

Standing Advisory Council for Religious Education (SACRE)

Thursday 8 February 2024 at 5.00 pm
Via Zoom

Membership:

Chair: Basma ElShayyal

Vice Chair: Ian Slade

Adviser: Nadia Nadeem

Representatives of:

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

For further information contact: Abby Shinhmar, Governance Officer
Tel: 020 8937 2078; Email: Abby.Shinhmar@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 Minutes of the Previous Meeting	1 - 5
To consider and approve the minutes from the last SACRE meeting held on Wednesday 11 October 2023.	
3 Determinations	6 - 79
3.1 Members are asked to note that since the Agenda was published, a determination application has been received from Northview Junior and Infant School, details attached, which Members are being asked to consider at the meeting along with: <ul style="list-style-type: none"> (a) Anson Primary School (b) Brentfield Primary School (c) Mitchell Brook Primary School (d) Mount Stewart Federation & Mount Stewart Infants (e) Newfield Primary School (f) Northview Junior and Infant School 	
3.2 Following the decision made at the previous meeting, members are asked to note that the Governing Body minutes in support of the determination application from Stonebridge School have now been received, with the determination application subsequently having been approved.	
4 SACRE Membership Review	80 - 81
To receive an update on the SACRE membership review (details attached) including current vacancies.	
5 SACRE Annual Report 2022-23	82 - 92
To receive for consideration and comment the draft SCARE Annual Report 2022-23.	
6 General RE Update	93
To receive an update from the SACRE Advisor on any general SACRE &	

RE related issues.

7 NASACRE Update

94 - 109

To consider the NASACRE update provided by the SACRE Advisor.

8 Any Other Business

8.1 Date of Future Meetings

- (a) SACRE are asked to note the date for the final meeting during the 2023 – 24 academic year as follows:
 - Thursday 11 July 2024 at 5pm to be undertaken online.
- (b) SACRE are asked to consider and approve the draft programme of dates identified for meetings during the 2024-25 academic year, as follows:
 - Wednesday 9 October 2024 at 5pm
 - Thursday 6 February 2025 at 5pm
 - Thursday 10 July 2025 at 5pm

Following the discussion at the previous meeting, members are asked to consider if they would prefer to undertake one of these meetings in hybrid format or to keep them all online.



Please remember to **SWITCH OFF** your mobile phone during the meeting.

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

Held as an online virtual meeting on Wednesday 11 October 2023 at 5pm

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>	Basma ElShayyal (Sunni Islam, Chair) Sheralyn Snaith (Baha'i) Bhupinder Singh (Sikhism) Michelle Goldsmith (Humanism) Manhar Mehta (Jainism) Sally Strauss (Judaism)
GROUP B <i>(A committee of persons representing the Church of England)</i>	Steve Taylor (Church of England)
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>	Ian Slade
GROUP D <i>(A committee of persons representing the authority)</i>	Cllr Neil Nerva Cllr Tazi Smith
In attendance:	Nadia Nadeem (SACRE/RE Advisor) Shirley Parks (Brent Council – Director Safeguarding Performance and Strategy) Helen Tulloch (Brent Council – School Effectiveness Service) James Kinsella (Brent Council - Governance Team)

1. Welcome and Apologies for Absence

The Chair welcomed everyone to the meeting, and it was noted that apologies had been received from Shaun Cremin (Associate Member) and Jen Haskew (Brent Council - Head of Setting and School Effectiveness Service).

In opening the meeting, Basma ElShayyal took the opportunity, given recent events in the Middle East, to highlight the importance of faith leaders and RE practitioners

continuing to promote community cohesion and tolerance across all sections of the local community. In supporting the comments, made Councillor Nerva was also keen to recognise the level of diversity across Brent and way in which different multicultural communities were able to live side by side in peace and harmony and welcomed the lead continuing to be provided through the Brent Multi Faith Forum in this respect.

2. **Election of the Chair and Vice Chair**

Following deferral of this item at the previous meeting SACRE was asked to consider the appointment of the Chair and Vice-Chair for the 2023-24 academic year.

In considering the appointments, SACRE was advised that due to her retirement Helen Mooney had needed to step back as Vice-Chair of the Committee with a new nomination therefore required.

Having sought nominations for both positions it was **AGREED** that:

- (1) Basma ElShayyal be re-elected as Chair of Brent SACRE for the 2023-24 academic year.
- (2) Ian Slade be elected as Vice-Chair of Brent SACRE for the 2023-24 academic year.

The Chair, supported by all members of SACRE, took the opportunity to thank Helen Mooney for the work undertaken and support offered as Vice-Chair and to wish her well for the future.

3. **Minutes of the Previous Meeting**

It was **AGREED** to approve the minutes of the previous SACRE meeting held on Thursday 13 July 2023.

4. **Determinations**

Basma ElShayyal, Chair, advised that there was one determination to be considered at the meeting – Stonebridge Primary School.

In considering the determination, SACRE noted that whilst all other documents had been submitted the Governing Body minutes required as part of the application were still outstanding. In noting that the School had recently undergone a change in leadership and recognising the good quality of the remaining documents submitted in support of the application, members advised they were minded to approve the determination, pending submission of the final Governing Body minutes.

It was therefore **AGREED** that the determination be granted, pending submission of the supporting minutes from the school to SACRE.

Members were advised the supporting information required to complete the application had already been requested from the school which Helen Tulloch advised would be followed up after the meeting.

5. **SACRE Membership**

SACRE received an update on its current membership position having noted the following changes notified since the previous meeting:

- The resignation of Dawn Titus as the nominated catholic faith representative within Group A;
- The resignation (advised during the meeting) of Sheralyn Snaith as the nominated Baha'i representative within Group A with the Chair also taking the opportunity to thank Sheralyn Snaith for her support and wish her all the best for the future.
- The additional vacancy created within Group C as a result of Helen Mooney's retirement.

Members were advised that contact had also been made with the London Diocesan Board for Schools regarding the current status of Graham Marriner, Andrew Teather and Mark Newton as Church of England representatives within membership Group B given their limited attendance at SACRE meetings.

Given the various membership vacancies for which replacements were currently being sought, SACRE supported the proposal for a wider review of current membership to be undertaken in advance of the next meeting enabling consideration to be given to any further changes in representation that may be required linked to the outcome of the last census and attendance requirements.

It was therefore **AGREED** that a further update be provided for the next meeting, once the wider review of membership had been completed.

6. **General RE & NASACRE Update**

SACRE received an update from Nadia Nadeem (SACRE/RE Advisor) which covered the following issues:

- The concern highlighted nationally by NASACRE regarding the recruitment of RE teachers given the current shortage identified. As a result, NASACRE were seeking support from SACREs in lobbying MPs for the provision of initiatives such as bursaries for RE trainees reflecting those offered for other subjects, e.g., maths, science and geography, which SACRE members were keen to support also recognising the need to ensure appropriate training and ongoing professional support remained available.
- The recent presentation made by Charles Clarke, as NASACRE patron, on the importance of SACREs continuing to promote community cohesion within their local areas given the importance of religious education in schools being able to promote inclusivity and tolerance both within and outside of the classroom. In considering the update provided the Chair welcome the lead being taken by NASACRE in seeking to strengthen and raise the profile of activities designed to promote wider community cohesion through schools, which members felt could be further strengthened through the development of appropriate links and partnership working with the Multi Faith Forum.

- The work being undertaken, supported by NASACRE, to enhance the focus in measuring and demonstrating the success and impact of SACREs especially in relation to collective worship and the delivery of religious education within schools which members were again keen to support, especially in relation to the development of monitoring information with the SACRE annual report template. In addition, members felt this also provided an opportunity to once again focus on developing more joined up working with the Multi Faith Forum as a means of promoting the resources available and work undertaken through SACRE to engage with local schools and also encourage wider participation.
- The release of a draft version of the National Content Standard for RE which, although not providing a national curriculum syllabus for RE, it was noted did include useful guidance on content for schools and which SACRE advised they would be keen to review in more detail once the final version was published.
- The outcome of a recent court judgement involving Kent County Council concerning the position of Humanists within Group A of SACRE membership. The judgement had clarified that applications for Group A membership from persons who represent holders of non-religious beliefs should be considered in the same way as applications from those who represent holders of religious beliefs, which was a position NASACRE had long been seeking guidance on from the DfE. NASACRE had welcomed the subsequent guidance provided, which had reiterated that the make-up of a SACRE was a matter for Local Authorities (rather than SACREs themselves) and that the membership of Group A should ensure that relevant traditions and beliefs in the local authority's area were appropriately reflected, including non-religious belief systems where they were analogous to a religious belief.

The opportunity was also taken to remind members of the available training and professional development available through NASACRE for SACRE members including the training offer and information available through the RE Hub. This included a range of upcoming training available for those members of SACRE visiting schools, which Nadia Nadeem advised she had included details about with the agenda and would arrange to share details with any interested members. Members were keen to ensure the work being undertaken through SACRE with local schools continued to be promoted as widely as possible with details of the following events highlighted, as examples, during the meeting:

- The annual programme of events available as part of Interfaith Week, taking place in November 2024 organised by The Inter Faith Network. This included visits to different places of worship and visits to schools to focus on different faiths.
- A recent open house event organised by a local Gurdwara (as part of the London Open House Festival) which Bhupinder Singh had been involved in supporting and accompanying visit to a local Synagogue as part of the same festival.
- Ian Slade informed the meeting of the arrangements being made for a multi-faith event at Alperton Community School to be held in February 2024, on which

further information would be provided to encourage participation and support from SACRE.

In recognising the extent of activities being undertaken within the local community and importance in seeking to promote the work being led through SACRE (which members suggested could also include the use of newsletters and other promotion material) Nadia Nadeem also reminded members of the inclusion of a calendar of events as part of the RE Hub which could also be used to raise awareness and encourage wider participation in the type of events being highlighted.

As a final issue, SACRE members were advised that should any concerns be identified regarding the current content on different religions included as part of the Best Brent/SACRE website pages or within the accompanying information to support the recently adopted agreed syllabus these should be raised directly with Jen Haskew & Helen Tulloch so they could be explored, with members having noted the recent review undertaken following previous concerns raised.

As no further issues were raised the Chair thanked Nadia Nadeem for the update provided with it **AGREED** that further details on the training opportunities referred to would be supplied outside of the meeting to any interested members.

7. Any Other Business

7.1 Date of Future Meetings

SACRE noted the date for the next meeting as 5pm on Thursday 8th February 2024, with the meeting to be held online.

Following a comment raised during the meeting, members agreed that it may be beneficial (looking forward to the 2024-25 academic year) to consider holding at least one meeting in hybrid format rather than entirely online, which would be considered as part of the process in agreeing the dates for these meetings.

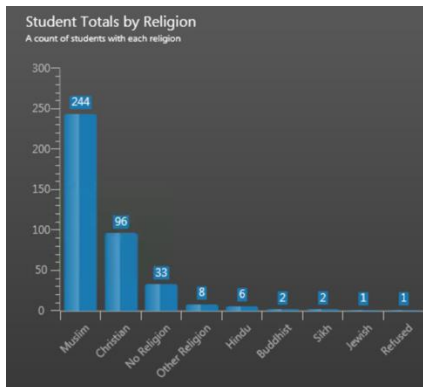
The meeting closed at 6.05pm

Basma ElShayyal
Chair

Anson 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:																				
Anson Primary School, Anson Road, London, NW2 4AB																				
2. Head Teacher:																				
Mr. S. Pile																				
3. Pupils to whom application applies:																				
<input checked="" type="checkbox"/> This application applies to the whole school. <p>The School Council, representing the children of Anson were consulted on the SACRE declaration at a meeting on Tuesday, 4th December. There were no objections to the Anson approach to collective worship. The Chair and Vice Chair of the School Council met with the Headteacher following the meeting to look at how we can celebrate the different religions more as a school at times of religious festivals so that all religions are able to 'have their moment.'</p>																				
4. Outline reasons for application:																				
<p>This is a renewal of the application submitted in 2019. The school has 42 languages spoken, 30 ethnic groups and a minimum of 7 different religions. We therefore believe that a multi-faith approach is advised.</p> <div data-bbox="188 1346 612 1731">  <table border="1"> <caption>Student Totals by Religion</caption> <thead> <tr> <th>Religion</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Muslim</td> <td>244</td> </tr> <tr> <td>Christian</td> <td>96</td> </tr> <tr> <td>No Religion</td> <td>33</td> </tr> <tr> <td>Other Religion</td> <td>8</td> </tr> <tr> <td>Hindu</td> <td>6</td> </tr> <tr> <td>Buddhist</td> <td>2</td> </tr> <tr> <td>Sikh</td> <td>2</td> </tr> <tr> <td>Jewish</td> <td>1</td> </tr> <tr> <td>Refused</td> <td>1</td> </tr> </tbody> </table> </div> <p>With the largest section of our community following Islam, it could be argued that the community would consider the following of a broadly Christian ethos, Shirk (an unforgivable sin of disrespect to the one God Allah). Consequently, the difference a determination makes to our multi-faith school is clear by the very nature of the range of non-Christian faiths represented by the majority of our students. To provide collective worship "wholly or mainly of a broadly Christian character" would therefore be unsuitable for the majority of our students.</p>	Religion	Count	Muslim	244	Christian	96	No Religion	33	Other Religion	8	Hindu	6	Buddhist	2	Sikh	2	Jewish	1	Refused	1
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Hindu	6																			
Buddhist	2																			
Sikh	2																			
Jewish	1																			
Refused	1																			

5. Outline details of consultation with governors:

Following a Full Governing Body meeting on Thursday 23rd November 2023, reasons for renewing an application for determination was unanimously agreed. This was minuted by the Clerk to the Governing Body. This is documented in the Governing Body Minutes from the above date:

Brent SACRE

SP explained that schools are expected to deliver a diverse religious education. Schools in Brent are expected to declare how they will deliver this and what the collective worship will look like in the school.

The school intends to register to be exempt from the Christian collective worship instead celebrating a broad range of beliefs and religions.

Action: Governors agree for the school to register to be exempt from Christian collective worship.

6. Outline of details of consultation with parents:

A letter was sent to parents on the 21st October 2023. Three families responded. One was in support of our multi-faith approach:

"I support the current multi-faith approach at Anson and, especially in light of current international events (as well as other worldwide challenges such as the climate crisis), I would see an emphasis on **respecting living beings / life preciousness** as an important priority, embracing all human beings irrespective of nationality or faith, as well as non-human living creatures."

