's SACREs to inter-cultural understanding and community cohesion.

## **5. TIMESCALE**

The year 2007-8 is envisaged as a transitional foundation year in which proposals for this strategy are refined, negotiated and agreed, followed by an implementation period of three years (coinciding with the 2008-11 Capital Spending Round), extensible to five years depending on demonstrated effectiveness.

In the transitional foundation year, the areas for further negotiation include:

- A. An agreed adoption of a national strategy



- B. Establishment of a national RE Review group
- C. Timelines and project plans for its various strands
- D. Management of the strategy and its elements
- E. Detailed costings of the elements of the strategy
- F. Resourcing the strategy from the various stakeholders, including schools.

To enable this negotiation to go forward the RE Council has worked extensively in the first year of the RE Partnership to produce detailed plans on aspects of this strategy, including specific proposals for further negotiation on:

- G. the continuation and development of the RE Partnership
- H. the further development of local SACRES
- I. the improvement of ITT in RE
- J. a structure and programme for CPD
- K. research projects
- L. developing 16-19 provision in its entirety.

The Report of the REC's Commission on *RE Teaching and Training* is an integral companion to this document. It provides the basis for improvements in ITT and a structured programme of CPD. Other papers are available on *Maintaining the RE Partnership*, *Harnessing Regional Resources for Quality of Provision*, *Strengthening Local SACRES* (including reports on the pilot projects on recruitment and training funded jointly by the DCLG and DfES), *RE 16-19* and *Research projects*.

## 6. COSTS

Many of the aspects of this strategy can be funded within the normal and ongoing activities of the organisations concerned. Some will require specific funding. Sources of funding include:

- A. schools whose delegated budgets include provision for training
- B. local authorities through their support for SACRES and agreed syllabuses
- C. the RE Partnership itself, ie the subject community, including faith communities who already put considerable resources into supporting religious education
- D. central government through strategic initiatives that reflect national priorities such as Home Office and the Department central funding for strategic initiatives.

The total costs of all the proposals in this strategy would come to approximately £60,000.000 over three to five years, if they are accepted and implemented in full. A rigorous and detailed analysis of how current funds are used and can be deployed, as well as what new money is required, needs to be made.

## 7. CONCLUSION

These proposals are judged realistic and necessary by faith communities and professional associations alike. They recognise that the total funding available for education is not unlimited. They realise that significant parts of the education budget are now delegated directly to schools and local authorities. However, they are no less aware of the urgency of this strategy and the need to seek new funding, as necessary and appropriate, in ways that have been found for previous initiatives relating to other subjects.

## APPENDIX A

**OUTLINE COSTS AND RESOURCES FOR THE NATIONAL STRATEGY FOR RELIGIOUS  
EDUCATION**

<b>Strategic component</b>	<b>Element</b>	<b>Estimated cost</b>	<b>Sources of funding</b>	<b>Notes</b>	<b>Timing</b>	<b>Rounded Totals</b>
<b>Policy Development</b>	Inter-departmental group	Minimal	DfES	Within existing activity and budgets	2007-8	
	Citizenship/RE liaison group	Minimal	DfES	Within existing activity and budgets	2007-8	
	Inclusive approach	Nil	DfES	Within existing activity and budgets	2007-8	
	Dissemination of Framework	Nil	DfES	Within existing activity and budgets	2007-8	
	National RE Review body	Minimal	DfES	Within existing activity and budgets	2007-8	
	Review of Circular 1/94	Minimal	DfES	Within existing activity and budgets	2007-8	
	Continuation of RE Partnership, refinement of National Strategy and publicity campaign	£140,000	DfES	Extension of current arrangements	2007-8	
	NCSL encouragement	Nil	DfES	Within existing activity and budgets	2007-8	
	<b>Total</b>		<b>DfES</b>		<b>2007-8</b>	<b>£140,000</b>
<b>Curriculum Development</b>	QCA guidance for LAs on use of Framework	£5,000	QCA	In hand?	2007-8	
	QCA guidance on effective implementation of Framework	£20,000	DfES commission to QCA		2007-8	

	QCA guidance on use of Framework in faith schools	£10,000	DfES commission to QCA		2007-8	
	<b>Total</b>		<b>DfES/QCA</b>		<b>2007-8</b>	<b>£35,000</b>
<b>Qualifications Development</b>	Aligning existing RS qualifications to Framework	£5,000	QCA	Some in hand already	2007-8	
	Review linking RE qualifications with other related areas	£5,000	QCA		2007-8	
	QCA to develop vocational routes and qualifications in RE	£20,000	DfES commission to QCA	Some initial work has already been done by QCA	2007-9	
	<b>Total</b>		<b>DfES/QCA</b>		<b>2007-9</b>	<b>£30,000</b>
<b>SACREs Development</b>	More detailed guidance	Minimal	DfES	Following 1/94 review	2007-9	
	Working with SACREs & profile raising	£2,100,000	DfES/	Local quality sampling as 2006-7 pilot	2007-11	
	Recruitment and training by region	£213,000	DfES/DCLG	Building on 2006-7 pilot	2007-11	
	Guidance on how SACREs can monitor standards in RE	£7,500	DfES/QCA/Ofsted/NASACRE		2008-9	
	<b>Total</b>		<b>Various</b>		<b>2007-11</b>	<b>£2,321,000</b>
<b>Professional Development</b>	Improving teacher supply	Minimal				
	Improving ITT	£320,000	DfES/TDA		2008-11	
	Programme of CPD	£56,225,000	DfES/TDA/Schools/REC bodies		2008-11	
	Other research and courses	£711,000	DfES/TDA		2008-11	
	Regional Councils	£486,000	DfES and Providers		2007-11	
	<b>Total</b>		<b>Various</b>			<b>£57,742,000</b>
<b>Research Development</b>	Two topics	£90,000	DfES re-research fund		2008-11	
	<b>Total</b>					<b>£90,000</b>
<b>TOTAL</b>					<b>2007-11</b>	<b>£60,358,000</b>

