

Standing Advisory Council for Religious Education (SACRE)

Thursday 10 February 2022 at 4.30 pm

This will be undertaken as an online virtual meeting

Membership:

Chair: Basma ElShayyal (Chair)

Vice Chair: Helen Mooney

Advisers:

- Lesley Prior

Representatives of:

- Local Authority
- Church of England
- Brent's other faiths and denominations
- Teachers

For further information contact: Andrew Phillips, Governance Officer
Tel: 020 8937 4219; Email: Andrew.Phillips@brent.gov.uk

The SACRE meeting will be open for the public and press to attend as an online virtual meeting. The link to view the meeting live will be available [here](#)

Agenda

Item	Page
1 Welcome and Introductions	
2 Election of Chair and Vice-Chair	
To undertake the annual election of the SACRE Chair & Vice-Chair.	
Members are asked to note that in accordance with the SACRE Constitution:	
<ul style="list-style-type: none">• The local authority has agreed not to exercise their right to appoint the Chair and Vice Chair, meaning the appointments will be a matter for SACRE to agree; and• The appointment of Chair & Vice Chair will be for a one year term of office covering the 2021-22 academic year, with future elections to take place at the last SACRE meeting of each academic year.	
3 Minutes of the previous meeting	1 - 5
To consider and approve the minutes from the last SACRE meeting, held on 14 October 2021.	
4 Determinations	6 - 30
4.1 To consider the determination for the following schools:	
(a) Phoenix Arch School (Members are the asked to note that the relevant minute extract from the School Governing Body in support of the application will be circulated in advance of the meeting)	
(b) Preston Park Primary School	
4.2 To note the following school(s) with an expired determination:	
<ul style="list-style-type: none">• Uxendon Manor School (should their application be submitted prior to the meeting this will be circulated for members consideration)	
5 SACRE Annual Report 2020/21	31 - 41
Members are asked to consider and comment on the initial version of the	

Draft SACRE Annual Report for 2020/21, prior to it being finalised for approval.

6 Religious Education National and Local Update

To receive a verbal update on any local and national issues relating to the provision of RE and collective worship.

7 NASACRE Briefing

42 - 52

To receive and consider the latest NASACRE Briefing from December 2021.

8 Any Other Business

8.1 Programme of dates for meetings during 2022/23

To consider the programme of dates for 2022/23.

Provisional dates identified for meetings during 2022/23 are as follows:

- Thursday 23rd June 2022 at 4:30pm
- Thursday 6th October 2022 at 4:30pm
- Thursday 9th February 2023 at 4:30pm

SACRE are asked to consider the above schedule of dates, which (subject to any comments or changes) will be confirmed following the meeting.

MINUTES OF THE STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Held as an online virtual meeting on Thursday 14 October 2021 at 4:30pm

Attendees (in remote attendance):

GROUP A <i>(A committee of persons representing such Christian denominations and other religions and denominations of such religions as, in the opinion of the authority, will appropriately reflect the principal religious traditions in the area)</i>	Sheralyn Snaith (Baha'i) Manhar Mehta (Jainism) Bhupinder Basin (Sikhism) Michelle Goldsmith (Humanism)
GROUP B <i>(A committee of persons representing the Church of England)</i>	Steve Taylor
GROUP C <i>(A committee of persons representing such associations representing teachers as, in the opinion of the authority, ought to be represented, having regard to the circumstances of the area)</i>	Helen Mooney (Chair) Florence Quainoo Kim Wilson
GROUP D <i>(A committee of persons representing the authority)</i>	Councillor Orleen Hylton Councillor Neil Nerva

In attendance:	Lesley Prior (RE Advisor/Consultant to SACRE) Brian Grady (Brent Council OD Safeguarding, Partnership & Strategy) Helen Tulloch (Brent Council Governor Support Coordinator) Andrew Phillips (Brent Council – Governance Team) James Kinsella (Brent Council- Governance Team) Also present: Councillor Stephens (Lead Member Education, Employment & Skills – Brent Council) Suzan Tokcan (Humanism – alternate member attending as an observer)
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1. Welcome and apologies:

It was reported that apologies for absence had been received from Basma El-Shayyal (as Chair). Helen Mooney (as Vice-Chair) advised that she would therefore chair the meeting and thanked members of SACRE for their attendance.

2. Election of Chair

Given the apologies for absence submitted by Basma El-Shayyal (Chair) it was agreed that the election of Chair/Vice-Chair for the 2021/22 academic year be deferred until the next meeting of SACRE.

3. Minutes of the last meeting

It was **RESOLVED** that the minutes of the previous SACRE meeting held on Thursday 22 June 2021 be approved as an accurate record.

4. Determinations

Lesley Prior (RE Advisor and SACRE consultant) introduced the item, with SACRE being asked to consider the application for a determination received from Roe Green Junior School.

In considering the determination application SACRE were asked to note:

- The work undertaken to support the school with their application, which it was confirmed had met the necessary requirements including consultation with governors, pupils and parents.
- There was no specific requirement within the current application process for schools to provide examples of how worship would be undertaken in practice, although NASACRE was currently working on further guidance related to collective worship including the determination process. The guidance could be shared once available along with examples, as required, of best practice within schools in relation to collective worship.

Having considered the application it was unanimously **RESOLVED** (with each of the four membership groups voting in favor) to approve and grant the renewal of the determination for Roe Green Junior School. It was noted that in accordance with DfE guidance the determination would be backdated to the date on which the previous determination was originally due to have expired, with the school to be advised accordingly.

In terms of outstanding expired determinations SACRE noted the ongoing contact with all schools regarding their determination status and an application still outstanding from Uxendon Manor. Given the advice previously provided to

SACRE from the DfE that any initial determination extensions allowed during the pandemic should now come to an end and new applications be submitted, it was **RESOLVED** that further contact be made with the school:

- (a) to offer support and encourage the submission of a new determination application; and
- (b) to confirm, pending any new determination being submitted and approved, that given the guidance from the DfE their previous determination had now lapsed meaning they would be required to offer collective worship of a broadly Christian character.

5. SACRE Annual Report 19/20 and 20/21

5.1 2019/20 Annual Report

SACRE received a final draft of the 2019/20 Annual Report from Lesley Prior, which members were being asked to approve for final sign off.

Members thanked everyone involved in preparing the final draft for comment and approval and as no additional comments were highlighted it was **RESOLVED** to approve the 2019/20 Annual Report.

5.2 2020/21 Annual Report

In terms of the 2020-21 Annual Report, Lesley Prior advised that NASACRE had now completed work on the development of a standard template for SACRE Annual Reports, which had been designed as a means of providing a more consistent approach and reflecting and sharing best practice. This had been released the week prior to the SACRE meeting and as a result work to prepare the 2020/21 Annual Report was now underway based on the new template, with it noted that a further update and draft would therefore need to be provided for the next meeting in February 2022.

It was therefore **RESOLVED** that a final draft of the 2020-21 Annual Report should be presented to the next meeting for sign off, which would be based on the new standard template.