We also received two identical emails requesting us to focus on one religion (not Christianity). However on further investigation it became clear they had misunderstood the letter and were accepting of our multi-faith approach.

"Hi. I am the mother of the child, XXX, XXX and XXX. You have just read about teaching a child a daily practice of communal worship for all pupils following an interfaith approach. I do not agree with this opinion and I submit my objection to this matter. I hope you understand my position and I hope that my objection will be approved because I do not agree to" (the email was unfinished).

We responded to this email clarifying that our approach was not communal worship was not to promote any particular faith and we aim to provide collective worship that can include the whole school community, pupil and adults. On speaking to the parent in the playground they believed we would be forcing children to pray following the practises of other religions. When we explained this was not the case and we would not be enforcing Jewish, Christian or Islamic prayers on pupils they understood the school's position.

7. Outline of proposed provision for collective worship

We have been following Brent SACRE's 'Model Approach' since we were previously granted a determination, and wish to continue to do so. This has evolved since the pandemic with less whole school collective gatherings and the use of technology such as Zoom and our own Anson TV to provide in class collective worship. This has reduced the spread of all viruses and infections and raised attendance.

We have two full whole-school assemblies on Mondays and Thursday, led by the Headteacher and Deputy Headteacher. On the other three days collective worship is conducted either online (Zoom or Anson TV) or in the classroom following a number of themes. They are led by team leaders, curriculum leaders or class teachers. The Collective Worship Policy is attached to showcase the themes covered.

8. Signature of Head Teacher:



Mr. S. Pile

ANSON WEEKLY

Anson

news

www.ansonprimaryschool.com

NEWS

HALLOWEEN DISCO FUN FINISHES OFF A FABULOUS HALF TERM



Thank you to everyone on the Friends of Anson team who helped us host another amazing Halloween Disco at Anson.

Children from Nursery to Year 6 came along to join in the dancing, ghost smash game and take part in musical zombies. It was a wonderful way to finish the half term, particularly seeing so many children laughing and having fun.

As you can see, not all the costumes were scary and alongside witches, zombies and cats we also saw dinosaurs, pandas and even police officers! Roll on next year for more Halloween fun!



THE OFFICIAL SCARE DECLARATION FOR ANSON PRIMARY SCHOOL

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 this school we do not promote any particular faith and we aim to provide collective worship that can include the whole school community, pupil 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 over 20 years we have had a 'determination' and have been following the Brent SACRE's multi-faith approach and it would be suitable for our school to continue this approach. This is our intention. A 'determination' must be renewed every five years and is approved by Governors and parents are consulted.

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 to adopt Brent's multi-faith approach please email parents@anson.brent.sch.uk with any questions or concerns.

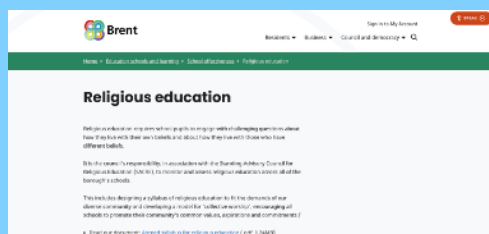
If we do not hear from the community we will assume that you agree with our decision. The deadline for any issues raised is the date of our next Governing Body Meeting, Thursday 23rd October. At this meeting the final decision will be formally approved and we will contact Brent with our declaration. Thank you in advance for your consideration.

DID YOU
KNOW?

At Anson Primary School we have a community that speaks over 40 languages. As of October 2023 there are 42 languages registered in our amazing community.

You can read more about the Religious Education agreed syllabus on the Brent website. Simply click the image to visit their site.

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Monday 23rd - Friday 27th October
Half Term

Monday 6th November
Photo Day

Monday 6th November
Parents' Evening (Part One)
Bookings open soon...

www.ansonprimaryschool.com

020 8452 8552

parents@anson.brent.sch.uk

Office: the office is opening from 8.30am to 4pm each working day.

EVENTS

OPEN CLASSROOMS

Thank you to everyone who came along to our first Open Classroom of the year.

We were thrilled to see so many of you come along to see your child's classroom, talk to the teachers and spend time looking at their work.

There will be an opportunity every half term to come and spend time with us. It's a great way to get you involved in the daily life of your children.

The next event will take place on Wednesday 20th December at 8.45am until 9.15pm. We hope to see you there!



EVENTS


DYSLEXIA FEELGOOD FUNDAY
(DFGF) 3K SPONSORED WALK

 On: Sunday 29 Oct '23.

 Time: 1 pm – 4 pm.

Where: Anson Primary

School - To include a 🍏 **Post-Walk**
Healthy Snack Bar! 🥑

 **Save the Date and get sponsored and join this walk** and raise additional funds to host the **interactive arts-based Funday** event on Sat 9 March '24 at Anson Primary School.

If you would like to join the walk see if you can get yourself sponsored and then join the fun on Sunday!



YOU ARE NOT ALONE

A video from Norwich City Football Club went viral this week.

The video deals with issues around well-being and mental health and is a thought-provoking and difficult watch. Holidays can also be difficult for everyone. Please remember that you are not alone.



Puede traducir este boletín a 41 idiomas en la dirección a continuación

يمكنك ترجمة هذه النشرة الإخبارية إلى 41 لغة على العنوان أدناه

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<https://www.ansonprimaryschool.com/newsletter-text/>



Full Governing Board Meeting
23rd November 2022

Governors

Sajed Hussain	Parent Governor
Mitchell Clarke	Co-opted Governor
Elizabeth Ogunde	Parent Governor
Emma Watson	Co-opted Governor
Melanie Essex	LA Governor
Leanna Mailer	Parent Governor
Simon Pile	Headteacher
Khadine Buchanan	Parent Governor
Harry Petrushkin	Parent Governor
Steve McCormack	Co-opted Governor
Nasra Rahman	Co-opted Governor

Observers/Advisors in attendance

Angela Turner	Clerk to Governors
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Apologies

Ruth Dikkson	Staff Governor
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Part 1 Public Items

1. Welcome

2.

3.

4.

5.

6. AOB

Brent SACRE

SP explained that schools are expected to deliver a diverse religious education. Schools in Brent are expected to declare how they will deliver this and what the collective worship will look like in the school.

The school intends to register to be exempt from the Christian collective worship instead celebrating a broad range of beliefs and religions.

Action: Governors agree for the school to register to be exempt from Christian collective worship.

Uniform

There isn't a school uniform at the school. SP would like to review this to look at the pros and cons of having a uniform. SP consulted with school leaders who were supportive of this.

SP explained that there are visual advantages in the community with a uniform.

There is also a community aspect of bringing pupils and families together. SP explained that he has had to have conversations with parents about inappropriate clothing.

It would add protection to children who are travelling independently to and from the school.

SP explained that he is aware of how expensive uniform can be so the intent is to potentially include a polo shirt, sweatshirt, fleece.

When the school sent out the dream school forms, children asked about when they would get a uniform. Feedback from some parents is that they would prefer a uniform so it is simple to plan what their child will wear each day.

SP asked for governor's feedback on implementing a uniform policy from September with notice going to parents with plenty of notice.

Q. Will there be a parent consultation on this?

A. That's something we will consider doing. We feel parents should have the opportunity to share their views.

Q. Has there been any issue with transition to secondary school?

A. There hasn't been any issues with transition but there is sometimes a fear of transition and wearing uniform in the secondary school.

Action: SP to gain feedback from parents on this and to bring the results to the next FGB.

The chair closed the meeting at 20.18

Signed

Mitchell Clarke

Chair of governors

Date



Collective Worship Policy

Introduction

It is a requirement of the 1996 Education Act section 394(1) that all pupils in attendance at a maintained school take part in an act of collective worship each day. The act specifies that the act of worship should be “wholly or mainly Christian worship” however it also says that collective worship must be appropriate to the pupils. It has thus given headteachers and governors the power to apply for a determination from their local Standing Advisory Council for Religious Education (SACRE). A determination is the granting of permission to be released from the specific requirement for “wholly or mainly Christian worship.”

Anson has a determination which allows a multi-faith approach. As such, Anson provides a daily act of worship in accordance with the principles set out in the ‘Brent Recommended Approach to Collective worship.’

Aims

- To encourage respectful observation of acts of worship distinctive of faiths other than their own.
- To give public expression to the values and concerns of the school community and the community it serves.
- To celebrate the contributions of individuals or groups to the life of the school.
- To explore common universal human experiences in their diverse forms, such as mystery, wonder, joy and suffering.
- To explore universal values, such as courage compassion, justice and forgiveness.
- To celebrate important religious festivals and traditions related to universal human experiences and values.
- To encourage respect for others.
- To encourage a sense of purpose and service that is greater than the individual.
- To develop knowledge, concepts and skills contributing to spiritual and moral issues and to explore their own beliefs.
- To deepen pupils own understanding of their own community background.

- To enable pupils to make connections between different aspects of the curriculum and different areas of their lives.

Organisation

Collective Worship at Anson respects the values and aspirations that all religious traditions have in common. We feel that it supports that personal spiritual development of every child in the school and is carefully planned not to give offence. We hope that in fulfilling these aims, parents will not wish to exercise their right to withdraw their children from collective worship. We feel that such withdrawal could harm the cohesiveness and unity that our school worship provides. However, we understand the parent right to withdraw and will never put pressure on parents over any decision to do so.

Parents wishing to withdraw their children from collective worship must inform the Headteacher personally or in writing. Children not taking part should work outside the office on appropriate activities set by the class teacher. Children should also be encouraged to use this time to explore their own beliefs, perhaps by reading stories or completing a project around their own faith.

Collective worship takes place everyday, as follows;

Monday and Thursday Whole School: 9:00 to 9:25

Tuesday, Thursday & Friday Online on Anson TV and in Classrooms: Times vary

On a Monday and Thursday, in order to maintain a distinctive atmosphere, children and teachers come to the hall, are seated and leave quietly. Music should be used to help create an appropriate atmosphere.

Collective worship should provide opportunities for times of silence when pupils may pray privately according to their own faith traditions, or when they may reflect or meditate.

Themes have been planned for the year and each theme runs for the duration of a week. These are determined on the calendar at the beginning of the year.

The themes for the acts of worship are derived from the range of faiths represented in our school. For example, the theme Spring may include Holi as an explicit festival or a general theme, such as the environment. It can also draw on appropriate stories from the range of faiths represented in our community. Themes are also derived from areas of Shared Human Experience, which pose fundamental or ultimate questions. In addition, significant events that may occur at a school, local or national level may be included as appropriate. Themes also reflect our school learning behaviours.

Delivery

Collective worship is co-ordinated in collaboration. The Headteacher and RE Curriculum Leader have a responsibility to plan the delivery of the daily acts of worship. Whole school acts of worship occur on Mondays and Thursdays are led by the

Senior Leadership Team. The collective worship in the classroom is the responsibility of class teachers each week.

Content

Collective worship will typically feature aspects of the following:

Capacities:

- A sense of awe, wonder and mystery.
- A sense of transience and constant change.
- A sense of pattern, sequence, order and purpose.
- An awareness that there is often more to things than meets the eye – a sense of transcendence
- A sense of quality of silence, reflection: ability to listen; concentrate attention.
- A sense of self worth
- A sense of community – its demands, values, rituals and celebrations.
- A sense of joy of life, achievement and play.
- Awareness of limitation, frustration and loss the darker side of life
- Awareness of the natural world; dark, light, bread, water, wind, earth etc

Skills:

- An ability to listen.
- An ability to be still and aware.
- An ability to reflect.
- An ability to feel sympathetically for and with others.
- An ability to think and respond with imagination.
- An ability to interpret and evaluate experience.
- An ability to cope with paradox and contradiction.

Possible Themes for Assembly

Achievement	Jesus
Age	Journeys
The Arts	Joy
Autumn	Leaders
Barriers	Life
Beginning	Light and Dark
Birth and Creation	Love
Books	Greed
Bridges	The Natural World
Care and Caring	New Life
Celebration	New Year
Challenge	Obstacles
Children	Others
Choices and Decisions	Parting
Colours	Past and Future
Communication	Patterns
Courage	People
Day and Night	Poetry
Death and Dying	Prayer
Dreams	Roots
Fantasy and Imagination	Rules and Behaviour
Families	School and Community
Festivals	Searching
Food	Seasons
Forgiveness	Sounds
Freedom	Special Books
Fun and Enjoyment	Spring
Giving	Stones
God	Success
Good and Evil	Time
Hands	Voices
Happiness	Windows
Harvest/Thanksgiving	Wonder
Health	Work
Helping	World
Homes	Writing
Hope	

Weekly Collective Worship Themes

Autumn Term

Belonging

Rules
Friendship
Old and New
Rain
Autumn
Harvest
Poverty
Wisdom
War and Peace
Decisions
Happiness
Light

Spring Term

Resolutions

Same and different
Words, words, words
Fasting

Mother Earth

Caring
Who is my Neighbour?
Dreams
Food glorious food
Special People
Heroes and Heroines
Regeneration

Summer Term

Memories

Water
Talent
Charity
Achievement
One of a term
Interdependence
Children like us
Fairness
Precious things
Responsibilities
Journeys

Categories of Human Experience	Potential Areas for Identifying Themes
The natural world	Human awareness of the world about us - the orderliness of nature, regularity of seasons, resources for food, energy and wealth; the awe inspiring aspects – natural wonders and disasters, power of natural forces, the interrelatedness of all living things, the vastness of the universe and the details of the microcosm, the origins and future of the earth, the natural life cycle
Relationships	Relationships of friendship and enmity, both personal and social; the family and relationships within the family; belonging to groups based on interest, cause or belief; relationships of equality; superiority and inferiority; personal, familial, social and national identity
Rules and issues British values	The rules by which people live; codes of behaviour; legal and moral rules; personal and social moral issues such as war and peace, inequality, human rights, poverty and affluence, law and order, euthanasia and abortion, the environment, democracy, mutual respect and tolerance
Stages of life	The human process and the changes in outlook that growth and decay bring; experiences associated with childbirth, maturation, old age and death; rites of passage, particularly those associated with birth, initiation, marriage and death
Celebrations	Ceremonies that mark important occasions in personal and community life – birthdays, anniversaries, festivals, fasts and solemn days; community national and religious occasions; celebration of events, people and values
Lifestyles	The way of living that people adopt as an expression of their identity, belief or culture – customs of food and clothing: communal, regimented and independent lifestyles, monastic and ascetic patterns of living: competitive and cooperative lifestyles which represent a non-conformist reaction to current norms e.g. vegetarianism
Suffering	Human suffering as a result of disease, natural disaster, accidents; suffering as a result of war, violence and other conflict; cruelty to other human beings and animals; persecution, racial discrimination and oppression in any form; genocide; human responses to the problems of evil and suffering

Brentfield Primary School Determination



Brent

SACREBrent

APPLICATION FOR A DETERMINATION

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

1. Name of School:
Brentfield Primary School
2. Head Teacher:
Nicola Harmer
3. Pupils to whom application applies:
<input checked="" type="checkbox"/> This application applies to the whole school.
4. Outline reasons for application:
Our school serves a diverse population with the majority of children following a different faith other than Christianity.
5. Outline details of consultation with governors:
The governors discussed the Determination at the full governing board on 30 th November 2023, all agreed with applying for the determination.
5. Outline of details of consultation with parents:
A letter was sent to all parents and carers. Four parents completed the form to say they disagreed with the proposal however when this was discussed further with the parents it became clear that the parents misunderstood the form because of English as an additional language and agreed with the proposal.
7. Outline of proposed provision for collective worship
See collective worship policy
8. Signature of Head Teacher:
<i>N. Harmer</i>

School council meeting: Thursday 7th December 2023

School councillors present:	Absent:
Year 3 Blue: SN, LO Year 3 Sapphire: LR, ZO Year 4 Sienna: EA, MH Year 5 Lilac: AH, Year 6 Silver: MM, HK Year 6 Platinum: NA, WK	Year 4 Orange: MA, KA Year 5 Purple: CB, SW Year 5 Lilac: BT

Chairperson: NA

Topic for discussion:

Should our school choose to have a multi faith approach to Religious Education or should we follow the SACRE Rules which place emphasis on the Christian religion?