**YEARLY COSTS AND RESOURCES FOR THE NATIONAL STRATEGY FOR RELIGIOUS  
EDUCATION**

<b>Strategic component</b>	<b>2007-8</b>	<b>2008-9</b>	<b>2009-10</b>	<b>2010-2011</b>	<b>Total</b>
<b>Policy</b>	£140,000				<b>£140,000</b>
<b>Curriculum</b>	£35,000				<b>£35,000</b>
<b>Qualifications</b>		£30,000			<b>£30,000</b>
<b>SACREs</b>	£835,520	£653,120	£502,120	£353,120	<b>£2,321,000</b>
<b>Professional</b>	£121,500	£16,790,500	£20,230,000	£20,600,000	<b>£57,742,000</b>
<b>Research</b>		£45,000	£45,000		<b>£90,000</b>
<b>Total</b>	<b>£1,010,520</b>	<b>£16,635,000</b>	<b>£20,647,120</b>	<b>£20,751,120</b>	<b>£60,358,000</b>



# Proposed Plans for SACRE Effectiveness from

# NASACRE

## For the National RE Strategy

## Introduction

These proposals have been drawn together to indicate a range of activities that the RE community believes would strengthen the capacity of local Standing Advisory Councils on Religious Education (SACREs) in raising standards in RE both in their own locality and, collectively, nationally.

We believe that religious education is a vital subject that is central to the development of each child's identity. The QCA Non-statutory National Framework for RE describes the unique nature of the subject thus:

*'Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables*

*pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.'*

The local nature of religious education ensures that faith communities can be secure that the religious education taught in their local schools reflects the unique local nature of the religious traditions.

*'Standing Advisory Councils for Religious Education (SACREs) have an important role in the development of effective learning in religious education and supporting good practice in collective worship. The work of SACREs has become increasingly challenging and diverse. In many ways SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the local education authority (LEA) on matters of religious education and collective worship. They also mirror the work of governing bodies in that members are unpaid volunteers who give up their time to support religious education (RE) and collective worship locally.'* (Ofsted – SACREs and Self-evaluation- a guide)

Aspects of the work of SACREs include:

1. monitoring and supporting the improvement of the standards, quality of teaching and provision in RE in each Local Authority;
2. involvement in a positive partnership between the SACRE as a whole, its constituent member groups including all local faith communities, the LA and other key stakeholders such as Diocesan Boards;
3. monitoring the effectiveness of the locally agreed syllabus for religious education and advising the LA on changes that are required;
4. monitoring and supporting the improvement of the provision and quality of collective worship in schools in the LA;
5. making a strong contribution to the promotion of social and racial harmony and community cohesion in the LA.

A strong and effective SACRE contributes to the preparation of pupils for adult life in a range of ways. Its work contributes positively to local community cohesion, providing positive links between the LA, its schools and the local communities that it represents.

The partnerships and commitment to areas of shared purpose forged between the SACRE members models the way that the wider community can develop shared aims and positive partnerships. Its dialogue frequently includes the wider representation of its constituent faith communities and political groups and its shared endeavours result in practical outcomes that are a measure of how significant such partnerships can be.

A SACRE is the only local statutory forum where those beliefs and values that are most important to members of the local community can be sensitively considered so that they can be shared and communicated through the curriculum to local young people, enabling them to learn to live alongside each other as informed and respectful members of society.

Whilst some SACREs are already working effectively, producing models of excellence in many areas of their work, it is apparent that there are

significant areas of development for other SACREs across the country. These have been indicated in the past by Ofsted (An evaluation of the work of Standing Advisory Councils for Religious Education November 2004) which produced a number of significant Main Findings. All of these areas are addressed in this plan:

- Several LEAs experience difficulty in recruiting members of the SACRE, especially from within minority religious groups.
- Many of the SACREs inspected work on the margins of the LEA rather than being fully integrated into its professional structure. Only a minority of SACREs have a costed development plan with rigorous success criteria clearly linked to the LEA education development plan (EDP).
- Few LEAs provide adequate resources or training for SACREs to carry out their designated functions thoroughly.
- All the SACREs inspected had to rely on professional advice in order to execute their statutory and extended responsibilities. This advice is most effective when it is linked to advice given to schools.
- Agreed syllabuses vary significantly in style, character, structure and quality. None of the agreed

syllabus conferences (ASCs) in the LEAs inspected had the capacity to carry out an agreed syllabus revision without significant support from an adviser or consultant. The extent of the involvement of ASC members varied between LEAs.

- SACREs' functions have not been sufficiently focused on raising achievement in RE and improving the quality of teaching and learning.
- Too many SACREs have lost touch with their original brief, which was to advise the LEA. The key challenges to successful RE, for example non-compliance and the shortage of RE teachers, may be better resolved by focusing the LEA on policy decisions rather than producing guidance.
- Collective worship generally occupies less of the time and interest of SACREs than does RE. SACREs monitor levels of non-compliance by reading Ofsted's school inspection reports but have limited success in persuading LEAs to make compliance a priority. SACREs take seriously their responsibility for considering applications for determinations, and generally undertake this task very professionally.
- Many SACREs already make a significant contribution to their LEA's role in promoting social cohesion and others recognise their potential to do so.



□ Ofsted's evidence from school inspections reveals that there is no consistent link between the productiveness of a SACRE, the quality of an agreed syllabus, the existence of an adviser and the quality of RE in the LEA at Key Stages 1 to 3. This raises questions about whether all SACREs and LEAs are using appropriate measures to support teaching and learning in RE.