6. Religious Education National and Local Update (Brent workforce data)

In providing an update on local and national issues relating to the provision of RE and collective worship, Lesley Prior presented SACRE with the details on the release of school level data from the 2020 DfE School Workforce Census relating to the provision of RE from those schools sampled in Brent. In considering the update SACRE was advised:

- Of the need to recognise that SACRE would have no direct remit over any of the schools included on the sample list which were outside the control of the Local Authority i.e. Voluntary Aided, Academies or Free Schools.
- The data provided was on hours taught in subjects RE & Philosophy in years 7 -13. Whilst a useful starting point, SACRE noted that the data should not be treated as a definitive indicator provision being offered within schools and the fuller position needing to be considered alongside other information such as the school website, public examination results (where available) and school visits. As an example it was pointed out that not all schools had reported RE or had classified it under a different subject heading such as Philosophy and Ethics, making the collection of data more difficult.
- In terms of terms of the overall position regarding provision this had highlighted a mixed picture with increases in some areas but decreases in others.
- The aim in providing the data had been to enable SACRE to consider the position locally and what, if any, further action it was felt needed to be taken in reminding schools of their obligations in relation to the offer of RE on the curriculum.

Whilst noting the limited remit in terms of schools outside the direct control of the Local Authority, SACRE were advised that this would not prevent them contacting each school in order to clarify the position regarding their legal obligations in relation to the offer of RE, which would also be included as part of the funding arrangements for Academies. Members were supportive of this approach, with the preference for a reminder to be issued on behalf of SACRE regarding all schools of the need to ensure these obligations were being reflected in terms of the offer provided for RE, which Lesley Prior advised she would be willing to prepare.

As no further issues were raised it was **RESOLVED** to note the update provided.

7. **NASCRE Briefing**

SACRE noted the update provided with the agenda in relation to NASACRE, including the 2021-22 training programme. Members were also advised that the date had been set for the next NASACRE Annual AGM and Conference, which would be taking place on 23 May 2022 in Birmingham. This would include Dr Richard Kueh as a keynote speaker, who members were reminded had been appointed as the Ofsted subject lead for RE. It was agreed that a representative from SACRE would be nominated to attend at the next meeting in February 2022.

Members also noted the updated included within the NASACRE bulletin circulated as part of the agenda, regarding the arrangements and programme for Inter Faith week, which would be taking place between 14 – 21 November 21. Members were referred to the Inter Faith week website, which contained a newly

established section for schools and included a number of resources for those wishing to hold events. Lesley Prior advised she would include further details and the relevant links within the regular newsletters provided for local schools.

As no further issues were raised SACRE **RESOLVED** to note the update provided

8. Any other business:

The following issues were raised as matters under Any Other Business:

81. Agreed Syllabus Update

- An update was provided on the status of the work being undertaken to complete the agreed syllabus review. Brian Grady (OD Safeguarding, Partnership & Strategy) advised SACRE of the feedback received to date from teaching and faith groups in support of the development and mapping of the syllabus and supporting materials, which would now need to be checked and shared on a wider basis over the next term. It had been recommended that a Sub Group of the Agreed Syllabus Conference be convened in order to lead on this process with a view to arranging a full Agreed Syllabus Conference towards the start of 2022.

9. Date of Next Meeting

It was noted that the next SACRE meeting had been scheduled as follows:

- Thursday 10 February 2022 – 4:30pm (to be held as an online meeting)

The meeting closed at 5.30pm

HELEN MOONEY
Vice Chair in the Chair

Phoenix Arch School Determination

APPLICATION FOR A DETERMINATION

That Section 394 (1) of the Education Act 1996 should NOT apply to a school.

1. Name of School:
Phoenix Arch School
2. Head Teacher:
Jude Towell
3. Pupils to whom application applies:
<input checked="" type="checkbox"/> This application applies to the whole school.
4. Outline reasons for application:
<p>Bearing in mind the large percentage of non-Christian students attending Phoenix Arch School, it could be argued that worship other than that they willingly partake in, as part of being a follower of their own religion, would be deemed as contrary to the teachings of their faith.</p> <p>In keeping with the Brent Model Approach, at Phoenix Arch we do not promote any particular faith and collective worship assemblies include all students. We think this is beneficial for the whole school community in the light of the diverse faith traditions and backgrounds of all children and adults. Please read our school policy, attached, for further information.</p> <p>To provide collective worship "wholly or mainly of a broadly "Christian character", would therefore be unsuitable for the majority of our students. Especially as this is an SEN provision and pupils could become confused if only Christian faith is promoted during acts of worship.</p>
5. Outline details of consultation with governors:
<p>The application will be discussed at the Governors' meeting on 2nd February 2022 The Governors approval will be shared with you after the meeting when the minutes have been ratified as correct.</p> <p>The Head teacher has informed governors that SACRA is due to be applied for and has shared the letter with them, which she has sent to parents and carers: seeking their views on</p>

the intention to apply for a further 5 year term for SACRE multi-faith religious syllabus.

6. Outline of details of consultation with parents:

A letter was sent to parents on 05/01/2022 (copy enclosed) informing them of the Head teacher's decision to renew a determination based on evaluation of present practice, and inviting them to respond if they objected.
No parents objected to this application and some parents sent positive responses.

7. Outline of proposed provision for collective worship

We have been following SACRE's 'Model Approach' since we were previously granted a determination, and wish to continue to do so our policy on collective worship (included) is based on the 'Model Approach.'" and our programme of collective worship demonstrates the 'Model Approach.

8. Signature of Head Teacher:

Application to SACRE for a determination

DATE

Dear Parents/Guardians/Carers,

All schools are required by law to provide a daily act of collective worship for all pupils. This should be 'wholly or mainly of a broadly Christian character' unless a school has what is referred to as a 'determination'. In Brent this means that schools then have the choice of following a multi faith approach recommended by Brent SACRE (Standing Advisory Council on Religious Education) or following an approach devised by the school.

At Phoenix Arch we do not promote any particular faith and we aim to provide collective worship that can include the whole school community, pupils and adults. Collective worship contributes to pupils' spiritual and moral development and can help to develop the values shared by the whole school community.

For the past 5 years we have had a 'determination' and have been following the Brent SACRE's multi faith approach. The school governors have decided that it would be suitable for our school to continue this. A 'determination' must be renewed every five years. The time has come to do this again, and before we apply to Brent SACRE for this we would like to seek your views. If you do not agree with our decision please return the slip below. I would also very much like you to contact me so that I can hear your concerns.

If we do not hear from you we will assume that you agree with our decision.

Yours sincerely,

Head teacher

I, _____ do not agree with the school's proposal to continue the multi faith approach to collective worship.

Religious Education and Collective Worship Policy at Phoenix Arch School

Legal Requirements of RE and Collective Worship

It is a legal requirement that all registered school age pupils take part in an act of worship each day. The majority of acts of worship must be of a “broadly Christian character”, and those that are, must reflect the broad traditions of Christian belief without being denominational. They must also be “appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils”.

In order to encourage all pupils and staff (from Christian, to other religious or non-religious backgrounds) to willingly participate together in collective worship Brent SACRE (Standing Advisory Council on Religious Education) provides a model approach.

Phoenix Arch School has a ‘determination’ from SACRE to lift the requirement of the Education Act 1996 that collective worship should be “wholly or mainly of a broadly Christian character”. Phoenix Arch School follows the SACRE Model Approach. This facilitates a version of collective worship that eases and promotes a polite and vigorous expression of faiths and a dialogue between them by providing a clear ‘frame’ through which religious and non-religious material and practice can be introduced.