Mrs Chisholm-Truesdell shared that the Head Teacher, Mrs. Harmer has asked that the school council discuss this topic, so she can consider their views when deciding whether our school should request to opt out.

Pupil Voice:

EA: "We enjoy having parties celebrating other religions e.g., Eid Parties and understand how other faiths celebrate their special festivals."

MA: "We should learn about different religions because we can find out more from people of other faiths in our class.

It important to know about other religions so later in life we can be more respectful and responsible with our actions and words.

SN: "In my class people have different religions and it is nice to learn about something that is different from my other believe. Sometimes things are similar and sometimes they are not".

LO: "I think that we should study other religions because in this school people are not all the same religion".

ZO: "I feel like we should specifically only learn about the main religions. Maybe just Christianity in year 1 or 2 and other religions in the older year groups".

WK: "My family are Christian but most my friends aren't, so I think we need to understand the beliefs of others more.

Vote: Brentfield Primary School should have a broader RE Curriculum

For: 11

Against: 0



Brentfield Primary School Governing Body meeting 30/11/23 5.30pm

In attendance

Penny Witham (PW) – Co-opted Governor - Chair of Governors
Nicola Harmer (NH) – Head teacher
Milimo Ninvalle (MIN) – Co-opted Governor – Vice Chair of Governors
Dimple Hirani (DH) Co-opted Governor
Ann John (AJ) Co-opted Governor
Riham Yusuf (RI) Parent Governor

Apologies

Daniel Whitham (DW) Co-opted Governor
Cllr Promise Knight (PK) – LA Governor

Absent

Maya Ekango (ME) Co-opted Governor

Resignation

None

1. Welcome by Chair of Governors & apologies for absence

The Chair opened the meeting. All were welcomed.

2. Declarations of interest for this meeting and the forthcoming year

PW & NH are Governors at other local LA Schools.

3. Apologies

Apologies were received from D Whitham & Cllr P Knight. These apologies were accepted.

SACRE – This need to be re applied for - we can apply to determine that we remain multi faith as opposed to just Christian. Governors agreed to the current delivery. We will consult with parents and

then we advise the LA of our decision: Governors agreed to reapply for determination from SACRE and consult with other stakeholders.

Q - What is the breakdown in the school?

A - Muslim is the highest. We do take a holistic approach and celebrate all events such as Diwali and Advent.

11. AOB

The nativity will take place on 13/12/23 at 9.30.

12. AOB confidential

None

Meeting ended at 7.10pm.

Minutes agreed as an accurate record

Signed Chair of Governors

Dated

Action points

- Clerk to follow up declarations of interest not completed for the year.



Brentfield Primary School

Children of Today, Champions for Tomorrow

Collective Worship Policy

Head Teacher	Mrs N. Harmer
Person Responsible	D. Fatania
Reviewed	May 2023
Next Review Date	May 2024

41-43 Meadow Garth, London, NW10 0SL

Tel: 020 8965 5326

Email: admin@brentfield.brent.sch.uk

Website: www.brentfield.brent.sch.uk

Collective Worship Policy

Introduction

Brentfield Primary School is a community school not designated with a specific religious character. As a non-faith school we are a secular space, which means Brentfield School is a place where no one religious or non-religious tradition takes precedent over another. We recognise that children and staff from many faiths attend the school. We celebrate diversity and take an inclusive approach to collective worship. The Collective Worship Policy at Brentfield School pays due regard to statutory requirements and has taken account of the guidance offered by the LA through its SACRE.

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. It is conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school.

Collective worship will take place daily as either a whole school, a class, year group or key stage.

Aims of Collective Worship

For the School:

Collective Worship contributes significantly to the ethos of Brentfield Primary School and recognise 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

For the Pupils:

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

- reflect on that which is considered worthy
- consider spiritual and moral issues
- develop their own spirituality
- reflect on the direction of their lives
- reinforce positive attitudes
- participate and respond
- consider the wonders and worries of the world

The Contribution of Collective Worship to aspects of the Curriculum Collective

Worship time (assemblies) is distinct from curriculum time. However, in Brentfield 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.

The Management of Collective Worship

The RE coordinator will be to plan, monitor and evaluate acts of Collective Worship.

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. Acts of worship will usually last for approximately 15 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate. Collective acts of worship are incorporated into whole school assemblies, RE and PHSE lessons

Leadership

Every member of the teaching staff and occasional visitors will be involved in leading acts of worship at some point in the school year.

Planning 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.

Termly planning sheets list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues.

The Act of Collective Worship

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. All of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but an opportunity must be given to express this response through reflection.

Withdrawal

Our assemblies will be conducted in a manner as sensitive and inclusive as to ensure that all children feel comfortable attending the assembly. It is hoped that as we have a 'determination' and follow a multi faith approach for collective worship parents will not feel the need to choose this option.

Mitchell Brook 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:								
Mitchell Brook Primary School								
2. Head Teacher:								
Theresa Landreth								
3. Pupils to whom application applies:								
<input checked="" type="checkbox"/> This application applies to the whole school.								
4. Outline reasons for application:								
<p>Mitchell Brook Primary School is a community school not designated with a specific religious character. As a non-faith school we are a secular space; which means Mitchell Brook School, is a place where no one religious or non-religious tradition takes precedent over another. We recognise that children and staff from many faiths attend the school. We celebrate diversity and take an inclusive approach to collective worship. The Collective Worship Policy at Mitchell Brook School pays due regard to statutory requirements, and has taken account of the guidance offered by the Local Authority through its SACRE (Standing Advisory Council on Religious Education). This has worked well for the school and has been supported by all families. One child is withdrawn from Collective Worship currently.</p> <p>School Population breakdown by religion:</p> <table style="margin-left: 20px;"> <tr><td>Muslim</td><td>51%</td></tr> <tr><td>Christian</td><td>30%</td></tr> <tr><td>Other</td><td>11%</td></tr> <tr><td>No religion</td><td>8%</td></tr> </table>	Muslim	51%	Christian	30%	Other	11%	No religion	8%
Muslim	51%							
Christian	30%							
Other	11%							
No religion	8%							
5. Outline details of consultation with governors:								
Governors were consulted in the Full Governing Body Meeting on 5 th December 2023. Some of the longstanding governors are already familiar with the determination.								

Unanimously agreed to apply to renew.

6. Outline of details of consultation with parents:

Letter sent to families 6/12/23
Meeting arranged 12/12/23
Ad hoc discussions on school gates.

Families are familiar with the school's approach and are aware of the different ways we celebrate all global religions and festivals as part of our curriculum.

20 people attended the online meeting to discuss the application. All attendees agreed. There were also 5 agreements by email.

Only one parent disagreed by email stating 'Hi my son is catholic I'll teach him about his religion I don't want him learning about any other religion thank you '

We inform parents of the determination and our approach to Collective Worship through the induction meeting when joining the school.

This proposal has also been discussed with the pupil representatives in the school council.


7. Outline of proposed provision for collective worship

We would like to continue with our current programme based on the Brent model. This is reflected in the school's ethos and interwoven into every day practise. The school has STARS VALUES to link with our practise. Additionally we celebrate the festivals of all faiths represented in our school as part of our rich curriculum offer. The school uses a variety of mediums such as stories, film clips, songs and poems to support the delivery of Collective Worship.

The children are offered time for reflection and silence.

This is outlined in the Collective Worship Policy.

8. Signature of Head Teacher:



Appendix 3

Evidence on Page 7

Full Governing Body Committee Agenda

5 December 2023, 6.00pm

Vision Statement

*'Inspiring the minds of tomorrow to be confident life-long learners; through high **Ambition**, strengthening a positive sense of **Identity** and contributing to **Society** so that every child can succeed'*

	Co-opted - Chair
	Headteacher
	Co-opted – Vice Chair
	Co-opted
	Parent Governor
	Co-opted Governor
	Co-opted Governor
	LA Governor
	Parent governor
	Parent governor
	Staff Governor
	Co-opted Governor
	Parent Governor
	Deputy Head
	Deputy Head
	Associate Governor
	Clerk
Observers/Presenters	

Item	Description/Discussion/Actions
1.	<i>Welcome from the Chair</i>
	Chair welcomed everyone
2.	<i>Apologies for absence</i>
	No apologies have been received
3.	<i>Declarations of interest</i>

	No declarations declared in any agenda item
4.	Governance Matters
	Staff Governor Vacancy – Staff governor election was held and [REDACTED] was re-elected as staff governor. His new term started from end of his last term, 21 st November 2022, and will run for 4 years to 20 November 2027.
5.	Minutes from 26th September agreed as accurate
	Minutes unanimously agreed as accurate.
6.	Actions from the 26th September 2023 meeting minutes
	<p>Attendance comparison - was shared with, and discussed by the Curriculum Committee's last meeting on 11th October 2023.</p> <p>Pay review committee - met 14th November 2023.</p> <p>Terms of Reference – agreed updates completed and uploaded to Governor Hub.</p> <p>Safeguarding training – all governors have completed; Chair will double check.</p> <p>Link visit training - Chair has spoken to all governors who had link visits. No one has done a visit without being prepared. Chair will arrange more formal training & a video before the new term and link visit schedule will be reviewed by headteacher and chair in light of a new focus.</p> <p>Code of Conduct – has been uploaded to Declarations and Confirmations area of Governors Hub. Please could all governors log in and confirm they have read.</p> <p>Skills audit – this will be done with leadership evening</p> <p>Parents events schedule - will be added to governor hub</p> <p>FSM Funding - on Finance agenda</p> <p>Acceptable Use Policy – will be added to Governor Hub and a confirmation statement added to Declarations and Confirmations on Governors Hub. All governors to confirm they have read and understood.</p>
7.	Finance – Rescheduled Meeting from 14th November
	<p>Headteacher updated committee re financial position as original meeting, 14th November 2023 had to be cancelled at short notice, and only a pay committee meeting went ahead, minutes held separately.</p> <p>Discussion ensued in relation to various income strands</p> <p>I09 – due to free school meals for all we are no longer receiving income for pupil meals. As larger number of free schools meals for pupils we have offered 10 free adult meals to staff for each sitting – this is now reducing income from adult meals as now taking up free meal. They have to sit and eat with children after duty. Ms Gordon has questioned if monitoring re staff taking up free school meal. SLT feels that there is only right amount of getting free meals and in terms of this it is only a small reduction. The larger reduction is on adult meals</p> <p>I18 - PE sports grant will be continuing for another year. We had not been sure of this</p> <p>Discussion now moved to Expenditure</p> <p>E26 - Agency staff – we need to decrease spending by £59,271.00.</p> <p>Q - What will that be in actual bodies? It will be particularly leadership cover, PPA cover etc. All of these are covered by agency staff and it is felt this may be best way to reduce that projected overspend.</p> <p>Head went on to explain Support staff pay award has been agreed by unions and school. This will be backdated to April 2023 £1925 per annum increase – London weighting increase from £2094 to £2175 and increase of 81.00</p> <p>Q - What is extra mural field study (E19)? – That relates to school trips – we pay up front for yr6 residential but we do not collect money until following financial, just before trip and this year the cost has increased.</p> <p>Q - On income by LA variance of 65,752 (101) – is that due to number of pupils, why is there a difference? – it was agreed this question would be raised at the next finance meeting when the school business manager would be available.</p> <p>Q – Total predicted overspend showing on page 17 is £129,759 needs to be highlighted and discussed at next finance meeting to ensure we can keep abreast of this and ensure something is done about it or explanation provided for LA. Clerk to share raised questions with finance officer/school business manager prior to meeting</p> <p>Governor explained she has been on recent finance training and if school has an overspend at end of year they will have to complete a number of forms so we should flag them now and try and avert these overspends, if possible.</p> <p>Headteacher highlighted that the school was closed yesterday as 2 pumps for heating broke – main pump and back up. It appears they now need to be replaced so this is an expenditure the school had not budgeted for.</p>