□ SACREs and their work are not generally well known among teachers outside their membership. RE teachers interviewed were generally more familiar with national initiatives and guidance and with text books than with publications from the SACRE or the LEA. Where the LEA had an RE adviser, he or she was better known to teachers than was the SACRE.

□ The best SACREs make a significant direct contribution to supporting RE, in particular faith community members who regularly offer their services to schools by leading collective worship, organising school visits to places of worship and contributing to RE lessons. A few provide high quality support that can be shown to have a positive impact on standards. Effective SACREs give confidence to local faith communities that their religion is being

accurately presented and that RE is not confessional.<sup>1</sup>

□ SACREs are worthwhile organisations in that they provide unique opportunities for members of the community, of all faiths and none, to meet and discuss educational issues. The strength of SACREs lies in their multi-faith, multi-ethnic and multi-cultural composition. Building on this strength, several have already developed a role as an advisory group to the local authority on any matters related to faith, ethnicity and culture, either alone or in collaboration with other committees. Too many, however, 're-invent the wheel' when they revise syllabuses and guidance and do not take account of the resources available to them.

Recent conferences organised by the QCA, the RE Council and NASACRE have indicated that many of these areas remain in need of development for some or many SACREs and that representatives of those SACREs are clear how they could improve and are keen to be supported in order to be more effective.

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<sup>1</sup> To be non-confessional, RE teaching must not be distinctive of any denomination; it should not try to force specific beliefs or doctrines upon children.

Effective SACRE practice has already been defined by Ofsted and is reproduced in Appendix 3. This paper and its proposals aim to address many such areas of weakness in order to strengthen all SACREs and promote greater effectiveness. These proposals include recommendations for strengthening partnerships that are already established locally, for example between individual SACREs and their LA, and nationally between members of the RE Council and other bodies such as the QCA, DfES and Ofsted.

*citizenship, both for them to thrive and for the future of our society?'*

The Ajebo report states that *'exploring cultural, religious and ethnic diversity is a key aspect of schooling young people for the world and is inextricably linked to standards and attainment. It should be at the very heart of a teacher's purpose – and we know that for most teachers it is. The right training and support, however, are crucial.'* And within the report the contribution of religious education and local faith communities to building good community cohesion is emphasised.

The recent (January 2007) Ajebo Report ' Diversity and Citizenship – a review' was commissioned in response to a growing debate about whether UK society engages with issues around 'race', religion, culture, identity and values in the UK today, in a way that meets the needs of all pupils. The questions asked were:

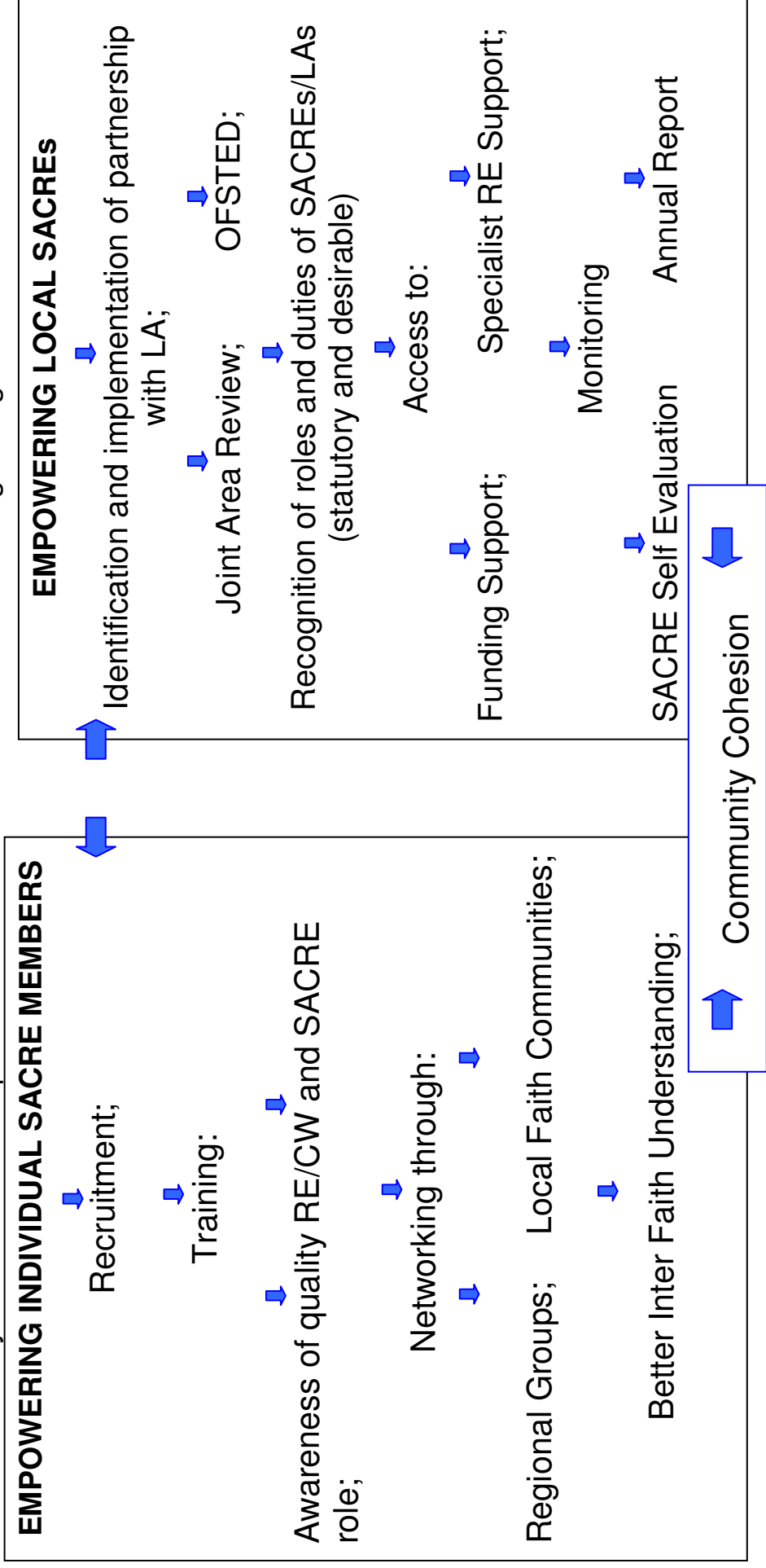
SACREs are already in existence; they are statutorily constituted local interfaith groups, working in partnership with teachers and the Local Authority. They are well placed to address these issues and have indicated through their feedback to national bodies that they are committed to playing their part in this work. Many make strong contributions that are valued in their own area and beyond.