The second of the National Curriculum’s two aims is: ‘to promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life’.

As a school we are sensitive to the needs of our children and consider the background that our children come from. Therefore, the faith background of both the staff and the child’s family is respected at all times. Phoenix Arch School endeavour to provide as many achievable high quality acts of worship as we can in order to uphold this legislation.

The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from collective worship. If a parent asks for their child to be wholly or partly excused from attending collective worship at the school the school must comply unless the request is withdrawn. Any parent who wishes to exercise this right should consult the head teacher. Teachers may also withdraw from collective worship.

Collective worship-definition

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

Collective Worship contributes significantly to the ethos of our school and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

Aims and Objectives of RE and Collective Worship

Phoenix Arch School believes that collective worship encompasses all aspects of school life and all areas of the curriculum. It reflects and nurtures the ethos of the whole school and reinforces positive attitudes. In particular, worship at our school develops the feeling of belonging to a community which is essential for personal development and spiritual growth. The caring ethos of the school and the spiritual, moral, social, and cultural development of the whole child are reflected in our times of worship, when we consider spiritual and moral issues and explore personal beliefs.

Principles for Early Years' education recognise that, in order to learn most effectively, children need to feel **included, secure and valued**. It is important that there are **positive relationships** between parents and adults in the school. A seamless transition between home and school is fundamental to learning within the school setting, and learning needs to build on what children already experience, know and do.

These principles apply equally to every stage of a child's learning.

Effective collective worship in school can provide this connection between home and school, between the values and beliefs a child experiences at home and those experienced at school. Through effective collective worship the child can feel included, secure and valued. The child can develop respect and understanding of the beliefs, values and cultures of other people. Through collective worship each child can contribute to the development of the school's values and to the development of the school as a respectful community.

Effective collective worship provides children with an experience of stillness and reflection which:

- is usually difficult for them to achieve in their busy day
- is integral to spiritual development

- helps them focus on their developing beliefs and values
- gives them space to consider the mystery which is at the heart of life
- supports their emotional development

Through our collective worship we aim to provide a caring and safe environment for children to:

- Develop an awareness of their own beliefs and values as individuals and the beliefs of others, both religious and non-religious and the values of the school community
- Encourage respect for those who have different beliefs and values to our own
- Explore their understand their own feelings and the feelings of other people in everyday situations and beliefs
- Encourage pupils' spiritual, moral, cultural development
- Provide opportunities to acknowledge and celebrate festivals of major world religions
- Develop an awareness of themselves as individuals within the school and wider community
- To develop community spirit and a shared ethos, values and positive attitude

At Phoenix Arch we take into account children's views. Children created their own child-friendly term for collective worship and mindfulness. We use reflection time positively to develop a deeper understanding of self and others.

PLANNING

At Phoenix Arch School we combine our acts of worship with assembly and class work helping to ensure that worship takes place within a broad educational framework. Assemblies are conducted in a manner that is sensitive to the individual faiths. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it will address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' to their own experience. A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship.

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

The Organisation of Collective Worship

Collective Worship is organised to provide a variety of groupings and will take place in the school hall or the classroom. Collective acts of worship are incorporated into whole school assemblies, class based weekly sessions and RE lessons.

Monitoring, Evaluation and Review

The head teacher and the governors will monitor and review this policy.

Preston Park Primary School Determination

APPLICATION FOR A DETERMINATION

That Section 394 (1) of the Education Act 1996 should NOT apply to a school.

1. Name of School:
Preston Park Primary School
2. Head Teacher:
Georgina Nutton
3. Pupils to whom application applies:
<input checked="" type="checkbox"/> This application applies to the whole school.
4. Outline reasons for application:
<p>Preston Park Primary School would like to renew its determination and continue to deliver the Brent advised multi faith approach which has been followed for over 10 years and is now embedded in all our teaching and practice. The school is situated in a multi-cultural area of London, and a high percentage of non-Christian children attend Preston Park Primary School.</p> <p>Our children are not directed to follow the faith or teachings of a particular religion which may compromise their individual beliefs, instead they are taught to value the opinions of those from other religions; diversity is recognised and respected during reflection time.</p> <p>Those pupils who have a faith use the reflection time to consider issues in the light of their religious beliefs and to pray or worship internally as they feel appropriate whilst those pupils who don't have a religious belief have the opportunity to reflect and make a personal internalised response to the same stimulus. The children are also able to enter into dialogue with those of faith, enabling both believers and non-believers to appreciate each other's stances.</p> <p>Pupil's views were taken into consideration from across the school</p>

when considering a renewal of the determination. Pupil's showed overwhelming interest in being reflective and inclusive of the school community. They felt they wanted to continue to learn about their friend's views and beliefs and stated that even though they followed a particular faith different to that of their peers, they noticed similarities in then core messages of other faiths.

Currently, Preston Park follows the Brent Model Approach, through class discussions, reflection time, phase assemblies and celebration assemblies.

Recently, children in Year 4 attended a visit offsite to learn more about the festival of Diwali, sharing traditional stories, a puppet show, songs and dance, all children were encouraged to actively participate in the events. Children have recently in a production of the nativity in Reception and Year 1, as well as learning and singing Christmas carols. On another occasions, children presented their learning on the importance of Chinese New Year for the Chinese community and the messages of helping and sharing with those less fortunate were discussed during the time of Harvest. Some children participated by storytelling, through drama or through readings and those with non-religious values were also able to participate.



Pictures from Diwali celebration at 'The Yellow'

5. Outline details of consultation with governors:

The application was discussed at a full governing board meeting on 16.12.21. All governors were in agreement with the application and there were no questions raised or objections.

6. Outline of details of consultation with parents:

A letter was sent to all parents via the school electronic communication system (Operoo), expressing the school intentions to apply for the determination and to invite parents to respond. (See copy of the letter attached).

Five parents responded and their comments included:

"Hello sorry rong my my dother is ortodox not cristians tanks"

Parent was contacted to inform them of what SACRE is – parent had no further comments to add.

"I'm moslem I respect all religion but every body can use his religion what ever he believes"

Parent was contacted to inform them of what SACRE is – parent had no further comments to add.

"I'm with all religion but everybody can use his religion what ever he Believe"

Parent was contacted to inform them of what SACRE is – parent had no further comments to add.

There have been no objections to the application of determination.

Outline of consultation with children:

"We should celebrate all religions – I think it is a good thing to celebrate everyone."

"We have a lot of different religions at Preston Park and we shouldn't just focus on Christianity."

"My religion (Islam) says that we should respect everyone's religion."
Another child also agreed with this.

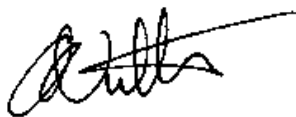
7. Outline of proposed provision for collective worship

- Collective worship is delivered through school assemblies in part, contains opportunities for worship and reflection of the beliefs and

values of individuals. Recognising that a school contains a diversity of beliefs, there are opportunities for individual prayer or reflection as well as elements underlying the values which the faith communities have in common.