	<p><i>Q – it is strange both went are they checked?</i> They are checked and we do maintain these so headteacher has asked Ms Sterling to investigate this.</p> <p><i>Q - Could we not have an explanation against the large variances than anyone can read the report and not rely on input from finance staff?</i> Discussion ensued around subject and possible workload however it was agreed that going forward, as used to happen in the past, Ms Gordon would send budget monitoring every month rather than finance committee just looking at it during termly meetings. There will be a Budget Monitoring folder on Governor Hub in each. Year.</p> <p><i>Q- What is red dot against some items?</i> Red dot on report means Ms Gordon has manually amended. <i>Q - Are we continuing with National tutoring programme?</i> we are still using from January <i>Q - If everyone gets free school meals does this add to Pupil Premium Grant?</i> – No it does not we still have to take all the details as before when pupils start. It is rechecking throughout pupils' journey through school that is harder to do as parents do not let us know situations have changed. <i>Q - £30,00 lunch and kitchen support staff – original budget nil – why is this there?</i> We are using agency staff and some of these would have been previously budgeted under support staff. <i>Q - Is there then a saving of around £30,000 in support staff?</i> Headteacher would need to check with finance team as sometimes expenditure has been coded slightly wrong and this causes variances. One member felt that if it is a case of a simple conversation around the table then we can discuss that rather than adding to workload of school staff. Other governors felt that there should be comments for any variances to add clarity to budget monitoring. If Ms Gordon was not available for any reason another person would be able to pick up and carry on. Committee agreed that for February finance meeting need to have clarity on staffing – add notes to coding lines of staff in that code. Where ever substantial variance (£5000 or over) comments need to be added to that line.</p> <p><i>No further questions raised or discussions on Budget Monitoring report</i></p> <p>Maintenance Work and projects Headteacher signposted board to Health and Safety Summer Works listing She advised that agency caretaker who became a permanent member of staff had carried out some work over summer break. The painting work he did needs to be completely redone as he painted walls etc with grit paint that should only be used on threads of stairs. We now have to pay someone to do the work properly. We now have to get grit paint removed from 2 staircases and get them redone and then have it all repainted. Head advised that he is no longer working with us. There is no planned expenditure over £10,000 <i>Q - Will pumps cost more?</i> We hope not. <i>Q – is someone going to check them properly before replacing?</i> There is someone coming in to investigate. We once again do not have a caretaker so we are struggling to keep a maintenance schedule in place. The school had to close due to pumps broken but at least it is open again today</p> <p>Headteacher advised that there were no changes to Health and Safety policy. Unanimously approved</p> <p>No further questions</p> <p>ACTIONS</p> <ul style="list-style-type: none"> • Bring questions to next finance meeting – • <i>Q - On income by LA variance of 65,752 (101) – is that due to number of pupils, why is there a difference?</i> • <i>Q – Total predicted overspend showing on page 17 is £129,759 needs to be highlighted and discussed at next finance meeting to ensure we can keep abreast of this and ensure something is done about it or explanation provided for LA.</i> • Clerk to share raised questions with finance officer/school business manager prior to meeting • Committee agreed that for February finance meeting need to have clarity on staffing – add notes to coding lines of staff in that code. Where ever substantial variance (£5000 or over) comments need to be added to that line. Clerk will share this with Ms Gordon.
8.	<p>Headteacher's Report</p> <p>Headteacher spoke to current numbers on role at school. She advised that for funding purposes the DfE uses pupil number from the October census. Mitchell Brook's numbers have risen again and we have at least 10 children on our waiting list – we have a lot of mobility Sep-Oct 24 leavers but 40+ joiners one census does not show this. Nursery numbers are down. It is a trend across the area. From January we will be admitting children who have just turned 3; they will be part time. <i>Q - Is nursery paying for itself?</i> No, it is not therefore one nursery nurse is going to have to move over to reception.</p>

SEND REPORT

SEND figure is stable, but high. [REDACTED] advised it has been noticed this year that we are managing needs better as children who required lot of support in reception are much more independent in year 1. Nurture group started in reception in summer term and we are reaping those benefits.

Found barriers to education so supported 14 children across Reception into year 1 Summer/Autumn. Now looking at KS1 cognitively going forward

Speech language and communication are our highest needs. We pay additional for Occupational Therapy to come in and work with targeted children – we used to pay for additional private but do not now pay for this as NHS support excellent and very well qualified. Also have support staff trained in speech and language allowing them to follow up on work being done.

No questions raised.

Quality of Education

[REDACTED] provided updates.

Training provided recently on formative assessment of children's learning as you teach, rather summative assessment.

Provided tips and tricks on engagement

Q – Could you confirm difference in formative and assessment testing? Formative assessment is ongoing and informs new learning – summative assessment is termly or end of topic.

Less experienced teachers sometimes think only way to assess is testing – we do live marking and give feedback – this is much more powerful – [REDACTED] has been working with the research.

Q - How do you ensure it is consistent across the school if each teacher is doing it themselves, how do you measure it? Really good point. Subject knowledge is embedded and we support teaching through whole school provision – different and valid for everyone. We coach, doing side by side teaching with lead practitioners – pretty much all we do is through formative assessment. SLT then assess that through dropping into classrooms and observing, staff do not mind senior staff just popping in and you can see questioning and strategies in use and you can also see this in books when you observe marking and feedback.

Writing is led by a lead practitioner. We have split English so that 1 lead practitioner has charge of reading and 1 of writing. Grammar and spelling- lead practitioner is working with years 3 & 4 which is coming out lower than expected. We do a lot of in school moderation but last week we did a cluster moderation across years 2 and 6 with a number of other schools in area

We will be reviewing foundation subjects over next 18 months.

Q - Are there many opportunities for multilingual students to write in their own language? – Yes, when they first come. However, when you have pupils coming at very beginning stage of English often, they are struggling to write in own language as well, they often have not had any schooling or have large gaps. If a child came in able to write yes, we would definitely give that opportunity but we have not had that.

Q - Just wondered in speech and language would it sometimes be a need or a language issue learning language? – We discuss with parents how quickly they picked up their own language and then assess going forward.

Professional Development

Headteacher advised this is used to raise academic outcomes [REDACTED] leads on this virtually all teachers are doing some further learning we are using our apprenticeship levy money to pay for this

Parental engagement

Variety of strategies are being employed. Have looked at advice and strategies from EFF. We want parents to come in and enjoy what we do. Headteacher signposted the strategies on her report, available on Governor Hub. She informed board that have got parents coming in to workshops to support learning.

Staffing

Resignations up to 31st October – 1 agency teacher has gone

1 PPA teacher gone from teaching and become a driving instructor, stating it will be less stressful

Support staff – 2 are leaving – both had been unwell and are now leaving

A PPA teacher is taking over year 1 post

PPA will all be teachers taking over cover – ECT teachers have 20% cover required and we have 5 ECTS (Early Career Teachers)

Attendance

Reviewed attendance figures

Q - Is there attendance data for only London, would it be helpful to look at that? Yes. Different parts of country have varying

	<p>degrees of attendance issues.</p> <p><i>Q - Would looking at London give truer picture?</i> – Comparisons are always done nationally. Don't think it would tell us anything extra. Our attendance is improving – there has been improvement since last year – we have quite robust procedures and follow up and are clear what we are doing with persistent families.</p> <p><i>Q - Is there a trend?</i> – Yes, it is much higher than pre covid as parents are much more inclined to keep children at home with any cold.</p> <p>We look at most serious cases with EWO and it is constant piece of work.</p> <p>We do have to review reports and have to change things on them as we constantly have to remove children who have not attended prior to moving on to another school as they nearly always have low attendance prior to moving.</p> <p>Trip Approval</p> <p>The residential trip is for 79 children – we are going to try and crowd fund money and we are researching charities as there are charities who provide money for Pupil Premium students trips.</p> <p>Governors were asked if they were happy with school funding trip - £269.00 per child, cost to school for coach is £2995.00</p> <p>Governors unanimously approved trip.</p>
9.	Ofsted feedback - Part 2 Confidential
10.	Safeguarding Report
	<p>[REDACTED]</p> <p>Training for low level disruption – making sure classroom is conducive to learning – senior team are working with ECTs to develop how they approach behaviour. We have very clear policy with enhanced training. We are making sure children are safe and adults confident in handling behaviour.</p> <p>Attendance – kept as a priority – EWO works closely with families and plans to send letters of improvement to some families</p> <p>Every week we have updates that go out to staff with items that may be of use.</p> <p>Recently attended DSL network – very useful</p> <p>Inspection in relation to safeguarding – Ms Box met with lead inspector and it was very positive – explained school context and how we respond to challenges. The same as behaviour. We have a large inclusion team so that has strengthened safeguarding team</p> <p>Lead inspector wanted case studies CP, CIN, LAC and a child with early help – Spoke about bullying, how we deal with LGBT+. Asked for 6 boys and girls and met with them to ask same questions in a child friendly way. They also looked at the SCR</p> <p>No questions raised</p>
11.	Three Key Points to report to FGB
	<p>Curriculum & Standards</p> <ol style="list-style-type: none"> 1. Report on RWINC 2. Positive results on standards report 3. PPG report <p>Actions for FGB from C&S Committee 11.10.23</p>

	<ul style="list-style-type: none"> • Need to update lead governor for pupil premium – Aman and Dawn at last FGB was on link visit timetable • Chair provide Visits video <p>██████ shared some of the discussion from curriculum meeting on the above subjects.</p> <p>No one else had anything to add and no questions raised.</p>
12.	Policy Review
	<ul style="list-style-type: none"> • Safer Recruitment – From 2021 • Conflict of interest – New • Workplace resolution – New policy to replace Grievance and Collective Grievance • Appraisal Policy – agreed at pay committee <p>All of these are borough policies and were unanimously agreed</p> <p><i>Q - How are these now rolled out to staff? Especially appraisal and conflict of interest etc?</i> We have not yet rolled them out. Safer recruitment is shared and discussed with SLT We have a portal on website for all policies and in staff weekly update we have a policy section</p> <p><i>Q - New Staff?</i> Induction will include key policies and signposts to others.</p>
13.	Link Visits
	<p>Attendance</p> <p>██████ – Felt this fed in nicely with with safeguarding visit with Helen. I was told so much about attendance in school discussed all of the processes that all staff complete – gave details of the community. Trying to always link to safeguarding to visit. Was extremely useful for me to learn challenges faced and how they are dealt with. Expectations set quite recently that good attendance needs to start from nursery – all children of school have high attendance expectations.</p> <p>Talked about how EBSA children get handled differently - monitored much more closely and sometimes early help used. Usual processes followed but in a much more considered way. When asked about biggest challenge it was noted that Traveler families seem to present biggest challenges and it is for a variety of reasons. School works with individual families and providing targeted activities ie irish dancing classes and that word of mouth is the strongest tool we have that parents felt their children were safe. We have higher number of children from that community this year than ever.</p> <p>Since covid more parents nervous about sending children in. Trying to convince parents they can send in with medication – no term time leave approved and parents would be fined, without exceptional circumstances. Using teachers as first point of contact rather than more official formal conversation – For governors - very big area with lots of challenges and movement No Questions.</p> <p>EYFS – ██████ updated on her recent visit with ██████, reception teacher. ██████ expressed that having had children who had gone through early years she found it so calm now and they were doing phonics and even with visitors walking around they were not distracted. Went to outside area and viewed learning there – sand pit, mud garden discussed about staffing for outside and was told about small groups and staffing</p> <p>██████ advised that it was lovely to meet teacher who is so passionate and is growing into her role. Safeguarding was evident in terms of supervision – teacher very clear about strengths and challenges – very positive visit and OFSTED gave a very positive report</p> <p><i>Q – I don't see many other reception classes anymore and am I right in noticing that has Reception moved closer to KS1 rather than Nursery. Is this now a national situation?</i> In terms of curriculum rather than being uniquely reception I would say, apart from phonics, that KS1 is moving more towards early ears. Probably been some changes made last couple of year supporting children around their personal social skills, structuring choices a bit more, children coming to us post covid need a bit more clarity and structure.</p> <p>Training/Development of staff has happened in terms of free flow it is still there but a bit more structured to meet needs of children especially children with needs.</p> <p><i>Q - It was just a thought from my experience that nursery/reception used to work very closely together and that does not now seem to be the case?</i> There is now a distinction between nursery and reception from new EYFS curriculum the progression documents were made very clear and dictate how we work.</p> <p>Building staff confidence was highlighted by teacher as areas for development.</p> <p>ECT</p> <p>██████ who oversees programmes – in last 5 years we have been growing our own</p>

	<p>teachers who are invested in our community and school and provides retention. 22 ECTs over past years have a 96% success rate – and over 50% retention rate. Over the years we have retained all 21 for between 1 and 4 years. Do all statutory training and also add in a lot of extra training and it is clear that we invest in them and they invest in us.</p> <p>██████ advised that when walking around the school, with SLT, she might notice something with a teacher and it often gets pointed out that they are an ECT. You would not be able to tell as they are very confident.</p> <p>Parental Engagement</p> <p>██████ spoke of meeting last Friday, 1st December, and speaking about how school are using a number of strategies trying to engage everyone. Parents are often happy to use zoom or call but through persistence are gradually being encouraged to come into school. He spoke about Reading night for parents with a greater attendance than expected and parents feeling I is a safe place. Discussed difficulties and school recognizes that there have been some messages that have not been consistent – we as governors have to recognise this as well when speaking on behalf of school or about school. Headteacher and team are very aware of difficulties and are looking to put on later sessions for parents that work Pertinent – how team respond to complaints – all are treated with respect and promptly and parents are genuinely happy with how their concerns are treated. OFSTED survey was very good and SLT will look at website to try and revamp as parents felt it is not reflective of Mitchell Brook.</p>
14.	<p>AOB (this should be raised with the Chair 24 hours before the meeting)</p>
	<p>Determination Application.- Headteacher spoke about the latest information that had been distributed to governors re: Applying for a determination. She explained that the school was re-applying as the current determination was due to expire in June. The policy remains unchanged as this is what has been currently followed. 51% of children in school are Muslim, 30% Christian, 11% other and 8% have no religion. NP asked about how the current programme worked. TL explained about how the assemblies focus on the school values and that there are times of periods of silence and reflection. Major festivals and religious events are acknowledged. The parents views will be sought as well as those of the children. This has been discussed with staff as part of the normal communications. AT and NW have agreed to be present at the parent meetings.</p> <p>This request was unanimously agreed by the board. Collective Worship Policy was approved</p> <p>PAN Reduction Consultation - Headteacher advised that consultation on reduction of numbers is still live and in process. <i>Q – Are parents aware?</i> – Yes, they are. Some asked about their own children in school as they were a bit worried, they may lose places. We quelled those concerns by explaining no current child or sibling would lose a place they have or have to move.</p> <p>Support staff salary discussion– SEE CONFIDENTIAL PART 2</p> <p>Governors were thanked for their visits staff really appreciate governors’ interest. Headteacher will update visit schedule and upload to governor Hub and advise governors. Please ensure you do visits and update prior to next FGB on 19th March.</p>
15	<p>Meeting Ends: Dates of Next Meetings: 6th February '24 – Finance & Resources 5th March '24 – Curriculum & Standards 19th March '24 - Full Governing Body</p>



MITCHELL BROOK
PRIMARY SCHOOL

Collective Worship Policy

Headteacher	Theresa Landreth
Person Responsible	Hibaq Omar/Kadine Brown
Date Agreed	5/12/23

Collective Worship Policy

Introduction

Mitchell Brook Primary School is a community school not designated with a specific religious character. As a non-faith school we are a secular space, which means Mitchell Brook School, is a place where no one religious or non-religious tradition takes precedent over another. We recognise that children and staff from many faiths attend the school. We celebrate diversity and take an inclusive approach to collective worship. The Collective Worship Policy at Mitchell Brook School pays due regard to statutory requirements, and has taken account of the guidance offered by the Local Authority through its SACRE (Standing Advisory Council on Religious Education).