*'Do we, as individuals and as a nation, respect each other's differences and build on commonalities? Do we appreciate our own and others' distinct identities? Do we really have an understanding of what it is to be a citizen, of how it is to live in the UK? And, most importantly, are we ensuring that all our children and young people have the education they need to embrace issues of diversity and*

In strengthening the capability of all SACREs, this network of groups will be able to contribute more fully and cohesively to the promotion of community cohesion by their schools, their LAs and their faith communities working together in partnership.

## Rationale and Overview:

- The principal objective of SACREs is to ensure the ENTITLEMENT of all pupils to high quality religious education and collective worship;
- SACREs themselves have an entitlement to appropriate support to enable them to achieve the above effectively
- The purpose of these proposed activities is to EMPOWER both individual SACRE members and local SACREs to be more effective in meeting this objective;
- Community cohesion is an important outcome and is also a thread running through all these activities.



## Summary of proposals

### This plan has five main objectives:

		Costing: £
<b>A:</b> Recruitment and training of SACRE members; (Areas of improvement 1, 2 and 3 on p.9 and following)	One-off investment Annually	17,000 180,500
<b>B:</b> Strengthening of partnerships between SACREs & Local Authorities; (Area of improvement 4 on p.13)	One-off investment Annually	nil nil
<b>C:</b> Continuing professional development of SACRE members and self-evaluation of SACREs; (Areas of improvement 5, 6, 7 and 8 on p.14 and following)	One-off investment Annually	14,500 2,000
<b>D:</b> Promotion of community cohesion; (Area of improvement 9 on p.18)	One-off investment Annually	51,000 20,000
<b>E:</b> Building the capacity of the NASACRE;	one-off investment Annually	1,500 30,500
<b>Appendix A</b> Monitoring the Effectiveness of the plan	One-off investment Annually	7,000 3,000

### TOTAL COST OF IMPROVING SACRES

**One-off investment** 91,000  
**Annually** 236,000

## Areas for Improvement

**These proposals cover a total of ten main areas for improvement:**

1. Recruitment of SACRE members;
2. Training for new SACRE members including representatives of all committees; Chairs and Clerks;
3. Training of serving SACRE members; networking SACRE members and supporting them, individually and collectively;
4. Identification and implementation of Local Authorities' (LA) responsibilities for SACREs;
5. Effective practice in the roles and duties of SACREs;
6. SACRE's role in monitoring of religious education provision and standards, and the quality of collective worship;
7. SACRE Self Evaluation;
8. SACRE Annual Reports;
9. Strengthening contribution of SACREs to the community cohesion agenda;
10. Building the capacity of the NASACRE.

These areas represent crucial aspects of SACRE practice which, in some local authorities, need improvement in order to ensure quality provision for pupils' learning and bring all SACREs up to the standard of the best. Local Authority investment in the work of their SACREs is not costed but work towards indicating to them a reasonable budget allocation has been referenced.

**Appendix A sets out the arrangements for monitoring the effectiveness of the plan.**

# PLAN: TOWARDS MORE EFFECTIVE SACRES

## Objective A: Recruitment and training of SACRE members

AREA	TARGETS	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
1. Recruitment of SACRE members	<p>To encourage awareness and support of a range of partners in the work of SACREs, nationally and locally;</p> <p>To promote:</p> <ul style="list-style-type: none"> <li>• appropriately comprehensive representation across all faith communities on committee A;</li> <li>• full representation on all other committees;</li> </ul> <p>To stimulate interest and encourage commitment by all members;</p> <p>To encourage the establishment of faith networks to resource and support SACRE representation based on model of Board of Deputies.</p>	<p>Produce publicity leaflets to publicise the importance of SACREs and their work:</p> <ul style="list-style-type: none"> <li>• with LAs;</li> <li>• with elected members;</li> <li>• with schools;</li> <li>• with the DFES;</li> <li>• with faith communities (available in community languages, where necessary);</li> <li>• with teacher professional associations;</li> <li>• with the public through the press;</li> </ul> <p>Support recruitment to individual SACREs;</p> <p>Encourage individual SACRE members to contribute to SACRE newsletter/ NASACRE website /on line forum</p> <p>Engage in discussion with faith community leaders about networking;</p> <p>Facilitate an annual meeting of faith community network chairs;</p>	<p>NASACRE Executive</p> <p>REC &amp; partner organisations, including translating service</p> <p>Faith organisations and Individual SACREs</p> <p>NASACRE executive REC</p> <p>REC with NASACRE executive and faith community organisations</p>	<p>From autumn 2007</p> <p>Beginning autumn 2007</p>	<p>The scope of the work of SACREs understood by all parties;</p> <p>SACRE activities well publicised and valued;</p> <p>SACREs fully representative of constituent areas, and across all committees;</p> <p>Member SACREs reporting all meetings quorate;</p> <p>High level of satisfaction from individual SACRE members;</p> <p>Increased awareness of the work of SACREs by LAs and schools</p> <p>Networks of faith community representatives established and effective in facilitating recruitment and supporting SACRE members;</p>	<p>10,000 for production and circulation of publicity leaflets</p> <p>Costings in area 2</p> <p>1,000 annually, for a co-ordinators' annual meeting</p>