- Our rotating system of festival celebration supports the multi-racial, multi-faith ethos of the school.
- Our Collective Worship is organised in a variety of groupings, including whole school, year group worship and reflection. Sessions are led by the head teacher, deputy head teacher, assistant head teachers, year leaders or individual class teachers.
- A variety of approaches are used, including stories, poetry, readings, plays, dance and songs, with children's active involvement.
- Reflection time allows for the children to reflect widely on the school's core values, British values and the rights of children.
- There are many opportunities to include a celebration of the children's achievements and to promote a positive and reflective atmosphere throughout the school.

8. Signature of Head Teacher:



Collective Acts of Worship Policy 2021

Preston Park Primary School

Learning Today, Leading Tomorrow



Our Why

Our children have the right to a world class education
Our children have the right to be safe
Our children have the right to be valued as an individual
Our children have the right to play
Our children have a voice

Our Vision

We are safe, happy and kind at Preston Park
We ignite a love of learning that will last a lifetime
We are curious learners confident to take risks
We are world changers!



Our Values

Resourceful
Reflective
Responsibility
Resilient
Reciprocity
Respect

Our vision, our values and our rights underpin all our policies; the education we deliver and are core to all our work. Article 3 of the United Nations Convention on the Rights of the Child states that: **The best interests of the child must be a top priority in all decisions that affect children. This policy has been created with this in mind to keep the children at Preston Park safe, happy and with a love for learning.**

Last review	Reviewed	Next Review
September 2021	Annually	September 2025

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1. Overview

The Collective Worship Policy at Preston Park Primary School pays due regard to statutory requirements, and has taken account of the guidance offered by the LA through its SACRE.

In line with the 1988 Education Reform Act and the 1996 education Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', and in recognition of the fact that the majority of our pupils are practicing members of other faiths we base our assemblies on those aspects of Christian teaching that are shared with other faiths.

The Collective Worship Policy of Preston Park Primary School is consonant with the vision and values of the school. Assemblies are conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school.

2. Definition of Collective Worship

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

3. Aims of Collective Worship

For the School:

Collective Worship contributes significantly to the ethos of Preston Park Primary School and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement
- explore together the world in which we live
- develop a community spirit

For the Pupils:

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- worship God
- reflect on that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reflect on the direction of their lives
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human
- consider the wonders and worries of the world

4. The Contribution of Collective Worship to aspects of the Curriculum

Collective Worship time is distinct from curriculum time. However, in Preston Park Primary School, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives.

The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it will address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.

5. The Management of Collective Worship

The Religious Education lead will plan, monitor and evaluate acts of Collective Worship.

6. The Organisation of Collective Worship

Collective Worship is organised to provide a variety of groupings and will take place in the school halls or the classroom.

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of the pupils.

Collective acts of worship are incorporated into whole school assemblies.



Preston Park Primary School: Minutes of the Full Governing Body
16th December 2021, 5.30pm - Preston Park Primary School

Register of Attendance

Meeting Attendees:

Name of Participant	Role
Georgina Nutton (GN)	Ex Officio – Headteacher
Hari Varanasi (HV)	Governor and Chair
Jay Varsani (JV)	Governor
Jane Noy (JN)	Governor
Oli Lestner	Governor
Siobhan Ali	Contributor

Apologies:

Name	Role
Marie Cusack	Governor
Katarina Kassouf	Governor
Ranjna Shiyani - No apols	Governor
Lanre Agbetayo - No apols	Governor

Clerked by Deepti Bal, Clerk to Governors – Preston Park Primary School

Minutes of Full Governing Body

	Agenda Item
1.	Welcome and Introductions HV welcomed attendees.
2.	Apologies for Absence Apologies from MC and KK were noted. RS and LA were absent.
3.	Declarations of Interest None.
4.	Minutes of the Previous Meeting and Matters Arising Minutes of the previous meeting were approved as a true and accurate record.
5.	<p>Subject area presentations</p> <p>GN welcomed Sarah (Geography Lead) and Jaspreet (AHT, Maths Lead).</p> <p><u>Maths</u> Jaspreet provided an overview of the maths curriculum:</p> <p>The desire is that the maths curriculum allows children to solve problems and ensures fluency – this is the curriculum intent.</p> <p>Since 2017, the school has followed a mastery curriculum. The mastery approach, as well as the national curriculum, places emphasis on children becoming fluent in the fundamentals of maths.</p> <p>Intent is driven by the DfE Mathematics Guidance (KS 1 and 2) which highlights the importance of coherence. This allows for greater connections to be made across the curriculum.</p> <p>In the development of the curriculum, the school was guided by the EEF and the DfE publication on ‘Teaching a broad and balanced curriculum for education recovery’.</p> <p>The EEF’s approach is to acknowledge the importance of manipulatives as powerful tools for supporting children.</p> <p>The school is following the National Centre of Excellence in the teaching of Mathematics Professional Development Spines. They produce small steps to help with a coherent curriculum and support teacher subject knowledge. It also supports sentence stems which help children learn the vocabulary of maths.</p>

The NCETS teacher for mastery approach is built upon the five big ideas and supports children to use concrete, pictorial and abstract representations.

The school uses a CPA approach. The three stages of learning are Enactive (when children use manipulatives), Iconic (pictorial) and Symbolic (abstract).

The school uses a spiral curriculum to teach elements of concepts and learn in context. Context questions are built in through peer models of learning, bringing in other subjects to practice mathematical concepts. This will be developed further this year.

Jaspreet shared examples of core representatives and the use of representations to support a number of relationships.

Jaspreet underlined the importance of progressively unfolding mathematics – the lessons build upon learning in small steps and ensuring a coherent curriculum.

Jaspreet shared how implementation was addressed in the maths curriculum across the Key Stages. The school aims to develop independent skills and fluency.

Jaspreet shared the impact of the learning and how well children could work well independently and use the skills which they had learnt. Governors reviewed the examples of work by the children.

Jaspreet is now leading as a PD accredited as a Teacher for Maths Mastery and identified some next steps.

HV asked to follow up as a Governor Visit on the area of Maths.

Geography

Sarah shared examples of children discussing what Geography meant to them.

In geography, options are taught once per term, across a six week period.

The geography topics are closely linked to the overarching theme, core books and writing topics to ensure a cross-curricular approach.

From overarching themes, the programme of study is developed into four key areas. Teachers have a medium term plan, six weeks in advance. Leaders know the journey which the children are expected to undertake in the six week cycle, and staff are supported by professional conversations. Planning this way ensures consistency, curriculum coverage and confidence.