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. It is conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school.

Collective worship will take place on a daily basis as either a whole school, a class, year group or key stage.

Aims of Collective Worship

For the School:

Collective Worship contributes significantly to the ethos of Mitchell Brook Primary School and recognise that it is a time when the school community can:

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

For the Pupils:

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

- reflect on that which is considered worthy
- consider spiritual and moral issues
- develop their own spirituality
- reflect on the direction of their lives
- reinforce positive attitudes

- participate and respond
- consider the wonders and worries of the world

The Contribution of Collective Worship to aspects of the Curriculum Collective

Worship time (assemblies) is distinct from curriculum time. However, in Mitchell Brook 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.

The Management of Collective Worship

The Deputy Headteacher will work alongside the Religious Education Leader to plan, monitor and evaluate acts of Collective Worship.

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. Acts of worship will usually last for approximately 15 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate. Collective acts of worship are incorporated into whole school assemblies, RE and PHSE lessons

Leadership

Every member of the teaching staff and occasional visitors will be involved in leading acts of worship at some point in the school year.

Planning 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.

Termly planning sheets list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues.

The Act of Collective Worship

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. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection.

Withdrawal

Our assemblies will be conducted in a manner as sensitive and inclusive as to ensure that all children feel comfortable to attend the assembly. Our Collective Worship Policy will be shared with families during induction. It is hoped that as we have a 'determination' and follow a multi faith approach for collective worship parents will not feel the need to choose this option.

Mount Stewart Federation & Infants Determination

**APPLYING FOR A DETERMINATION
THAT SECTION 394 (1) OF THE
EDUCATION ACT 1996 SHOULD NOT
APPLY TO A SCHOOL.**

Mount Stewart Infant School: Determination Application 2023

Headteacher: Sally Newing

Pupils Affected: All students at Mount Stewart Infant School

Reasons for Application:

Mount Stewart Infant School, reflecting its diverse multi-faith community and in line with its federation with the Junior School, seeks a determination to continue our Brent-approved multi-faith approach. This approach has historically facilitated rich, respectful dialogues about various faiths, benefiting our school community.

Consultation with Governors:

Information about the determination was emailed to governors in October. Consultation documents were sent on 20th November. The governors discussed this on 12th December 2023. The governing body, after reviewing consultation findings, agreed to apply for the determination on 12th December 2023.

Consultation with Parents:

Consultation documents were distributed in paper and via email on 10th October, closing on 20th November.

Weekly drop-in sessions were held for parents every Wednesday morning.

Queries through emails and letters were encouraged and addressed.

Proposed Provision for Collective Worship:

We aim to continue our current practice, which includes safe discussions about origins and traditions, periods of reflection and silence, celebration of various festivals, and support from pupils and families. We propose to introduce the term 'pause' for collective worship and update our new starters' packs with this information, pending determination approval.

Headteacher Signature:



Name: Sally Newing

Date: December 2023

SACRE Brent – Standing Advisory Council on Religious Education



MOUNT STEWART FEDERATION
Headteacher: Mrs S Newing
Carlisle Gardens, Harrow HA3 0JX
T: 020 8907 5113
E: admin@tmss.org.uk



INSPIRE. ACHIEVE. LEARN

REF: Collective Worship Approach at The Mount Stewart Schools

Date: October 2023

Dear Parents and Carers,

We are reaching out to engage you in a crucial discussion concerning the daily act of collective worship, which we are mandated to provide for all pupils as per the existing law. The standard expectation is that this act be 'largely or wholly of a broadly Christian character,' unless a school acquires a 'determination.' In the context of Brent, a determination enables schools to either adopt a multi-faith approach recommended by the Brent Standing Advisory Council on Religious Education (SACRE) or formulate their approach.

Here at the Mount Stewart Schools, our intent has always been to create a collective worship experience that includes our entire school community, embracing pupils and adults without advocating specific faith. The practice is designed to nurture pupils' spiritual and moral development and reinforce values cherished by our community as a whole.

In the past, Brent SACRE graciously approved a determination that permitted both Mount Stewart Infant School and Mount Stewart Junior School to implement its multi-faith approach to collective worship. Our school governors, reflecting on the benefits of this approach, believe it is in our collective interest to continue along this path. So, we are preparing to submit a renewal application for you to look over. However, before proceeding, your views are paramount to us.

We earnestly invite you to share your thoughts on this matter. Should you disagree with the decision to continue with the multi-faith approach, please express your dissent by filling out the Google Form (<https://forms.gle/BaQaPzn73wtQWkh67>) or emailing your concerns to s.newing@tmss.org.uk by Monday 20th of November. If you decide to remain silent on this matter, we will consider it a good idea of our proposed course of action.

To Voice Disagreement:

- Via Google Form: A straightforward Google form <https://forms.gle/BaQaPzn73wtQWkh67> can be used to note your disagreement and additional comments, if any. Please submit it by Monday 20th November.
- Via returning the slip on the next page or email your disagreement to s.newing@tmss.org.uk by Monday 20th of November.
- Via Email: If not, you might email your comments to Headteacher Sally Newing directly at the aforementioned email address by Monday, 20th November

Your feedback is invaluable, and we are genuinely interested in hearing any concerns or questions you might have about this matter. We are committed to engaging in open and constructive dialogues with our school community to ensure our paths align with all our members' collective values and expectations.

Thank you for your continued support and cooperation.

Warm regards,

Sally Newing
Headteacher
The Mount Stewart Schools



MOUNT STEWART FEDERATION
Headteacher: Mrs S Newing
Carlisle Gardens, Harrow HA3 0JX
T: 020 8907 5113
E: admin@tmss.org.uk



SACRE determination – notification of disagreement with this proposal

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

Comment:

Please return this notification of your disagreement with the proposal to continue the multi-faith approach to collective worship to the School Office by Monday, 20th November 2023. Alternatively, please email your comments of disagreement to s.newing@tmss.org.uk by Monday 20th November.



MOUNT STEWART

FEDERATION

**Report of the consultation on the Determination of collective worship at
The Mount Stewart Schools Federation 2023.**

CONTENTS

This report describes the background, the process, and the findings of the consultation of a determination for collective worship for The Mount Stewart Schools Federation.

It has five main sections:

1. Introduction – provides brief background information
2. Consultation process – includes a list of the various stakeholder groups and describes how they were approached
3. Consultation findings – presents the detailed results
4. Conclusion
5. Recommendations – submitted by the Headteacher for consideration and vote by the Governing Body on December

1. INTRODUCTION

Both the infant and junior schools at Mount Stewart historically held determinations for collective worship. Post-2015, the infant school reverted to Christian-based worship due to the lapse of their determination, while a new determination was approved in 2019 but lapsed after COVID. The leadership team believes that continuing with a collective worship format reflective of the school's diverse community will enrich the curriculum across the federation.

2. CONSULTATION PROCESS

The consultation, adhering to Brent SACRE's guidelines, spanned approximately seven weeks, from 10th October to 20th December 2023. Documentation was disseminated via email and accessible on the school's website, including a letter outlining the consultation's purpose and a response Google Form. Stakeholders, including parents/carers and staff, were provided multiple response avenues and opportunities to discuss the determination at designated times.

The consultation pack comprised:

- A letter outlining the reasons for the consultation
- A response Google form;

The schools' correspondence with parents regularly included reminders about the consultation and the need to provide feedback.

In addition, staff were invited to raise any questions about the determination at weekly briefings and through their phase leaders.

Reminders about the consultation and the need to provide feedback were regularly included in the schools' correspondence with staff via email and briefings.

3. CONSULTATION FINDINGS

A total of 4 responses were received during the consultation period through various means like Google Forms, telephone, and email. Although the concerns varied among respondents, some specific views included preferences for Christian worship and appreciation for the school's diverse approach to faith and prayer.

Responses informed the Governing Body and the Headteacher, contributing to the leadership team's understanding.

As well as general comments and observations, some specific questions were raised, including:

- *We would not like to educate our kid on any religious belief*
- *I prefer to stick with Christian community so, I strongly disagree to this proposal for my child*
- *Regarding the SACRE consultation period. I wanted to express my delight at the current approach. Brent is a hugely diverse borough and the school should be commended for embracing this when it comes to the observance of prayer and respect for all faiths.*

Each parent was responded to individually by email. It was explained that as a multi-faith school, we teach about all religions, we encourage the children to question and have personal reflection, but we do not teach them how to pray. Each respondent was sent the collect worship policy (also available on the website), and the Brent SACRE guidance for information and invited into the school to observe an assembly. None accepted the offer to observe an additional assembly. All parents are invited to two learning assemblies over the year for each of their children.

4. CONCLUSIONS

A total of 4 responses were received during the consultation period through various means like Google Forms, telephone, and email. Although the concerns varied among respondents, some specific views included preferences for Christian worship and appreciation for the school's diverse approach to faith and prayer.

Responses informed the Governing Body and the Headteacher, contributing to the leadership team's understanding.

5. RECOMMENDATIONS

The following recommendations for both schools to apply for a determination for collective worship were considered and voted on by the Governing Body on the 12th of December.

The leadership team would like to thank all those who participated in the consultation process.

Mount Stewart Schools Governing Board
Minutes of the Governing Board committee meeting held on
Tuesday 12th December 2023 at 7pm via Zoom

GOVERNORS IN ATTENDANCE

Name	Category of Governor	Present 19/09/23	Present 19/10/23	Present 12/12/23
Sally Newing (SN)	Head (Ex-officio)	Yes	Yes	Yes
Gillan Barnard (GMB)	Co-opted Governor (Co-chair)	Yes	Yes	Yes
Edward Griffiths (EG)	Co-opted Governor	Apologies	Apologies	Apologies
Kishan Parshotam (KP)	LA Governor (Co-chair)	Yes	Apologies	Apologies
Sally Pond (SP)	Staff Governor	Yes	Yes	Yes
Penny Christodoulou (PC)	Co-opted Governor	Yes	Apologies	Apologies
Zahrah Obaydi (ZO)	Parent Governor	Yes	Yes	Yes
Manoj Varsani (MV)	Co-opted Governor	Yes	Yes	Yes
Tom Thacker (TT)	Co-opted Governor	Yes	Yes	Yes
Rasila Pindoria (RP)	Parent Governor	Yes	Yes	Apologies
Lynda Rees (LR)	Clerk	Yes	Yes	Yes
John Ryan (JR)	Co-opted Governor	Yes	Yes	Yes
Rachel Johnson (RJ)	Associate	Yes	Yes	Yes
Nitin Patel (NP)	Co-opted Governor	Apologies	Yes	Apologies
Dorcas Onabanjo (DO)	Co-opted Governor	Apologies	Yes	Yes
Darren Phillimore-Farden (DF)	Co-opted Governor	Yes	Apologies	Yes
Sarah Jones (SJ)	Associate (from 19/09/23)	Yes	Yes	Yes
Sharan Uppal (SU)	Observer	N/A	N/A	Yes

MINUTES

No	Item	Action
1.		
2.		
3.		
3a		
4.		
4a		
5.	<ul style="list-style-type: none"> SACRE Determination Review – a separate report has been presented to this GB meeting for the consultation process on the determination of collective worship at the Mount Stewart Federation. For new Governors, SN explained the collective worship approach at the Mount Stewart schools. For Brent schools, the determination enables schools to either adopt a multi-faith approach recommended by the Brent Standing Advisory Council on Religious Education (SACRE) or formulate their own approach. A letter was sent to parents and carers in October 2023 seeking their thoughts on continuing to follow the BRENT SACRE multi-faith approach to collective worship, and they are preparing to submit a renewal application. Following the consultation period, which finished on 20th November 2023, a total of 4 responses were received (which included general comments and observations with some specific views, including preferences for Christian worship and appreciation for the Federation's diverse approach to faith and prayer), with each parent receiving an individual response by email. Governors had no questions to raise on the SACRE determination process and unanimously agreed that the Mount Stewart schools would continue to follow the BRENT SACRE-recommended approach for collective daily worship. 	

6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

Meeting finished at 9.25pm

Signed: _____

Chair of Governing Board

Date: _____

Newfield 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:
Newfield Primary School
2. Head Teacher:
Sarah Bolt
3. Pupils to whom application applies:
<input checked="" type="checkbox"/> This application applies to the whole school.
4. Outline reasons for application:
<p>A request for the five-year renewal of the determination.</p> <p>In keeping with the Brent SACRE model approach, at Newfield Primary School, we do not promote any particular faith but celebrate all faiths. We are an inclusive, multi-faith school whereby all pupils receive weekly RE lessons (following the Brent Agreed Syllabus). Pupils and staff also take part in daily collective worship and assemblies. A large percentage of our school population is non-Christian and it could be argued that worship other than that which they willingly partake in as part of being a follower of their own religion would be deemed contrary to the teachings of their faith. Therefore, to provide collective worship 'wholly or mainly of a broadly Christian character' would not be suitable in our school.</p>
5. Outline details of consultation with governors:
<p>The proposal to renew the Determination was shared with governors on Thursday 14th December 2023 at the full governing body meeting held in the autumn term. The governors agreed with the current arrangements.</p>
6. Outline of details of consultation with parents:
<p>A letter was sent out to parents on 8th December 2023. Only 5 parents disagreed with the proposal, although further investigation revealed that parents did not understand the letter. After discussions with individual parents, they all agreed with the proposal to follow a multi-</p>

faith approach at Newfield Primary School.