AREA	TARGETS	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p><b>2.</b> Training for new SACRE members:</p> <p>a) representatives of groups A, B, C and D;</p> <p>b) Chairs, newly elected;</p> <p>c) Clerks, newly appointed;</p> <p>d) Co-opted members</p>	<p>To equip and empower:</p> <ul style="list-style-type: none"> <li>new SACRE members from all groups to understand the nature of RE/CW and be fully aware of the role of SACRES;</li> <li>all new members to understand the nature of their role and the responsibility they have to pupils in schools and to their particular interest group;</li> </ul> <p>To enable:</p> <ul style="list-style-type: none"> <li>new chairs to develop their role of leadership of SACRE and encourage advocacy for RE/CW;</li> <li>newly appointed clerks or administrative support officers to appreciate the importance of their role in servicing their SACRE, appropriately ensuring materials are manageable and easy to access by all members, and to understand their role as personal links between their SACRE and the local authority (LA).</li> </ul>	<p>Publicise outcomes of pilot programme of training of new minority faith representatives to all SACRES for information;</p> <p>Build on training programme for new faith representatives to cover all SACRES in nine government regions, one region per term.</p> <p>Provide two national training conferences per year, based on the pilot training programme, to include representatives on other committees;</p> <p>Establish an annual regional conference for SACRE chairs;</p> <p>Develop training materials based on the pilot and publish on the NASACRE website for local use to include sections for new Chairs of SACRE &amp; clerks;</p>	<p>REC with NASACRE Executive</p> <p>REC with NASACRE Executive</p> <p>NASACRE Executive</p> <p>NASACRE Executive with QCA</p> <p>NASACRE Executive</p>	<p>Report: April 2007</p> <p>Termly, one region per term, from autumn 2007</p> <p>beginning spring 2008</p> <p>first conference 2008</p> <p>ongoing</p>	<p>SACREs fully aware of the outcomes of the training pilot and of plans for the full training programme;</p> <p>Committee A vacancies filled with well-informed and enthusiastic faith community reps;</p> <p>Well informed and enthusiastic representatives of all 4 groups;</p> <p>Effective chairs, networking and sharing good practice;</p> <p>Training materials published and in use;</p>	<p>2,000</p> <p>120,000 annually over three years**</p> <p>20,000 annually</p> <p>13,500 annually (1,500 per region)</p> <p>5,000</p>

\* see appendix B for breakdown of costs

AREA	TARGETS	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p><b>3.</b> Training of:</p> <p>a) serving SACRE members;</p> <p>b) members of the Agreed Syllabus Conferences in the construction and review of an agreed syllabus;</p>	<p>To equip and empower:</p> <ul style="list-style-type: none"> <li>• existing members to play a full part in the work of their SACRE;</li> <li>• all members to understand the nature of their role and the responsibility they have to pupils in schools and to their particular interest group;</li> </ul> <p>To ensure ASC members are able to evaluate critically the quality of their agreed syllabus in the light of the NFRE;</p> <p>To enable ASCs to appreciate the potential of the NFRE to raise standards and influence their syllabus review;</p>	<p>Provide a day's training in each region for existing SACRE members, three per year, for three years;</p> <p>Set up six regional half-day forums for SACREs and encourage local SACREs to collaborate on specific initiatives;</p> <p>Provide an annual training event for Agreed Syllabus Conference members prior to the review of their Agreed Syllabus to supplement the <i>Handbook for the Effective SACRE</i>.</p>	<p>NASACRE executive</p> <p>NASACRE executive with QCA</p> <p>NASACRE Executive with REC partners</p>	<p>2008</p> <p>2007</p> <p>2008</p>	<p>Confident SACRE and ASC members;</p> <p>Collegiate approaches to regional issues that impact on SACREs and their schools;</p> <p>Strong agreed syllabuses that promote high standards</p>	<p>15,000 annually for three years</p> <p>6,000 annually</p> <p>5,000 annually</p>



## Objective B: Strengthening of partnerships between SACREs &amp; Local Authorities

AREA	TARGET	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p><b>4.</b> Identification &amp; implementation of Local Authorities' (LA's) responsibilities for SACREs</p>	<p>To ensure the status and responsibilities of SACREs are fully recognised;</p> <p>To promote a partnership between LAs and their SACREs;</p> <p>To give every SACRE the opportunity to be effective;</p>	<p>Work with Ofsted to revise the SACRE Self Evaluation Guide to include LAs' responsibilities;</p> <p>Encourage discussion nationally about the effectiveness of the partnership between the LA and SACRE;</p> <p>Request clarification and guidance from DfES on local authority responsibilities (e.g; efficient clerking/ availability of data) to be sent to all chief officers;</p> <p>Challenge any LA whose SACRE is non compliant re: annual reporting;</p> <p>Challenge any LA whose SACRE is non compliant re: annual reporting of existing determinations to the secretary of state;</p> <p>Encourage LAs to publicise the work of their SACREs with schools, Elected Members and the local community.</p>	<p>NASACRE representatives with HMI</p> <p>NASACRE with QCA/DfES HMI</p> <p>REC with DfES</p> <p>QCA</p> <p>DfES</p> <p>NASACRE</p>	<p>2007</p>	<p>Chief and other LA officers aware of the status and value of the SACRE and their responsibilities towards it;</p> <p>LAs held accountable re: the efficacy of their support for SACREs;</p> <p>All SACREs supported appropriately and efficiently by their LAs;</p> <p>All SACREs submitting effective annual reports;</p> <p>All SACREs submitting determinations data;</p> <p>Schools and local communities aware of the work of their local SACRE;</p>	<p>Costed in area 7</p> <p>Further costings of work in this section from DfES &amp; QCA</p> <p>Costings for a publicity leaflet in area 1</p>