	<p>Cultural capital opportunities are embedded into the curriculum – these include trips, whole school events and enrichment activities. This instils a love of learning while applying the national curriculum.</p> <p>The original staff questionnaire identified where there were gaps in resources and confidence around assessments. This has now improved significantly, as reported in recent questionnaires.</p> <p>Impact is measured closely and progress of individual students is carefully tracked. Impact is also captured through videos which capture dialogues and conversations.</p> <p>The school also takes part in global and current events (COP26), eco-clubs, and links with schools in Brent and nationally.</p> <p>Next steps are developing an eco club, developing subject knowledge and impact.</p> <p>Governors thanked Sarah and Jaspreet for their presentations.</p>
6.	<p>Governor Appointments</p> <p><u>Appointment of Ketan Sheth (KS)</u> KS is a councillor in the London Borough of Brent, having been first elected in 2010. He is Chair of Brent Council’s Community and Wellbeing Scrutiny Committee and Chair of the North West London Joint Health Scrutiny Committee.</p> <p>KS is an experienced commercial solicitor, based in London. He has worked for several law firms in either Central London or the Home Counties and, previously, for a number of years for the Law Society. In his early years in the legal profession, he successfully managed a Judicial Review in the High Court - Regina -v- Harrow Justices ex parte Jordan – which was considered to be a landmark ruling concerning an offence committed by a defendant on licence and was widely reported, cited and followed in subsequent cases. Additionally, he is a member of the Chartered Institute of Arbitrators and a member of the Institute of Revenues, Rating and Valuation.</p> <p>KS also sits on a number of public bodies, including as Chair of the Valuation Tribunal for England and the Lead Governor of Central and North West London NHS Foundation Trust.</p> <p>KS enjoys many community events and GN felt that he would work well with the school community.</p>
7.	<p>Headteacher’s Report</p>

	<p>GN has shared data on Autumn Term progress, and this is available on GovernorHub.</p> <p>SA explained that children have made significant progress and the NFER tests show that children have performed well. Seven children did not meet the standard – all of whom are high needs SEND pupils or new SEND arrivals.</p> <p>A new phonics lead joined in September with the SLT leading between January and September.</p> <p>SA explained that, despite two closures, children have made progress. Of the children specifically targeted, only one failed to achieve expected levels of progress.</p> <p>GN thanked Governors for authorising the sum of £16k to be spent on additional books.</p> <p>JN explained that her Governor report is on GovernorHub.</p> <p>JN was impressed with the energy and passion of the phonics leader. In terms of Ofsted, Governors need to be monitoring phonics closely, as this sets children up to access the curriculum.</p> <p>JN was also impressed by the quality of provision. The resources are well kept and looked after. Each child has a book sent home at the level which they are reading at.</p> <p>HV asked about Ofsted and if there is any possibility that they will visit the school in the near future.</p> <p>GN explained that Ofsted are targeting Outstanding schools for inspection first.</p>
8.	<p>Funding Report</p> <p>GN confirmed that the funding report has been made available to Governors. The strategy sets out how money is spent across the year and the outcomes of last year's spend. The Sports Premium report also sets out funding, allocation and impact.</p> <p>GN took an action to bring the Catch Up Premium spending to the curriculum committee.</p> <p>Attendance is 96.4% for December, above the national average.</p> <p>12 safeguarding referrals have been made. There are four open child protection cases, 12 CIN and two LAC.</p>

9.	<p><u>Covid-19 Update</u></p> <p>GN confirmed that the risk assessment is in place.</p> <p>The school has implemented the DfE amber protocol, due to the recent spike in Covid-19 infections.</p> <p>The school will be fumigated in January. GN is uncertain whether there will be another lockdown but resources have been prepared for online education. This includes lists of devices and identifying children who will be given these.</p> <p>HV asked if the school would return on Amber status in January.</p> <p>GN confirmed that the school will not - it will be Green.</p>
10.	<p>Policies</p> <p>The Code of Conduct was reviewed and approved by Governors. This is a Brent Policy - updated in line with KCISE updates and additions to digital aspects.</p> <p>JN asked how staff were made aware of policies? GN confirmed that this was done by email and shared on the Staff Drive.</p>
11.	<p>SACRE</p> <p>SA has written to parents to renew the SACRE designation.</p> <p>The school is in a multicultural area and pupils are taught to value and respect all religious beliefs.</p> <p>The school follows the Brent model through phase assemblies and reflection time.</p> <p>SA shared an example of children learning about Diwali and other faiths.</p> <p>In relation to seeking views, it was noted that there were only five parental responses, none of which objected to the application.</p> <p>SA shared the outline of the proposed programme.</p> <p>Governors confirmed that they approved the SACRE consultation and were happy for SA to proceed with the application submission.</p>

12.	AOB Governors confirmed that the Pay Committee met earlier in Autumn, and had reviewed GN's pay recommendations for staff. HV confirmed that GN's performance management took place and a write up from Nick Butt is available.
13.	PART TWO - CONFIDENTIAL ITEMS

Accepted as a true and accurate record by the Chair of Governing Body:

ANNUAL REPORT 2020-21

LB BRENT STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

January 2022

This LB Brent SACRE Annual Report is presented in the new format developed by NASACRE in conjunction with the DfE for use from September 2021.

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1. Introduction

1.1 Foreword from the Chair of SACRE 2020-21

To be added!

Basma Elshayyal

1.2 Religion and Belief in LB Brent

The London Borough of Brent is (one of?) the most diverse area(s) in the country in relation to religions and other world views and is also the most diverse locality in the UK by country of birth. The composition of its Standing Advisory Council for Religious Education (SACRE) and Agreed Syllabus Conference (ASC) reflects this. Although the following statistics from the 2011 National Census are now somewhat out of date they remain helpful in illustrating the diversity of the Local Authority.

All Usual Residents	311215	
Christian	129080	41.48
Buddhist	4300	1.38
Hindu	55449	17.82
Jewish	4357	1.40
Muslim (Islam)	58036	18.65
Sikh	1709	0.55
Other religion: Total	3768	1.21
Other religion: Animism	0	0.00
Other religion: Baha'i	47	0.02
Other religion: Believe in God	42	0.01
Other religion: Brahma Kumari	88	0.03
Other religion: Chinese Religion	2	0.00
Other religion: Church of All Religion	9	0.00
Other religion: Confucianist	0	0.00
Other religion: Deist	7	0.00
Other religion: Druid	12	0.00
Other religion: Druze	57	0.02
Other religion: Eckankar	15	0.00
Other religion: Heathen	6	0.00
Other religion: Jain	2462	0.79
Other religion: Mixed Religion	122	0.04
Other religion: Mysticism	1	0.00
Other religion: Native American Church	0	0.00
Other religion: New Age	4	0.00
Other religion: Occult	6	0.00
Other religion: Own Belief System	8	0.00
Other religion: Pagan	80	0.03
Other religion: Pantheism	7	0.00
Other religion: Rastafarian	178	0.06
Other religion: Ravidassia	22	0.01
Other religion: Reconstructionist	4	0.00

Other religion: Satanism	0	0.00
Other religion: Scientology	7	0.00
Other religion: Shamanism	1	0.00
Other religion: Shintoism	10	0.00
Other religion: Spiritual	102	0.03
Other religion: Spiritualist	71	0.02
Other religion: Taoist	25	0.01
Other religion: Theism	8	0.00
Other religion: Thelemite	0	0.00
Other religion: Traditional African Religion	16	0.01
Other religion: Unification Church	19	0.01
Other religion: Universalist	10	0.00
Other religion: Vodun	8	0.00
Other religion: Wicca	13	0.00
Other religion: Witchcraft	1	0.00
Other religion: Zoroastrian	152	0.05
Other religion: Other religions	146	0.05
No religion: Total	33054	10.62
No religion: No religion	32267	10.37
No religion: Agnostic	151	0.05
No religion: Atheist	116	0.04
No religion: Free Thinker	5	0.00
No religion: Heavy Metal	14	0.00
No religion: Humanist	40	0.01
No religion: Jedi Knight	460	0.15
No religion: Realist	1	0.00
Religion not stated	21462	6.90

2. Religious Education Statutory Responsibilities

2.1 Background

The London Borough of Brent's Standing Advisory Council on Religious Education (SACRE) is required, in accordance with Section 391(6) of the Education Act 1996, to publish an annual report on its activities. This report summarises its activities during the academic year 2020-21. Its current terms of reference, as laid down by the Education Reform Act 1998, are: "to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit."