7. Outline of proposed provision for collective worship

Newfield Primary School will follow the Brent SACRE model approach, including:

- Weekly RE lessons, following the Brent Agreed Syllabus
- Whole school collective worship four times a week, and one session of collective worship in class.
- Classes and school staff/ leaders delivering assemblies across the academic year, which focus on religious occasions and celebrations across all faiths. This is in line with the school's assembly planner.
- Weekly PSHE sessions allow for mindfulness and reflection time

8. Signature of Head Teacher:



Religious Education Determination Renewal

December 2023

Sandra To



What is a determination?

- ▶ There is a requirement that all schools that **do not** have a religious foundation to provide a daily act of **collective worship** for all pupils in the school, other than those withdrawn at the request of their parents.
- ▶ Without a determination, schools must provide acts of collective worship which are “wholly or mainly of a broadly Christian character”.
- ▶ If that is not appropriate for the setting, the school will need to apply for a determination.
- ▶ Newfield Primary School’s determination is up for renewal. This will last for 5 years.

Collective worship

Effective collective worship at Newfield could include:

- ▶ opportunities and support for children and adults to share stories, prayers, objects, sayings, poems etc. which are important to them, express their values or are part of their home tradition
- ▶ an atmosphere of focus and a period of calm silence so that children and adults can reflect, meditate or pray according to their own traditions, often in response to material shared
- ▶ an emphasis on the values expressed by festivals, local, national and international events e.g. UN day, Anti-bullying Week, Mental Health Week, Children in Need etc
- ▶ an emphasis on the values expressed by stories, possibly connected with a festival, sayings, prayers, songs or poems
- ▶ opportunities to focus on the values of the whole school community
- ▶ celebration of contributions of individuals or groups to the school, children and adults, emphasising the sense of purpose and service
- ▶ sharing and celebrating aspects of children's learning and achievement, drawing out the values which have enabled this

Current collective worship

- ▶ Assemblies four times a week and collective worship in class on a Wednesday.
- ▶ Monday assembly is a celebration assembly. We celebrate attendance, learners of the week and pupils who have demonstrated the Newfield values.
- ▶ Tuesday singing assemblies for Year 1-6 are led by the school's music teacher, Martin Turner.
- ▶ Thursday's assembly is usually based around a theme, international or national events, religious celebration or commemoration.
- ▶ Friday assemblies are class assemblies. These can be based around a theme, international or national events, religious celebration or commemoration, linked into what the children have been learning in class. Parents are invited to these.
- ▶ Weekly PSHE sessions where reflection time and mindfulness is built into the teaching sequence.
- ▶ Daily story time- teacher reads to the class and opportunities are provided for pupils to discuss.

Determination renewal process

Decision to apply for a determination by the Headteacher
Evaluate present provision for collective worship.



Consultation with governing body and agreement on renewal



Consultation letter and response from parents.



Consultation with pupils. (share with the School Council and in assembly)



Make the application to Brent SACRE (deadline Friday 12th January 2024)



Await response from Brent SACRE-this usually takes a week. Determinations granted will be in effect for five years.

Assessment Data

December 2023

Sandra To



Types of data

School data

- ▶ Headline Data 2022-2023
- ▶ Data targets for 2023-2024 (set in September 2023 and to be reviewed in January 2024)

Published data

- ▶ Inspection Data Summary Report (IDSR)- only source of data that Ofsted will use when inspecting a school
- ▶ Analysing School Performance (ASP) This includes outcomes data- attainment and progress (where available) for various groups ,e.g. those with SEND, disadvantaged, EAL.

Updates to the IDSR

This release contains:

- January 2023 census-based contextual information
 - exclusions data for 2021/22
 - phonics screening test data for 2023
 - key stage 1 attainment data for 2023
 - key stage 2 attainment and progress data for 2023
 - school workforce census, staff turnover and absence data for 2021/22
 - staff-related expenditure data for 2021/22
 - IDSR redevelopments for all schools (for full details please read our September newsletter)
- Primary prior attainment data has been removed due to lack of data both now and in the future.



Pupil Premium Strategy

December 2023

Sandra To





Newfield Primary School

Longstone Avenue, Willesden, London, NW10 3UD
Telephone: 020 9861 1566. Facsimile: 020 8961 8517
e-mail: admin@newfield.brent.sch.uk

Monday 11th December 2023

Dear Parents

All schools are required by law to provide a daily act of 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 this school 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 five 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. However, before we apply to Brent SACRE for the determination, 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 I can hear your concerns. If we do not hear from you, we will assume that you agree with our decision.

Yours Sincerely,

Ms. To
Deputy Head

I _____ parent of _____
class _____ do not agree with the school's proposal to continue the multi-faith approach to collective worship.

Headteacher: Ms Sarah L. Bolt

Newfield Primary School collects data for the purposes of performing our public task as a school and exercising our legal obligation to comply with the law as required under articles 6 and 9 of the General Data Protection Regulation (GDPR). Please refer to our full privacy notice which is available on the school website or from the school office for further details.



Newfield Primary School
Full Governing Body Meeting Minutes (Part 1)
 14 December 2023, 18.00

Register of Attendance		
Name	Position	Expiration of Term in Office
Narinder Nathan ('Chair')	Chair	18 October 2024
Sarah Bolt ('HT')	Headteacher Appointed by virtue of office (Ex-Officio)	Not applicable
Maranda Ikpeba ('MI')	Vice Chair Co-opted Governor	12 July 2027
Kim Beat ('KB')	Co-opted Governor	12 October 2026
Bryony Marshall ('BM')	Co-opted Governor	30 March 2026
Laura Williams ('LW')	Elected Parent Governor	26 September 2025
Julia Babiak ('JB')	Vice Chair Co-opted Governor	1 October 2024
Apologies		
Mustafa Regec-Noor ('MRN')	Co-opted Governor	16 July 2027
Janet Lawrence ('JL')	Elected Staff Governor	30 November 2026
Kimberley Gaynor ('KG')	Elected Parent Governor	27 November 2024

Minutes	
1	Welcome
1.1	The minutes were approved as true and accurate.
2	Apologies
2.1	Apologies were received from MRN, KG and JL.
3	Declarations of Interest
3.1	No declarations were made.
4	Election of Curriculum Committee Chair
4.1	KB was duly elected the Curriculum Committee Chair.
5	Governor Recruitment
5.1	Governors noted that there were two co-opted Governor vacancies and agreed that an advert would be placed on Inspiring Governance. The Chair was also reviewing a list of available Governors obtained from Brent.
6	Safeguarding quiz
6.1	A safeguarding quiz was shared with Governors.

10	SACRE Determination
10.1	The HT explained the purpose of the Standing Advisory Council on Religious Education (SACRE) and advised that the Deputy Headteacher had written to parents about the SACRE determination renewal and spoken to pupils about it. The school had always had a determination but had to apply again to the SACRE every five years.
10.2	Governors unanimously approved the renewal of the determination.

Collective Worship Policy

Newfield Primary School



Approved by:

Date:

Last reviewed on:

Next review due by:

The aims of our collective worship policy:

- To share our school values and vision.
- To impart spiritual, moral, social and cultural education.
- To recognise and reflect the multi-faith nature of our school and our community and to encourage recognition and respect for the belief of others.
- To foster a sense of community spirit, ethos and shared values.
- To provide time for spiritual reflection and response.
- To celebrate achievement and special times.
- To reinforce positive attitudes.

Definition of Collective Worship

Collective Worship is a time when the whole school or groups within school come together in order to reflect on common concerns, issues and interests. It offers all pupils an opportunity to reflect through engaging in relevant, meaningful experiences which promote their development on a broader, 'holistic' level. It is a legal requirement that schools have a daily collective activity which emphasises common values, principles and aspirations.

Statutory duty of the School

All pupils (apart from those withdrawn by parents) will take part in a daily act of collective worship through whole school assemblies.

Newfield Primary School was granted a determination by the local SACRE as it was deemed inappropriate for the pupils to experience worship that is "wholly or mainly of a Christian character."

In order to reflect the diversity of our school and wider community we adopt Brent Council's recommended approach by applying to SACRE (Standing Advisory Council on Religious Education) for a 'determination'. This allows us to follow a model of practice which reflects our families more broadly as opposed to following the requirements of The Education Act 1996, whereby collective worship should be 'wholly or mainly of a broadly Christian character'. In consultation with our Governing Body, parents and pupils we have applied for and continued for renewal of our determination every five years since its introduction.

Implementation

At Newfield Primary School, collective worship is embedded into assemblies or feature in other aspects of the curriculum which promote thinking and reflection time, such as Circle Time, PSHE sessions and RE sessions. To ensure collective worship provides opportunities for spiritual, moral, social and cultural development, it will be addressed through a variety of themes and topics, use of diverse stimuli and resources, and provide time for children to 'respond' on their level.

- We hold a daily act of collective worship in our school, lasting approximately 15-20 minutes. This takes the form of either a whole-school assembly (four times a week) or a class session - either delivered as a circle time or following the My Happy Mind programme.
- Assemblies are conducted in a dignified and respectful way. We remind pupils that assembly time is a period of calm reflection. It is regarded as a special time and expect the pupils to behave in an appropriate way. We ask them to be quiet, thoughtful and to listen carefully to the speakers and the messages provided. Pupils are encouraged to participate fully and appropriately.

- The Head Teacher, a member of the Leadership Team or a teacher will lead whole school assemblies.
- All class teachers will lead and deliver a whole school assembly with their pupils at least twice a year.
- Themes for assemblies include the following: achievement assemblies, celebration of key religious festivals, promoting or raising awareness of national or international themes and events, sharing stories and showcasing of curriculum learning.
- On certain occasions, outside speakers will be invited to lead a whole school or year group assembly.
- Time for silent worship and/or reflection will be included in assemblies.
- Parents and governors are invited to attend class assemblies as well as special assemblies, such as end of term celebrations.

Right to Withdrawal

We expect all children to attend our assemblies. However, parents can request permission have a right to withdraw their children from collective worship. In the first instance, discussion with the Headteacher needs to take place so the parent can give reasons for the request. Requests of this nature are very rare within the school. We hope this reflects the confidence shown by parents in our delivery of the RE curriculum and collective worship.

Monitoring, evaluating and review

The school will evaluate this policy annually and assess its implementation through verbal and written feedback from both staff and pupils.

Northview Junior and Infant 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:
Northview Primary School
2. Head Teacher:
David Syed
3. Pupils to whom application applies:
<input checked="" type="checkbox"/> This application applies to the whole school.
4. Outline reasons for application:
<p>The make up of our school is as follows:</p> <ul style="list-style-type: none"> Northview Primary School is a one form entry community school situated in Neasden, Brent. We have a Nursery and Reception class and then infant and junior classes through to year 6. The school is very multicultural with 71% of the children speaking English as a second language and 32.9% of the children attracting the pupil premium. 14 children have educational health care plans and 18% of all our children are on the special needs register. There are 21 pupils on roll, representing a wide cultural mix from a range of backgrounds. These include Arabic speakers, Black Somali, Pakistani, Any Other Black, Black Caribbean, European, Black African, White British. The largest ethnic group is Arabic speakers followed by Somali. The religious and cultural make – up of the school suggests that a SACRE determination would be of benefit.
5. Outline details of consultation with governors:
<p>The governors decided at a meeting on the 30th January that they wanted the school to request a determination. Extract from the minutes:</p>

Governors unanimously approved the proposals to have the daily act of worship to be not of a wholly or broadly of a Christian character because of the multi-religious backgrounds of pupils being educated at Northview. Mr Syed would inform the Standard Advisory Council for Religious Education (SACRE) of this.

6. Outline of details of consultation with parents:

Parents were consulted by letter and email using the local authority template on the 12th January 2024. We have had no returns suggesting that any parent would disagree with a determination.

7. Outline of proposed provision for collective worship

Please refer to attached Collective Worship Policy

8. Signature of Head Teacher:



Minutes of the meeting of the Governing Board of Northview Primary School held virtually (via Zoom) and on site on Tuesday, 30 January 2024 at 6.30 p.m.

Present (in person): Mr Mostaque Ahmed (Chair), Mr David Syed (Headteacher), Mrs Zena Alhashimi, Mrs Nourhan Barouma, Mrs Jacqueline Crowson, Mr Till Duennwald, Mr Clive Lawson, Dr Patricia Thomson, Ms Dinah Walker and Mrs Bisharet Hussain.

Attended (via Zoom): Ms Nadia Abbas, Ms Mary Halion, Mrs Himadri Raval, Mr Zineddine Saidani and Mrs Lucy Coker.

1. Apologies for absence

All the governors were present.

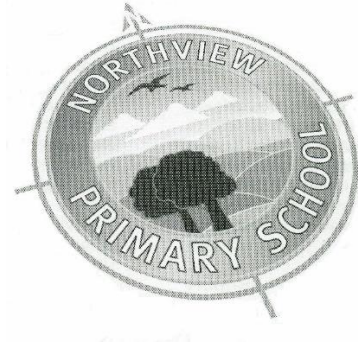
(e) **Daily Act of Worship**

Governors unanimously approved the proposals to have the daily act of worship to be not of a wholly or broadly of a Christian character because of the multi-religious backgrounds of pupils being educated at Northview. Mr Syed would inform the Standard Advisory Council for Religious Education (SACRE) of this.

Action Mr Syed

Mr Mostaque Ahmed
Chair

Northview Junior and Infant School



Collective Worship Policy

Head teacher:	Mr David Syed
Dated:	30.01.24
Next Review Date:	30.01.26

Collective Worship Policy

Under the Education Act 1996, all maintained schools, except maintained special schools, must provide daily collective worship for all registered pupils

1 Aims and purpose

- 1.1** The aims and purpose of collective worship are:
- to provide an opportunity to the experience of worship;
 - to enable children to consider spiritual and moral issues;
 - to enable children to explore their own beliefs;
 - to encourage participation and response;
 - to develop in children a sense of community spirit;
 - to promote a common ethos with shared values and to reinforce positive attitudes;
 - to develop a sense of awe, wonder and mystery
 - to be aware of differences in belief (including no belief) and to develop a sense of respect for what is sacred to others

2 Collective worship

- 2.1** We understand worship to be a special act or occasion. Collective worship involves all members of the school coming together and participating in an assembly. We expect everyone to take an active part in the assembly.
- 2.2** Northview has been given permission by the Brent Standing Advisory Council on Religious Education (SACRE), to organise collective worship that is not distinctive to any particular religious denomination. During these acts of worship, festivals and beliefs of different faith communities are celebrated. Moral, cultural, social issues and spiritual concepts are discussed and shared with children. We conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school.