## Objective C: Continued professional development of SACRE members and self-evaluation of SACREs

AREA	TARGETS	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p><b>5.</b> Effective practice in the roles and duties of SACREs</p>	<p>To secure SACRE effectiveness in both statutory and desirable outcomes; To encourage SACRE confidence;</p> <p>To encourage adequate and equitable funding for all SACREs;</p> <p>To ensure access to specialist RE support for all SACREs</p> <p>To support SACREs in the development of effective processes for advising the LA on issues in relation to RE that need to be addressed.</p>	<p>Produce <i>A Handbook For The Effective SACRE</i>; Trial the handbook and publish it; Issue free of charge on disc and online to all SACREs;</p> <p>Establish a baseline entitlement for resourcing the work of SACREs and ASCs; Publish and effect a formula for funding; Discuss with Ofsted how the work of SACREs can be effectively monitored; Encourage all LAs &amp; SACREs to fund professional support to monitor the effectiveness of their agreed syllabus;</p> <p>Produce advice and disseminate good practice where it is available nationally through the NASACRE website.</p>	<p>NASACRE Executive and NASACRE members</p> <p>DfES with NASACRE</p> <p>NASACRE with Ofsted/DfES</p> <p>DfES</p> <p>NASACRE</p>	<p>2007/8</p> <p>2008/9</p> <p>2007/8</p> <p>2007/8</p>	<p>Draft handbook in place and evaluated by sample of SACREs; Publication in use by majority of SACREs; Increase in good practice, evidenced in SACRE reports and SSE processes;</p> <p>All SACREs adequately funded in the light of the suggested formula;</p> <p>Work of SACREs and support from LAs strengthened by annual monitoring;</p> <p>All SACREs professionally supported;</p> <p>All SACREs use appropriate processes for advising their LA; LAs are aware of local needs in RE.</p>	<p>6,000 for development 500 for publication on CD</p> <p>1,000 for consultation and development of a formula for consultation</p> <p>Costing covered in above</p>

AREA	TARGETS	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p><b>6.</b> Monitoring of religious education provision and standards, and monitoring of the quality of collective worship;</p>	<p>To secure resources for SACRE's monitoring role to be effective;</p> <p>To ensure access to data;</p> <p>To equip SACREs with the necessary knowledge to make monitoring possible;</p> <p>To enable SACREs to make purposeful use of all monitoring activities;</p>	<p>Secure adequate funding to enable SACREs to be effective in monitoring standards; (ref area 5)</p> <p>Encourage primary schools to pass information on standards in RE for every pupil to their partner secondary schools and to their local SACRE;</p> <p>Encourage all data collection systems to include RE at KS3;</p> <p>Encourage LAs to make data available to SACREs and provide training for SACRE members on how to understand the data;</p> <p>Establish clear guidance for SACREs on monitoring standards through, e.g. <i>Five Year Agreed Syllabus Monitoring Cycle</i> (see appendix C)</p> <p>Build on the monitoring pilot to set up an online programme, on the NASACRE website, to analyse data from schools' RE self evaluation, in order to inform SACRE monitoring, provide schools with local and national data against which to compare their own results and provide an annual national summary for all interested groups;</p> <p>Encourage national bodies to produce guidance on assessment in RE linked to the non-statutory national framework assessment scale;</p> <p>Support SACREs to make use of all available data to advise the LA on actions required to raise standards in RE.</p>	<p>DfES</p> <p>DfES/QCA LAs Schools</p> <p>DfES</p> <p>DfES</p> <p>REC NASACRE Executive</p> <p>REC  (QCA)</p> <p>NASACRE Executive</p>	<p>2008</p> <p>According to individual agreed syllabus cycles</p> <p>2007/8</p>	<p>All SACREs engaged in productive monitoring;</p> <p>All SACREs able to access data;</p> <p>All SACREs in receipt of analysis of relevant data;</p> <p>Information gathered used to effect improvement;</p> <p>Effective and manageable monitoring in place in most SACREs and information used to raise standards;</p> <p>All data used to inform SACREs and LAs effect improvement in standards in local schools;</p>	<p>5,000 set up costs + 2,000 annual maintenance &amp; reports</p>

AREA	TARGETS	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p><b>7.</b> SACRE Self Evaluation</p>	<p>To help SACREs become more aware of their own effectiveness in order to achieve optimum impact;</p> <p>To embed a cycle of evaluation and target setting;</p> <p>To encourage a culture of improvement;</p>	<p>Work with QCA/Ofsted to revise and update the SACRE Self Evaluation Guide;</p> <p>Build upon the pilot Ofsted inspections of SACREs, through sample external monitoring, to validate SACRE self evaluation;</p> <p>Encourage SACREs to include outcomes of self evaluation processes in the annual report, with relevant documentation made public;</p> <p>Produce examples of SACRE development planning, based on self evaluation processes, and publish on the website, with commentary;</p> <p>Include workshops on self evaluation as part of the training portfolio (ref area 2);</p>	<p>NASACRE Executive in partnership with Ofsted/QCA</p> <p>Individual SACREs</p> <p>NASACRE Executive</p> <p>NASACRE trainers</p>	<p>2007</p> <p>annually</p> <p>2007</p> <p>2008</p> <p>2008</p>	<p>Increase in the range, use and effectiveness of SACRE self evaluation;</p> <p>More effective SACREs;</p> <p>Improvement in standards in RE across all key stages;</p> <p>The majority of SACREs working to a costed development plan, informed by focused self evaluation</p>	<p>2,000</p> <p>To be agreed</p> <p>No cost</p> <p>Funded through area 2</p>