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

- It can require the authority to review the Agreed Syllabus on Religious Education.
- It may determine, on application by the headteacher that the requirement for Collective Worship in community schools to be wholly or mainly of a broadly Christian character shall not apply to the Collective Worship provided for some or all of its pupils in a particular school.

- With the authority, to review the support offered for RE teaching, the methods of teaching employed, and teachers' in-service professional development.

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

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

https://www.brent.gov.uk/media/946362/Brent_SACRE.pdf

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

<https://democracy.brent.gov.uk/>

2.2 Locally Agreed Syllabus

By statute, every local authority is required to adopt a Locally Agreed Syllabus (LAS) for Religious Education and to review it every five years. The current LB Brent LAS has been in place for some time, but in recent years has been undergoing a rigorous process of review and revision.

The LB Brent Agreed Syllabus is available via this link:

<https://www.brent.gov.uk/services-for-residents/education-and-schools/student-and-school-information/religious-education/>

2.3 Standards in RE

SACRE members give close consideration to the various national and local developments concerning the provision of RE. Their discussions are prompted by the information provided to the SACRE through the regular updates from teacher members, the RE Consultant and SACRE Adviser and NASACRE Briefings. During 2020-21, SACRE gave particular attention to:

- a publication by Insight UK in relation to the state of Hinduism in RE within UK Schools and noted its findings, while also being clear that the draft of the new LAS requires that aspects of Hinduism should be taught at every stage of education (except where a school's own choices in relation to publicly accredited examination syllabus may prevent this) - the report can be read here:

https://insightuk.org/wp-content/uploads/2021/01/Hinduism-in-RE_Project-report.pdf

- a publication from Ofsted on knowledge in RE – the report can be read here:

<https://www.gov.uk/government/publications/research-review-series-religious-education>

The key findings from both of these reports have also been analysed and evaluated by members of the RE Networks and their implications for planning teaching and learning

considered with care.

2.4 Teacher Training

A Good Practice Network for Subject Leaders for RE in community primary schools continued to run on a termly basis in 2020-21. These sessions are led jointly by Lesley Prior, RE Consultant and Adviser to the SACRE and Stacey Burnam, the RE Consultant leading the work on the review of the agreed syllabus. Occasionally the Chair of SACRE, Basma Elshayyal is able to be present too and plays a key role in building effective links between SACRE and the members of this group.

The RE Subject Leaders in community primary schools have met three times this year. Due to restrictions and safety precautions related to Covid-19, all of these meetings in 2020-21 were held via virtual platforms.

- 20th October, focusing on:
 - Understanding the principles of teaching equality and diversity in RE
 - Sharing of teaching and learning examples in accordance with effective pedagogy, including defining skills progression in the subject
 - Clarification of requirements for Collective Worship
- 11th February, focusing on
 - Building Cultural Capital in RE
- 11th May, focusing on:
 - Considering the Implications of Ofsted's Research Review on RE, published on 12th May 2021. See this link to read the report: <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>
 - Exploring and Evaluating the Place of Narrative and Stories in RE.

Each of these sessions also featured updates on the work on the supplementary materials to support the draft of the new Agreed Syllabus. These materials are being developed by Stacey Burnam in collaboration with teachers across Brent and include exemplar schemes of learning, as well as guidance on progression and assessment.

The Primary RE Network continues to grow in size and many members now also maintain constant and mutually supportive contact with one another between sessions using a WhatsApp Group. This was a new initiative during the academic year and has been warmly welcomed, with questions being raised, materials recommended and documentation shared. As the restrictions imposed by Covid-19 prevented face to face meetings during this period, the support offered was hugely appreciated by all those involved.

Anyone wishing to join this group should contact Lesley Prior, the RE Consultant and Adviser to SACRE who can ensure they are added to it.

Lesley can be reached at: lesley.prior@london.anglican.org.

Lesley Prior (the RE Consultant and Adviser to SACRE) and Stacey Burnam (the RE Consultant working on the agreed syllabus) offer extensive telephone and online consultations to Subject Leaders who are developing schemes of learning and reviewing and revising policy documents for RE. Lesley also issued six newsletters during this period (one every half term) for distribution to Primary Subject Leaders for RE to share new materials and resources, promote relevant RE events and highlight significant national developments and initiatives in

the subject. SACRE members also receive these newsletters.

A further training session for those new to the position of the Subject Leader for RE in Primary Schools was held on 22nd September 2020 and covered the following aspects of the role:

- Auditing, Reviewing and Revising RE Documentation Including Schemes Of Learning And Policy Statements
- Supporting Colleagues and Monitoring Provision
- Organising Existing Resources And/Or Selecting New Ones
- Developing Your Own Subject Knowledge
- Accessing Support, Including Professional Networks
- Devising an Action Plan.

A Good Practice Network for Subject Leaders for RE in community secondary schools also continued to run on a termly basis in 2020-21. These sessions are led Stacey Burnam, the RE Consultant leading the work on the review of the agreed syllabus.

The RE Subject Leaders in community secondary schools have met three times this year. Due to restrictions and safety precautions related to Covid-19, all of these meetings in 2020-21 were held via virtual platforms.

- **Date to be inserted**, focusing on:
 - **????** RE
- **Date to be inserted**, focusing on:
 - **????** RE
- **Date to be inserted**, focusing on:
 - **????** RE

2.5 Complaints and Withdrawals

There have been no complaints to SACRE in 2020-21 in relation to Religious Education.

SACRE has received no reports of pupils being withdrawn from Religious Education in 2020-21.

3. Collective Worship Statutory Responsibilities

3.1. Standards and Monitoring of Collective Worship

During 2020-21 SACRE continued to share its Collective Worship guidance for schools. The document has been published online and it can be accessed via this link:

https://www.brent.gov.uk/media/946260/collective_worship_model_approach.pdf

3.2 Determinations

The Adviser to SACRE regularly reminds members about the role, nature and purpose of determinations in relation to Collective Worship.

The following schools received a determination in relation to Collective Worship (or a renewal of the same) during 2020-21:

In the Spring Term:

- Barham Primary School
- Carlton Vale Infant School
- Harlesden Primary School
- Malorees Infant School
- Lyon Park Primary School
- Mora Primary & Nursery School
- Roe Green and Strathcona Infant School
- Wembley Primary School

At the same SACRE Meeting, members were asked to note that the following schools had determinations which had expired:

- Elsley Primary
- Roe Green Junior
- Uxendon Manor

Confirmation was sought from the Adviser to SACRE on the position regarding these determinations and following advice she had received from the Department for Education (DfE), she confirmed it would be possible for schools whose determinations had expired to extend their current determinations pending their renewal in light of the response to the pandemic.

The DfE had, however, advised that these extensions, whilst reflecting the current circumstances and challenges experienced by schools in managing the response to the pandemic, would not be indefinite. The schools concerned would still be expected to submit applications for renewal of their determinations, which were anticipated in the summer term (unless challenges of the pandemic increased) and, subject to approval, these would be backdated to the Spring Term.