3 Organization of collective worship

- 3.1** We hold a daily act of collective worship in our school. On Monday and Friday there is a whole school assembly. Parents and governors join the school in celebrating the various religious occasions. On Wednesdays and Thursdays there are separate Infant and Junior assemblies. Nursery children have most acts of collective worship in the classroom unless joining in with class or Infant assemblies.
- 3.2** We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period for calm reflection. We regard it as a special time and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful and to listen carefully to the teachings and participate fully in prayer.

We create an appropriate atmosphere by using music and sometimes candles or other objects that act as a focal point for the attention of the children.

- 3.3** We take the themes of our assemblies from the traditions of a variety of faiths. Sometimes the themes of our assemblies reflect and build on topics that we teach as part of the school curriculum. We plan our assemblies as part of a series of themes well in advance of the day they take place.
- 3.4** Our Monday assembly reflects the achievements and learning of the children. We encourage the children to participate in assemblies by showing their work to the other children and raising issues that they have discussed in their classes. Assemblies offer an opportunity to acknowledge and reward children for their achievements both in and out of schools. These occasions also celebrate children's birthdays. They play an important part in promoting the ethos of the school, which is that all children are valued and all achievements are recognised. **Northview** is a successful school and we shall celebrate the successes of all the children in assemblies.
- 3.5** We invite parents to class assemblies and we encourage them to attend, as this promotes the community spirit of the school and is a practical demonstration of the way the home and the school work together to support the achievements of our children.
- 3.6** We welcome governors' attendance at our assemblies.

4 Right of withdrawal

- 4.1** We expect all children to attend assembly. However, under the Education Reform Act 1988, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned.
- 4.2** If the situation arises, the headteacher will keep a record of all children who will need to be withdrawn from collective worship.

5 Monitoring and review

- 5.1** The headteacher and deputy monitor the content of the assemblies to ensure a balance of theme and beliefs is given to the children. All governors are invited to join us in our assemblies, particularly when class assemblies take place. Themes are reviewed every year to ensure all faiths are being represented to truly reflect the diversity of belief within the school.

The Stonebridge School Determination

SACRE – 8 February 2024

SACRE Membership Review

1. Background

- 1.1 Following on from discussion at the previous meeting on 11 October 2024 a review of the current SACRE membership has been undertaken.
- 1.2 The review has sought to identify and seek replacements for any vacancies within the existing membership as well as remind members about the need to ensure they attend at least one SACRE meeting each academic year.
- 1.3 As a result of the review and vacancies reported at the last meeting, the following changes in membership has been approved by the Local Authority:

Group A: Faith Group representatives

- Amanda Wheelan has replaced Dawn Titus as the new Roman Catholic representative.
- Saghar Forouhi has replaced Sheralyn Snaith as the new Baha'i representative.

Group B: Church of England representatives

- Tim Wright has replaced Mark Newton as the new Church of England representative.

Group C: School & Teaching Association representatives

- Varsilla Bhudia (Oakington Manor) to fill one vacancy.
- 1.4 All existing members of SACRE have also been contacted via email asking them to confirm their ongoing status, with the responses received as a result detailed within Appendix 1.
 - 1.5 Taking account of the outcome of the review and current attendance SACRE is therefore being asked:
 - (a) note the membership changes approved by the Local Authority under 1.3 above.
 - (b) consider any further action required in relation to the membership review and current representation on Brent SACRE.

Current SACRE Membership List 2023/24						
Groups	Denomination/belief/faith/group	Name	06/10/22	09/02/23	13/07/23	11/10/2023
A	Baha'i	Saghar Forouhi (newly appointed)	X	X	X	X
A	Buddhism	Rupa Monerawela	X			
A	Hinduism (Brent Hindu Samaj)	Deva Samaroo				
A	Hinduism (Saiva Siddanta) (Vacancy)					
A	Islam (Shi'a)	Andleeb Naqvi				
A	Islam (Sunni) – Chair	Basma El Shayyal (confirmed as ongoing member)	X	X	X	X
A	Jainism	Manhar Mehta (confirmed as ongoing member)	X	X		X
A	Roman Catholicism	Amanda Wheelan (newly appointed)				
A	Pentecostal Churches	Sarah Cawte				
A	Sikhism	Bhupinder Singh (confirmed as going member)	X		X	X
A	Zoroastrianism	Malcolm Deboo (confirmed as ongoing member)				
A	Zoroastrianism	Yazad Bhadha				
A	Humanism	Michelle Goldsmith (confirmed as ongoing member)		X		X
A	Humanism (substitute member)	Suzan Tokan (confirmed as ongoing substitute member)				
A	Judaism	Sally Strauss (confirmed as ongoing member)	X	X		X
A	Christian Orthodox (Vacancy)					
B	Church of England	Steve Taylor (confirmed as ongoing member)	X	X	X	X
B	Church of England	Tim Wright (newly appointed)				
B	Church of England	Vacancy (replacement being sought)				
B	Church of England	Graham Marriner (replacement being sought)				
C	Associations Representing Teachers	Andrew Bate				
C	Associations Representing Teachers	Varsilla Bhudia (newly appointed)		X		
C	Associations Representing Teachers Vice Chair	Ian Slade (confirmed as ongoing member)	X	X		X
C	Associations Representing Teachers	Vacancy				
C	Associations Representing Teachers	John Roche (confirmed as ongoing member)				
C	Associations Representing Teachers	Kim Wilson (confirmed as ongoing member)			X	
D	The Authority (Municipal Year 2018)	Cllr Neil Nerva		X	X	X
D	The Authority (Municipal Year 2018)	Cllr Tariq Dar				
D	The Authority (Municipal Year 2018)	Cllr Tazi Smith	X	X	X	X
	Associate Member	Shaun Cremin			X	
Group A: Christian denominations and other religions reflecting the principal religions of the area - Up to 16 Members						
Group B: CoE - up to 4 members						
Group C - Professional Teacher & Head Teacher Associations recognised by LA and others rep education interests - up to 6 members						
Group D - Local Authority Members - up to 4 members						

ANNUAL REPORT 2022-23

LB BRENT STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

January 2024

This LB Brent SACRE Annual Report is presented in the 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 2022-23

Brent is the UK's most diverse borough; and our SACRE embraces this fact in its composition, approach and philosophy. We are committed to ensuring that all schools in Brent are supported in terms of curriculum development, collective worship and the teaching of Religious Education.

Brent SACRE has always given advice based on an ethos of inclusion and harmony, with equity and inclusivity at the very heart of our approach. This has been greatly facilitated by the wealth of professional knowledge our representatives have as well as the breadth of their (non)religious affiliations.

I would also like to offer special thanks to our colleagues in Brent Council for their support and take great pleasure in recommending this report; and look forward to the privilege of continuing to work with colleagues in order to ensure that Brent SACRE's work grows from strength to strength.

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. The following statistics which relate to religion and belief are from the latest 2021 National Census and illustrate the diversity of the Local Authority.

All Usual Residents	339,817
Christian	131,914
Buddhist	3,117
Hindu	52,876
Jewish	3,723
Muslim (Islam)	72,574
Sikh	1,530
Other religion: Total	4,424 (of which 2,488 Jain)
No religion: Total	46,153
Religion not stated	23,506

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 2021-22. 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 previous LB Brent LAS had been in place for some time, but in recent years had been undergoing a rigorous process of review and revision.

In 2021-22, this process was completed successfully and a new LAS for LB Brent was approved by the Agreed Syllabus Conference on 6th July 2022. The syllabus is successfully being implemented across schools within the local authority.

The new LB Brent Agreed Syllabus is available via this link:

https://legacy.brent.gov.uk/media/16420814/brent-agreed-syllabus-2023.pdf?_ga=2.150678833.648970909.1696840101-536669279.1614254673

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 2022-23, SACRE gave particular attention to:

- The development of the new Locally Agreed Syllabus and strategies to promote its implementation. As well as making it accessible to schools by promoting it through the Head Teachers bulletin.
- Exploring meaningful ways to engage with the RE Hubs website as a means to build bridges between Brent's SACRE and Brent's Multi Faith Forum, in order to support teachers and schools collectively. Whilst providing training opportunities for all faith leaders to effectively engage with schools, thus providing purposeful experiences whereby pupils can engage with religious and non-religious worldviews.
- Discussing the judgement made, regarding the position of Humanists on Group A. As established in the case of *Bowen v Kent County Council*.
- Monitoring RE Hubs and NASACRE training uptake and promoting this to SACRE members for the purpose of executing SACRE roles more efficiently.

The key outcomes of these discussions 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 2022-23. These sessions are led by 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. All the meetings in 2022-23, were held via virtual platforms.

- **20th October 2022**, focusing on:
Provide information about the latest developments in RE, both locally and nationally.
- **28th February 2023**, focusing on:
Provide a platform for the sharing of teaching and learning planning materials and pupil examples that support effective pedagogy.
- **9th May 2023**, focusing on:
Define progression in the subject and consider effective assessment.
Continue collaborative working, the sharing of resources, good practice and subject knowledge.

Each of these sessions also featured updates on the work on the supplementary materials to support the new Agreed Syllabus. These materials are being developed by Stacey Burnam in collaboration with teachers across Brent and include exemplary 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 initiative is continuously being strengthened during the academic year and is widely used, with questions being raised, materials recommended, and documentation shared.

Stacey Burnam (the RE Consultant supporting the agreed syllabus) offers extensive telephone and online consultations to Subject Leaders who are implementing schemes of learning and reviewing and revising policy documents for RE.

Stacey 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 Good Practice Network for Subject Leaders for RE in community secondary schools also continued to run on a termly basis in 2022-23. 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. All the meetings in 2022-23, were held via virtual platforms.

- 30th November 2022
- 21st March 2023
- 4th July 2023

2.5 Complaints and Withdrawals

There have been no complaints to SACRE in 2022-23 in relation to Religious Education.

SACRE has received no reports of pupils being withdrawn from Religious Education in 2022-23.

3. Collective Worship Statutory Responsibilities

3.1. Standards and Monitoring of Collective Worship

During 2022-23 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 2022-23:

In the Autumn Term:

- Chalkhill Primary School
- Oliver Goldsmith

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

- Uxendon Manor

Contact was made with the school to offer support and encourage the submission of its application, but no such application was received, the school would be notified by SACRE that its determinations was no longer in place and that it would therefore be legally obliged to offer daily acts of Collective Worship that are wholly or mainly of a broadly Christian character.

In the Spring Term:

- Phoenix Arch School
- Preston Park Primary School

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 2022-23 in relation to Collective Worship.

SACRE has received no reports of pupils being withdrawn from Collective Worship in 2022-23.

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 2023 NASACRE Conference and AGM was held face to face on Monday, 22 May 2023, at Fishmongers' Hall, London. Verbal feedback on the Conference was provided to the SACRE by the SACRE advisor (Nadia Nadeem) 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 2023 Conference can be found at: [2023: SACREs for the Future - NASACRE](#)

The Adviser to SACRE is a member of NASACRE 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

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

Thus, as suggested by the SACRE, the 2021 National Census, included an option to self-identify with regards to religion: with the question remaining voluntary.

The information provided by the National Census 2021 has been used by a range of groups, including SACRE to plan and deliver services.

6. SACRE Arrangements

6.1 Meetings in 2022-23

The SACRE met on the following three occasions in 2022-23:

- 6th October 2022
- 9th February 2023
- 13th July 2023

The SACRE usually meets at Brent Civic Centre but has continued to meet virtually for the time being.

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

- | | |
|---------------------------|---|
| • Chair of the SACRE | Basma Elshayyal (Group B) |
| • Vice Chair of the SACRE | Ian Slade (Group C) |
| • Clerk to the SACRE | Abby Shinhmar |
| • Local Authority Contact | Jen Haskew |
| • Adviser to SACRE | Lesley Prior (RE Consultant) |
| | Since July 2023 Nadia Nadeem (RE Advisor) |

6.4 Membership, Representation and Recruitment

There were no changes in SACRE membership during 2022-23. SACRE has, however, subsequently been pleased to welcome the following members: Ian Slade as the new Vice Chair, Nadia Nadeem as the new RE Advisor, Saghar Forouhi as the new representative of the Baha'i faith, Amanda Wheelan as the new Roman Catholic representative, Tim Wright as the new Church of England representative and Varsilla Bhudia as the new Group C representative.

As required within the SACRE constitution, SACRE has undertaken a review to ensure membership remains representative of the current breakdown of religion and faith groups across the borough.

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

6.5 Attendance

With the exception on the meeting on 13 July 2023 all SACRE meetings in 2022-23 were quorate.

6.6 Attendance Records

Full details of attendance are available at:

[Browse meetings - Standing Advisory Council for Religious Education \(SACRE\) \(brent.gov.uk\)](https://brent.gov.uk/brentgovuk/browsemeeetings-standng-advisory-council-for-religious-education-sacre)

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

The London Borough of Brent continues to provide SACRE with administrative support and to cover 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. SACRE Membership 2022-23

7.2. List of Schools with a Determination

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 NASACRE.