AREA	TARGETS	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p><b>8.</b> SACRE Annual Reports</p>	<p>To ensure all SACREs meet the statutory requirement to report annually and to submit a copy of their report to QCA;</p> <p>To encourage SACREs to make positive and formative use of annual reporting processes</p>	<p>Follow up non-compliant SACREs through contacting LA chief officers;</p> <p>Include focus on annual reports, with examples, in <i>The Handbook For The Effective SACRE</i>;</p> <p>Provide and disseminate advice on how to make best use of reports to publicise the work of SACREs and offer effective advocacy for RE and CW through newsletters, websites, conferences;</p>	<p>QCA</p> <p>NASACRE Executive</p> <p>NASACRE Executive</p>	<p>Annually</p> <p>2007/8</p>	<p>All SACREs submitting annual reports to QCA;</p> <p>More effective use of SACRE reports to highlight the work of SACREs with a variety of audiences;</p> <p>Better understanding of the work of SACREs across every LA and its schools.</p>	<p>Costed in area 5</p>

**Objective D: Promotion of Community Cohesion**

AREA	TARGET	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p><b>9.</b> Community Cohesion</p>	<p>To explore and identify ways in which religious harmony and community cohesion can be promoted through the RE curriculum;</p> <p>To establish networks of faith communities, nationally and locally, to raise awareness of the potential of RE to contribute to community cohesion;</p> <p>To encourage and support SACREs to work effectively in partnership with their LAs to develop and deliver the LA's policy on community cohesion;</p> <p>To enable SACREs to make best use of every opportunity to promote understanding between faith communities, and enhance community cohesion;</p> <p>To raise individual SACRE members' awareness of the potential of the work of SACRE to promote community cohesion, and to understand the contribution they can personally make.</p>	<p>Set up a research project to develop a pedagogy for promoting harmony and community cohesion through RE, as indicated in the Ajeqbo report, with exemplars of good practice and publish as classroom materials;</p> <p>Facilitate a national network of faith community leaders to co-ordinate their community's representation on SACREs and to champion the role of RE and the work of SACRE in contributing to community cohesion locally;</p> <p>Produce an advisory leaflet to raise SACRE awareness of the nature and purpose of the LA's Children and Young People's Plan and publish as a supplement to <i>SACRE News</i>.</p> <p>Building on the successful Westhill Foundation funded initiatives in the Young People's Faith Forum projects, support individual SACREs to undertake projects encouraging dialogue between young people of different backgrounds;</p> <p>Include accounts of successful projects in <i>The Handbook For The Effective SACRE</i> and on the NASACRE website;</p> <p>Encourage SACREs to meet in a variety of venues, including schools and places of worship;</p> <p>Share good practice exemplars through the <i>SACRE News</i>, through conferences and on the NASACRE website;</p> <p>Support individual members in developing links between their faith communities, the SACRE and schools.</p>	<p>Higher Education institution in partnership with several SACREs &amp; schools</p> <p>NASACRE Executive with faith community leaders</p> <p>NASACRE Executive</p> <p>NASACRE Executive with the Inter Faith Network</p> <p>NASACRE Executive</p> <p>Individual SACREs</p> <p>NASACRE Executive</p>	<p>2008/9</p> <p>2007/8</p> <p>2007</p> <p>Annually from 2008</p> <p>2007/8</p> <p>2007</p>	<p>Clear guidance on promoting community cohesion and religious harmony in place and in use in classrooms;</p> <p>Greater understanding of the nature and purpose of RE and its potential for developing community cohesion;</p> <p>All SACREs' development plans reflecting the priorities of their LA's C&amp;YP's Plan;</p> <p>Young people involved in dialogue in their local communities, encouraged and supported by their SACRE;</p> <p>Good practice shared and discussed by all SACREs</p> <p>SACREs providing a model of community cohesion in practice</p> <p>SACREs providing effective links between schools and local faith communities to enrich learning experiences in RE</p>	<p>50,000</p> <p>Costing covered in area 1</p> <p>1,000</p> <p>20,000 annually</p> <p>Costings covered elsewhere</p>

**Objective E: Building the Capacity of the NASACRE**

AREA	TARGET	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p><b>10.</b> NASACRE capacity building</p>	<p>To ensure NASACRE has the capacity to engage at all levels with the activities in this plan and to secure the successful implementation of all planned activities in order to raise standards;</p> <p>To enable NASACRE to be increasingly effective in networking and supporting SACREs;</p>	<p>Establish professional and administrative support for the work of NASACRE to enable it to carry out necessary duties to provide greater support than is currently possible, as outlined in these proposals;</p> <p>Upgrade the NASACRE website to:</p> <ul style="list-style-type: none"> <li>• host the RE self-evaluation facility;</li> <li>• host paperwork and materials from the training programme, master copies of leaflets etc.;</li> <li>• increase opportunities for SACRE members to share experiences and discuss good practice;</li> <li>• provide support by strong SACREs or individual representatives to those in difficulty or needing support;</li> </ul>	<p>NASACRE Executive</p> <p>NASACRE web manager</p>	<p>2007/08</p> <p>2007</p>	<p>Increase in the effectiveness of local SACREs through sustained and efficient support from NASACRE</p> <p>Effective and productive communication across and between SACREs;</p> <p>Good practice shared consistently and effectively for improvement</p>	<p>30,000 annually</p> <p>1,500 + 500 annually</p>