At the SACRE Meeting held in the summer term, the determination was renewed for:

- Elsley Primary School

In terms of the expired determinations it was noted that contact would be made with the following schools to offer support and encourage the submission of their applications, but that if no such applications were received, these schools would be notified by SACRE that their determinations were no longer in place and that they would therefore be legally obliged to offer daily acts of Collective Worship that are wholly or mainly of a broadly Christian character.

- Roe Green Junior School
- Uxendon Manor.

Guidance on applying for a determination (or a renewal of the same) can be found with the relevant application forms in the LB Brent SACRE document referenced above (under 3.1).

The Adviser to SACRE can offer support with this process on request.

A list of all LA maintained schools with determinations in LB Brent can be found in Appendix ?.

3.3 Other Information

There have been no complaints to SACRE in 2020-21 in relation to Collective Worship.

SACRE has received no reports of pupils being withdrawn from Collective Worship in 2020-21.

4. Links with other Bodies

LB Brent SACRE is affiliated to The National Association of SACREs (NASACRE) and notes and discusses key points from its regular briefings.

See this link for more details: www.nasacre.org. Login details for the NASACRE website can be obtained from the SACRE Clerk.

The 2021 NASACRE Conference and AGM was held virtually on 24th May 2021, and Camilla Bath (Group D and Vice Chair of SACRE) and David Cryer (Group A) attended it on behalf of LB Brent SACRE. Verbal feedback on the Conference was provided to the SACRE at its summer term meeting and formed the basis for discussion and reflection by members. Full details and copies of the relevant paperwork from the 2021 Conference can be found at <https://nasacre.org.uk/conference-and-agm/2021>.

The Adviser to SACRE is a member of the NASACRE Executive Group and is also a member of many other RE professional bodies and shares information from them at SACRE Meetings.

5. SACRE Involvement Locally

LB Brent SACRE has developed links with various local groups and initiatives.

5.1 National Census 2021

At their spring meeting, SACRE members welcomed Harshil Shah supported by Abdullah Mohamed, Brent's Census Engagement Managers in order for them to provide an update on the plans for the census due to be undertaken on Sunday 21st March 2021. The inclusion of the question on religion within the census was the particular focus and members were assured that it would include an option to self-identify. As before, the question would remain voluntary with the information provided used by a range of groups, including SACRE to plan and deliver services.

The importance of the census, from a SACRE perspective was noted, in terms of the updated data that would be provided around demographic changes across LB Brent and as a means of ensuring that the membership of SACRE remained as representative as possible.

6. SACRE Arrangements

6.1 Meetings in 2020-21

The SACRE met on the following three occasions in 2020-21:

- 22nd October 2020
- 11th February 2021
- 22nd June 2021

The SACRE usually meets at Brent Civic Centre. Due to restrictions and safety precautions related to Covid-19, all the SACRE meetings in 2020-21 were held via virtual platforms.

6.2 Professional and Administrative Support

Secretarial assistance and a budget for the discharge of the SACRE's duties is provided by the LB Brent. The key areas of this support include the following:

- Provision of a Clerk
- Support of a Local Authority Adviser
- Commissioning of an RE Consultant and Adviser to the SACRE
- Commissioning of an RE Consultant to work on the review of the agreed syllabus
- Funding of the NASACRE annual membership
- Funding for at least one SACRE member to attend NASACRE's annual Conference and AGM
- Costs relating to establishing and reviewing a Locally Agreed Syllabus.

The SACRE is grateful to the LB Brent for making this support available.

6.3 Key Contacts (add emails?)

- | | |
|---------------------------|------------------------------|
| • Chair of the SACRE | Basma Elshayyal (Group B) |
| • Vice Chair of the SACRE | Helen Mooney (Group C) |
| • Clerk to the SACRE | James Kinsella or ??? |
| • Local Authority Contact | ??? |
| • Adviser to SACRE | Lesley Prior (RE Consultant) |

6.4 Membership, Representation and Recruitment - quoracy, issues and successes with recruitment? Leavers, new members?

A full list of SACRE members is included in the Appendices.

6.5 Attendance

All SACRE meetings in 2020-21 were quorate???. Attendance has improved with online meetings ???.

6.6 Attendance Records

Full details of attendance are available at:
????

6.6 Training for SACRE Members

SACRE members are encouraged to attend training provided by NASACRE. School based SACRE members or those with other links to education also attend local and national RE

training including Diocesan training.

6.7 Finance given to SACRE for its Work

£???

 is allocated to SACRE and the funding contributes toward the running costs of the SACRE, the work of the RE Consultant, and other costs such as membership of NASACRE, and attendance at the NASACRE Conference etc.

7. Appendices

7.1 Table of GCSE & A Level Religious Studies Results 2021

The government cancelled all public examinations at Key Stage 4 and 5 again in 2021 due to the Covid 19 pandemic. Students were awarded grades through the Teacher Assessed Grades (TAG) process. Teachers in LB Brent schools used a range of evidence to award grades to students. These grades **will/will not?** be published but an overview of the number of entries for GCSE and A level has been included below.

Key Stage 4

Key Stage 5

7.2. SACRE Membership 2020-21

7.3 Circulation Details for the SACRE Annual Report

This Annual Report is shared with the Director of Education for LB Brent and sent to the Department for Education, NASACRE and schools, including governors. The report will be available for anyone to view on the LB Brent website:

Insert link here?

Latest news and updates from NASACRE

[View this email in your browser](#)



National Association of
Standing Advisory Councils
on Religious Education

SACRE BRIEFING

Issue: 30

This issue includes:

- **Welcome and Update from the Chair**
- **Sad news**
- **New website**
- **Conference 2022 - Ambitious SACREs**
- **LAN (Local Area Network) report**

- [SACRE Self-evaluation tool](#)
- [NASACRE's new online training programme](#)
- [FOI Project](#)
- [Westhill Awards](#)
- [Items for your next agenda](#)

Welcome and Update from the Chair

Welcome to this edition of the NASACRE Briefing.

This term has been one of consolidation and renewal for NASACRE and for many of its member SACREs. Consolidation, as we have secured our CPD programme for members, re-established our thriving partnerships with other RE associations, and obtained helpful advice from the DfE. Renewal, as like so many other education networks we have taken inspiration from teachers and other professionals as they rose to the challenges of the new academic year in these tricky times.

The **NASACRE report** on SACRE funding remains a source of discussion locally, and at our executive committee meetings and in other RE networks. We're pleased that the report has enabled some SACREs to begin open discussions about funding within their groups, and with local authority representatives.

Similarly, the local area network report 'Still Standing' compiled by our executive committee member, Claire Clinton, and based on research by several SACREs, is promoting dialogue about best practice. It shows the impact that well-informed and highly motivated SACRE networks can have on the subject and its teachers. Both reports can be accessed [here](#).

assistant editor Dr David Lundie, brings together an overview of the challenges we all face. Noting the potential impact of research-informed resources on students David records that:

'Perhaps no other subject provokes such anxieties from teachers as teaching about religion. Understanding the motivations, worldviews, pressures and funds of knowledge of the fantastic professionals who make up the RE teaching world is essential...'