## APPENDIX A: Monitoring the effectiveness of the plan

AREA	TARGET	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p>Monitoring the success of the plan</p>	<p>To ensure all targets are met;</p> <p>To evaluate the implementation of the plan and assess its effectiveness in strengthening SACREs;</p> <p>To evaluate the impact of this element of the strategy on raising standards in RE and in contributing to community cohesion.</p>	<p>Monitoring the implementation of this area of the Strategy, through:</p> <ul style="list-style-type: none"> <li>• regular reporting to the RE Council and NASACRE Executive on progress towards meeting targets, by all responsible for actions in this plan;</li> <li>• analysis of SACRE reports annually;</li> <li>• critical evaluation of the success and value of training experiences by:                             <ul style="list-style-type: none"> <li>○ trainees;</li> <li>○ trainers;</li> <li>○ SACREs;</li> </ul> </li> <li>• analysis of evaluations for the REC and public scrutiny;</li> <li>• external review by an independent consultant on the overall outcomes of planned actions, measuring success against the identified 'critical success factors' and regular reporting back to REC;</li> </ul>	<p>NASACRE Executive</p> <p>QCA</p> <p>New and existing SACRE/ASC members undertaking training;</p> <p>External consultants</p>	<p>For every REC meeting</p> <p>Annually</p> <p>At the end of every training course;</p> <p>Annually</p> <p>2008/9</p>	<p>Reports received and discussed; progress monitored;</p> <p>Recognition in SACRE reports of the impact of the planned action on standards;</p> <p>New and existing members positive about benefits of training;</p> <p>Positive independent reports received;</p> <p>Recognition of the impact of planned actions on the effectiveness of SACREs and RE standards in school</p>	<p>2,000 annually</p> <p>1,000 annually</p> <p>7,000</p>



APPENDIX B MISSING  
**APPENDIX C: An Example of SACRE Monitoring through the Agreed Syllabus Cycle**

Year	Cycle activity	Through, for example:	Ongoing activities	Resources
Agreed Syllabus	Review	<ul style="list-style-type: none"> <li>critical evaluation of existing agreed syllabus;</li> <li>awareness of potential impact of NFRE on raising standards;</li> </ul>	Analysis of public examination data annually;	Adviser days; Accommodation for meetings;
Agreed Syllabus + 1	Evaluating initial impact of syllabus	<ul style="list-style-type: none"> <li>sampling school plans;</li> <li>questionnaires to schools;</li> </ul>	Analysis of end of KS data;	Supply cover for teachers' working groups;
Agreed Syllabus + 2	Evaluating ongoing impact of syllabus	<ul style="list-style-type: none"> <li>sampling pupils' work;</li> <li>questionnaires to pupils;</li> <li>interviews with pupils;</li> </ul>	In-service training for SACRE members on interpreting and using data;	Travel expenses for attendance at meetings;
Agreed Syllabus + 3	Evaluating embedded impact of syllabus on standards	<ul style="list-style-type: none"> <li>use of the RE Self Evaluation Form in eg:10% of schools</li> </ul>	In-service training for SACRE members on use of school SEF;	Publication costs for revised/new agreed syllabus.
Agreed Syllabus + 4	Preparing for review	<ul style="list-style-type: none"> <li>school survey/focused consideration of particular areas of AS effectiveness</li> </ul>	Year on year budget planning for cycle activity incorporated in SACRE	Development plan
Agreed Syllabus + 5	Review	<ul style="list-style-type: none"> <li>setting up ASC;</li> <li>questionnaire to schools and analysis of responses;</li> <li>analysis of available and useful data over 5 years of AS;</li> <li>analysis of local community demographics to ascertain appropriate coverage;</li> <li>survey of national developments in RE;</li> <li>rewriting syllabus, if required;</li> </ul>		

<p>At any time, if there is a need</p>	<p>In depth evaluation of provision and standards in any key stage as necessary, eg: in KS 3 where GCSE standards have dropped.</p>	<ul style="list-style-type: none"> <li>• analysis of school(s) results;</li> <li>• analysis of school(s) RE SEF returns;</li> <li>• analysis of percentage of specialist/ non-specialist RE teaching;</li> <li>• survey of specialist/non-specialist subject leadership.</li> </ul>	
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## APPENDIX D: Postscript Advanced SACRES

### Definition from the Ofsted SACRE Self-Evaluation tool.

will be concerned with innovation and sharing good practice to sustain the momentum and success.

SACREs at this stage will have very effective practice. Members will have a shared vision and understanding of their aims and purpose, and will seek to sustain their positive work in the light of changing needs and priorities. Meetings will be very purposeful and focused on the major priorities for improvement in schools. There will be a very effective partnership with the LEA, and SACREs will be well supported by subject specialist advice, training and funding. They will be very well informed about the quality and provision for RE and collective worship in schools, and about wider LEA and national priorities and developments. The process of reviewing, revising, implementing and evaluating the locally agreed syllabus will be very robust, ensuring that schools are well supported in their work. Objectives at this stage

### Key targets might include:

- extending the range of initiatives taken to improve standards and quality in schools
- ensuring pupils' progress can lead to recognition of achievement through, for example, GCSE accreditation
- exploring ways of sharing good practice more widely with other SACREs and schools.
- improving the ways in which evidence is gathered about standards and the quality of provision in schools, particularly in the light of changes in the nature of Ofsted inspections
- developing the ways in which the SACRE can contribute to the promotion of social and racial harmony.

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