Sadly, as mentioned below in the next paragraph, we have to share news of the deaths of two friends and professionals who stood out in their communities. We will be joining in with other RE associations and networks to mark the lives and contributions of these colleagues when it is appropriate, and we offer condolences to their families and friends.

In the meantime, members of the executive wanted to note the major contributions Sharon Artley made to our own association, to RE, and to education in a much wider sense. She was passionate about the subject, and about teaching, a deep thinker and a very practical support in so many settings especially in the world of websites and IT. Her sense of humour, hospitality, honesty and kindness will be missed, and so will her wonderful wildlife photography.

NASACRE needs you to consider how members of SACREs might help the association in the future. Our executive committee still needs a Vice-Chair, who will then become Chair, and we will be actively and strategically advertising this vacancy between now and our AGM in May. We are a democratic organisation, and we rely on members to step forward to join us on the committee.

Meetings are usually fun, focused and full of information and ideas useful to SACREs around the country – please do contact any one of the team if you would like to know more. We are aware that the programme of professional

More information about the executive committee roles can be found [here](#) and I can promise you a warm welcome if you decide to stand for election!

And finally, please accept our best wishes to all for a joyful, peaceful and fulfilling festive season – thank you for your support to NASACRE, and may we all find a happy New Year.

Linda Rudge, Chair@nasacre.org.uk

Sad news

We are sorry to inform SACREs of the untimely deaths of Ted Cooke, Chair of Waltham Forest SACRE for many years and Sharon Artley, a former member of NASACRE Exec and an RE Consultant. Both will be sadly missed in the world of RE and SACREs.

New website

An overhaul of the NASACRE website is underway with the aim of bringing a fresh design and a more contemporary feel to it.

Content is being streamlined so it's easier to use, combining sections such as the SACRE Contacts Directory and Annual Reports, thereby reducing the number of clicks a user needs to make. Some older things will be archived, but still searchable,

We're also looking at bringing a more 'community' feel, by introducing a section for shared resources and links with NASACRE partners such as the REC.

The new site is due to go live soon, with the intention that webpages will continue to be developed thereafter. From the launch onwards, user feedback will be essential so that the website can continue to evolve.

Conference 2022 - Ambitious SACREs

Taking place in Birmingham on Monday 23 May, this conference will provide an opportunity for SACRE members to engage in discussion around issues of RE and Collective Worship. Keynote speakers will be Sarah Lane-Cawte (new Chair of the REC - Religious Education Council), HMI Richard Kueh (Ofsted) and David Hampshire, a previous chair of NASACRE, who will present the analysis of the most recent (2021) SACRE annual reports.

Additional sessions will look at the new SACRE audit tool, Westhill award winners, the LAN report (see briefing item below) and other topical issues of interest to SACREs.

Put the date in your diary now!

LAN (Local Area Network) report

Still Standing – the REC Local Area Network Report is now live [here](#).

1. Reviewing SACRE membership in partnership with the LA to ensure that it is representative of the local community, and supports the religions and worldviews included in the Agreed Syllabus. Having a diverse range of voices with specific roles on SACRE is essential if an LA is to be able to discharge its legal responsibilities. SACREs can start the process of working with their LA to update membership now. This may require a change to the constitution or terms of reference; the LA legally approves your members and there is nothing in the present legislation that would hinder this.
2. Continue to build local partnerships with the LA to ensure necessary funding.
3. Within the present legislation regarding their ability to widen their membership, the CoRE report helpfully suggests SACREs think about adding to their membership - if they haven't done so already - education departments at museums and universities, local ITT providers, local RE CPD providers, training school hubs, parents, governors, pupil voice, academies and free schools, to name but a few possibilities. Widening representation and local buy-in strengthens the work of high quality RE in schools.

Claire Clinton, the report's author, believes that there are some useful documents developed by SACREs who participated in the project, for other SACREs to use in their work, including

- An audit tool for Agreed Syllabus reviews
- A simple participatory action research template
- A membership tool

NASACRE hopes that there will be an opportunity for SACREs to find out more about these tools and discuss the impact of the report at our (hopefully!) face-to-face May 2022 conference in Birmingham (see conference item above).

Other national bodies e.g. faith bodies, the DfE and the REC, make use of NASACRE's list of SACRE contacts for getting in touch with you. As the first meetings of the calendar year often bring changes to personnel, please ensure that the **details** NASACRE holds for your SACRE are up to date.

NASACRE needs to have contact details for clerks, advisers, LA officers and chairs to ensure that information gets to the right people.

Please contact admin@nasacre.org.uk to send your amendments for the site.

Jewish SACRE representatives

The Board of Deputies of British Jews is working to find a Jewish representative for every SACRE in England.

Please can your clerk let us know if this position is filled, and if so, it would be helpful to send their details to **Sheila Gewolb**. Please use the same contact details if you would like us to find you a suitable person.

Many thanks for your help.

SACRE Self-evaluation tool

The development group has worked hard on reviewing, updating, and improving the SACRE self-evaluation tool. This tool will enable you to consider your SACRE's effectiveness in all areas of its work in order to produce a targeted and costed

The SEF is available [here](#) for use at SACRE meetings.

There will be a workshop at our conference in May 2022 around how to use the tool to best effect.

NASACRE's new online Training programme

"It is excellent that NASACRE is doing these online sessions."

"Really clear and useful information and chances for thoughtful discussions. Thank you."

"Such a great programme this year! so helpful."

These are just a few of the comments from the chat at the online training sessions that have already taken place.

You can access these recorded sessions [here](#) along with the Ppts and resources.

The programme for 2021-22 can be accessed [here](#).

Our next training session will be on **18 January 2022 from 7-8pm:**
An introduction: How to be an effective SACRE Chair

This session will help SACRE Chairs to reflect on their present practice and share with other Chairs around the country some top tips for effective chairing.

Sessions are free to SACREs who have paid the annual training subscription fee of

FOI Project

If your SACRE has initiated any discussions with the Local Authority as a result of the data shared in the project, NASACRE would love to hear from you. What response did the LA give? Has your funding increased as a result? Your experience might be useful to other SACREs, and anonymity will be preserved.

Westhill Awards

Over the last sixteen years, the Westhill/NASACRE Awards have successfully given SACREs opportunities to enhance their capacity to generate high quality experiences in RE (or collective worship) for their schools.

NASACRE is now encouraging and inviting individual SACREs (or SACREs in partnership) to apply for a Westhill/NASACRE Award for 2022-23. Awards of up to £4,000 may be applied for via the **application form** on our website.

Projects should offer pupils the opportunity to engage in compelling learning experiences in RE (or collective worship), within the broad theme of "Education into Diversity", understood as diversity across the spectrum of faiths and worldviews.

Any SACRE wishing to submit an application is strongly advised to look at the revised briefing notes which accompany the online application form and the **materials** shared in the December Training session.

Closing date: 31 March 2022

Items for your next agenda

- Book places for your SACRE members on relevant **online training events**
- Holocaust Memorial Day 2022
- Share the REC report ***Still Standing*** and consider and respond to the questions it raises for SACREs
- Consider applying for a **NASACRE/Westhill Award**
- Introduce the date of the **2022 NASACRE Conference** to SACRE members and decide who is going to represent your SACRE
- Check that we have your most recent contacts on our **website**.
- Send your SACRE **annual report** to NASACRE and to the DfE



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