London Borough of Brent SACRE membership 2022-23**Group A: Christian and other religious denominations reflecting the principal religious traditions in the area.**

Baha'i	Sheralyn	Snaith
Buddhism	Rupa	Monerawela
Hinduism (Brent Hindu Samaj)	Deva	Samaroo
Hinduism (Saiva Siddanta)		
Islam (Shi'a)	Andleeb	Naqvi
Islam (Shi'a)	Basma	El Shayyal
Jainism	Manhar	Mehta
Judaism	Sally	Strauss
Roman Catholicism	Dawn	Titus
Christina Orthodox		
Pentecostal Churches	Sarah	Cawte
Sikhism	Bhupinder	Singh
Zoroastrianism	Malcolm	Deboo
Zoroastrianism	Yazad	Bhadha
Humanism	Michelle Suzan	Goldsmith Tokan (sub)

Group B: Church of England

Graham	Marriner
Steve	Taylor
Andrew	Teather
Mark	Newton

Group C: Associations Representing Teachers

Helen	Mooney
Andrew	Bate
Ian	Slade
John	Roche
Kim	Wilson
Vacancy	

Group D:**LA Representatives**

Cllr Neil	Nerva
Cllr Tariq	Dar
Cllr Tazi	Smith

List of Schools with a Determination

Anson Primary School
Barham Primary School
Brentfield Primary School
Byron Court Primary
Carlton Vale Infant School
Chalkhill Primary School
Elsley Primary School
Fryent Primary School
Gladstone Park Primary School
Harlesden Primary School
Kingsbury Green Primary
Leopold Primary School
Lyon Park Junior School
Lyon Park Schools
Malorees Junior School
Mitchell Brook Primary
Mora Primary School
Mount Stewart Inf School
Mount Stewart Junior School
Newfield Primary School
Northview Primary School
Oliver Goldsmith
Phoenix Arch School
Preston Park Primary School
Park Lane Primary School
Roe Green Infant School
Roe Green Junior School
Stonebridge Primary School
Wembley Primary School
Wykeham Primary School

Ofsted and RE

At the end of the Autumn Term, Ofsted published its **Annual Report** from the Chief Inspector. This year there were references to individual subjects, including RE:

RE in schools is generally of poor quality. Although it is a statutory subject, schools often consider RE as an afterthought. As a subject on the curriculum, it is under-valued. RE is a complex subject, and the lack of clarity and support from government makes schools' job harder. Some schools steer through these challenges well, but most do not. We found that:

- many schools do not meet the statutory requirement to teach RE at all stages
- pupils are rarely taught enough substance to prepare them to engage in a complex, multi-religious and multi-secular society (where religion and non-religion play different parts in different people's lives)
- too often, schools do not teach topics in the RE curriculum deeply enough for pupils to develop a substantial understanding of the subject matter
- non-examined RE is typically not high quality.

All pupils should develop a broad and secure knowledge of the complexity of religious and non-religious traditions. It will take coordinated effort by stakeholders to improve the quality of RE in schools:

- schools need high-quality professional development to teach RE well
- curriculum publishers need to identify clearly what pupils will learn and when, building on knowledge over time, so that pupils develop a deep knowledge of the chosen religious and non-religious traditions
- the government should provide clear expectations about RE provision in schools. Schools should follow these. Current non-statutory guidance for RE should be updated and include clear information for schools about the breadth and depth of the syllabus they are expected to teach.

These findings reflect what NASACRE and other RE organisations have been saying for many years, so there are really no surprises! Discuss this document at your next SACRE meeting and consider your response.

The long-awaited Ofsted RE Subject Report is due to be published soon, so please ensure that you keep your eyes open for that. We will get a link to it on our new **Noticeboard** page as soon after publication as possible.

NASACRE UPDATES:

- NASACRE Briefing 37 (January 24) attached
- **AGM and Conference** on Monday 20 May 2024, at Venue: Hilton York
Theme: How can SACREs support high quality RE & Collective Worship?
Maximum 2 delegates per SACRE, after which a waiting list will be offered.
Whilst we hope that many of you will join us in person, we also offer an online Zoom option at the same price.
- **NASACRE Executive Elections:** At the AGM, there will be elections for at least 3 new members, plus the Secretary and Treasurer roles. There will be nomination forms on the website.
- **'Managing SACREs'** page contains some items, e.g. relevant FAQs and responses.
- **Ofsted and RE:** In its annual report from the Chief Inspector. Ofsted said the following about RE:
"RE in schools is generally of poor quality. Although it is a statutory subject, schools often consider RE as an afterthought. As a subject on the curriculum, it is under-valued. RE is a complex subject, and the lack of clarity and support from government makes schools' job harder. Some schools steer through these challenges well, but most do not."
(Please see attached document for further details)

NASACRE Items for SACRE agenda:

- Ensure that schools have up-to-date Ramadan guidance:
In 2024 Ramadan begins on March 10th plus or minus a day, dependent on the moon sighting. Prayer times for Ramadan may be found on many mosque websites.
Eid-ul-Fitr (the festival marking the end of Ramadan) falls on 9th April (plus or minus a day).
As a SACRE we may wish to remind schools to support the needs of Muslim pupils and staff during the fast. As in previous years, teachers will appreciate that the routine of Muslim families is entirely different during Ramadan. Young children may well become more tired or excitable during school time, even if they are not fasting themselves. Those students who are fasting may become very tired and thirsty during the school day.
- Sign up for NASACRE webinars: see attached document.
- Explore the RE Hubs website.
- Discuss the Ofsted report: to be considered under RE Update
- Consider nominations to the Executive and who to book for conference.

Upcoming NASACRE Training

Training session	Date and Time	Who will attend?
Being an effective SACRE Clerk*	22 February 2024, 4-5:30pm	
Dealing with beliefs and practices about loss & death in your Agreed Syllabus*	26 February 2024, 7-8pm	
Convening an Agreed Syllabus Conference—legalities and Processes*	12 March 2024, 7-8pm	
So, you've joined your local SACRE... (Free online session)	26 June 2024, 6.30-8pm	

*£20 for a subscribed SACRE and £30 for a non-subscribed SACRE

To book a place email: admin@nasacre.org.uk

You can use your login details to watch previous sessions here:

<https://nasacre.org.uk/training-and-support/presentations-recordings/>

Upcoming RE Hubs training for delegates who work at a place of worship, at a museum, or are school speakers:

Training session	Who will attend?
Tuesday 20 February 6-7:30PM	
Tuesday 26 March 2-3:30PM	
Thursday 18 April 9:30-11AM	
Wednesday 15 May 11-12:30PM	
Monday 24 June 10-11:30AM	
Thursday 11 July 3:30-5PM	

Upcoming Training for SACRE teacher members who are interested to help to lead your group or maybe to start up a new group.

The next series of virtual trainings are:

Session 1 - Thursday 14th March @ 4-5:30pm

Session 2 - Thursday 18th April @ 4-5:30pm

Session 3 - Thursday 16th May @ 4-5:30pm

Upcoming Professional development opportunities from RE Hubs for advisers.

The next virtual meeting is: Wednesday 17th April @ 4-5:30pm

SACRE BRIEFING

Issue: 37

This issue includes:

- [Welcome from the Chair](#)
- [Westhill Awards](#)
- [AGM and Conference](#)
- [Executive Committee Elections](#)
- [Subscribing to NASACRE](#)
- [Webinar Programme](#)
- [Website Update](#)
- [Ofsted and RE](#)
- [RE Hubs Update](#)
- [Holocaust Memorial Day 2024](#)
- [Ramadan 2024](#)
- [Items for your SACRE Agenda](#)

Welcome from the Chair

Welcome to the NASACRE Briefing and we wish you a peaceful and productive year. As you can see from this edition, the NASACRE Executive committee is already busy supporting members and liaising with subject associations and partners, and we are planning our AGM and conference in May.

Our theme in this Briefing seems to one of celebration in challenging times. Looking back over introductions to past Briefings, this isn't new. I have been

overwhelmed again by the evidence of great RE – or in Religion and Worldviews education. There is some evidence to show the opposite, but we won't dwell on that here, although the OFSTED annual report findings are evidenced [below](#). The report is clearly pointing towards government action on RE.

Where there is good or excellent practice, it's important to celebrate it locally and nationally, and the Westhill Awards ([item below](#)) are a great opportunity to engage in promotion and celebration of innovative and positive practice. The [NATRE 'Spirited Arts' competition](#) (in its 20th year), and the [RE Quality Mark](#) and [WIRE Awards](#) are also used by some SACREs and schools to achieve similar aims. Is your SACRE aware of schools with these awards? Could you set up a project or event to share their work?

The Association is also aware of the need for members to be supported through challenges as well as positive achievements. The two are often co-dependent. As many prepare for Agreed Syllabus reviews, we offer training and networking to see you through the complexities of curriculum change and professional development (see [webinar programme section](#) and our March webinar). We have also noted key events for religions and worldviews below and encourage you all to discuss the significance of commemorations, festivals and rites of passage in your communities. SACREs have a vital part to play in interfaith dialogue and adult education, and the shared resources section of the website (see [website update section](#)) is where to look for SACREs that have experiences and resources to pass on.

And it is time (again) to start thinking about who could join us here on our Executive committee - please raise this on your agendas. NASACRE is not a national SACRE, it is a membership organisation that only exists because of the volunteer time and expertise shared with others, and the subscriptions from the membership and their local authorities.

Thank you all for your work locally, regionally, nationally – and we look forward to hearing from you soon.

Linda

We're sad to report the peaceful passing of our Baha'i colleague Elizabeth Jenkerson, who faithfully served on the Exec for 10 years or more. We acknowledge her valued contribution to NASACRE, especially her enthusiastic work on planning our annual conference and AGM over several years.



Westhill Awards

It's the time of year for SACREs to submit their applications for a Westhill/NASACRE Award. The £4000 (max) award is intended to fund a SACRE-led project that will enhance the quality of RE and or collective worship in local schools, with the potential to have wider, lasting impact. The theme for this year is ***Education into Diversity***. The [Westhill website](#) has further information and reports from many winning projects.

The [NASACRE website](#) has more information, providing links to the application form/notes, as well as to a [recording of the autumn term webinar](#). This session demonstrated the application process, the criteria and some examples of recently successful projects.

The closing date for applications is 31 March and winners will be announced at our 2024 AGM and Conference in May.

AGM and Conference

Monday 20 May 2024 #NASACRE24

Venue: Hilton York

Theme: *How can SACREs support high quality RE & Collective Worship?*

Maximum 2 delegates per SACRE, after which a waiting list will be offered.

Whilst we hope that many of you will join us in person, we also offer an online Zoom option at the same price.

For further details and to book, please visit the [Conference page](#) on our website.

Subscribed SACREs

£120 per delegate, including a choice of 2 online workshops to be delivered in June*

£170 per delegate, including a choice of 2 online workshops to be delivered in June* which 2 additional SACRE members may attend

Non-subscribed SACREs

£160 per delegate, including a choice of 2 online workshops to be delivered in June*

£30 per delegate per online workshop

***ONLINE CONFERENCE WORKSHOPS**

Dates: Monday 3 June - Thursday 6 June on Zoom at various times - details will be on the [website](#) once confirmed.

We will be running an inspiring range of workshops, and if your SACRE would like the opportunity to present work you are proud of, please email admin@nasacre.org.uk by the end of February. SACRE winners of Westhill/NASACRE Awards will be sharing their projects. Our conference organisers would be delighted to discuss with you how best to share your work.

Executive Committee Elections

We ask your SACRE to consider nominating up to two candidates to the NASACRE Exec. At the AGM, there will be elections for at least 3 new members, plus the Secretary and Treasurer roles. We shall be looking for skills in managing conference, communications and development planning. Further details, once confirmed, will be on the [website](#) with nomination forms.

Catherine Hughes, a member of St Helens SACRE, was elected last year.

She writes:

It has been a privilege to be elected on to the NASACRE Executive after being nominated by my SACRE. I have felt welcomed and that my personal skills and experience are valued, especially when I share my current experience from the classroom and from other teachers. It is a great opportunity to be part of such an important organisation that has such a national voice and a clear drive to ensure all students receive quality RE across the country. It has allowed me to develop my own CPD and understanding of SACRE and the work of NASACRE, as well as growing my own network of support and making national links.

Nominations must be received by 5pm on Friday, 10 May 2024

Subscribing to NASACRE

Is your SACRE a [subscribed member](#) of NASACRE?

If not, you are missing out on the subscriber-only content and a range of other benefits such as:

- answers to FAQs about SACRE's work
- opportunity to take advantage of a generous [virtual training package](#) for any number of your SACRE members
- access to training resources

- opportunity, at reduced cost, to attend NASACRE conference and other meetings.

If you want to check your subscriber status, look for the coloured logo after the name of your LA on the [SACRE Contacts](#) page for further information. The rates for 2023-24 are:

Annual subscription: **£105**

Additional training package: **+£50**

Contact admin@nasacre.org.uk to update your subscription.

Webinar Programme

Since September we have run 5 webinars with over 145 people attending – so a lot has been going on and this next term is no less busy!

Recent feedback from participants:

The webinar programme is great as there is always clear information given, you get to see what others are doing around the country and often get to chat with colleagues.

Webinars provide me with lots of clarification. Good sharing of best practice always enriches me.

Please see below our webinars in the next three months.

(Sometimes we also have joint seminars with AREIAC.)

Thursday 18th January 2024, 6:30-8pm:

Using data effectively as a SACRE

Special guest: Deborah Weston

Description: This session will help SACRE chairs/vice chairs and professional support officers to make effective use of the data that NATRE, NASACRE and the DfE provides, as well as ensuring that local data can be drawn upon.

Free to SACREs who have bought an annual webinar package.

£20 for a subscribed SACRE and £30 for a non-subscribed SACRE.

Thursday 22nd February 2024, 4-5:30pm:

Being an effective SACRE clerk, part 2

Led by David Levien, Catherine Hughes and Claire Clinton

Description: This session will help SACRE clerks to reflect on their present practice and share with other clerks around the country some top tips for fulfilling the clerk's role within SACRE, focusing on minute-taking, SACRE composition and your constitution/terms of reference.

Free to SACREs who have bought an annual webinar package.

£20 for a subscribed SACRE and £30 for a non-subscribed SACRE.

Monday 26th February 2024, 7-8pm:

Dealing with beliefs and practices about loss & death in your Agreed Syllabus

Led by: Denise Chaplin and Paul Smalley with the National Association of Funeral Directors

Description: This session will help SACREs to reflect on what they do at present to cover this aspect of the curriculum in schools. It will provide input from the national body of funeral directors, as well as examples from 2 different SACREs of their support work around these themes in their Agreed Syllabus.

Free to SACREs who have bought an annual webinar package.

£20 for a subscribed SACRE and £30 for a non-subscribed SACRE.

Tuesday 12th March 2024, 7-8pm:

Convening an Agreed Syllabus Conference – legalities and processes

Led by: Paul Smalley with Linda Rudge

Description: This session will share the legal process and best practice suggestions for convening an Agreed Syllabus Conference (ASC) for your SACRE.

Free to SACREs who have bought an annual webinar package.

£20 for a subscribed SACRE and £30 for a non-subscribed SACRE.

For further details, please contact admin@nasacre.org.uk

Website Update

The Communications Group on the Executive, working closely with our Administrator Marie, is working hard to revamp the NASACRE website. We aim to make it more accessible and useful to all SACREs. You will find some new sections and see that others have been revised. One new page, which draws together materials previously posted in a range of sections, is the '[Managing SACREs](#)' page which is accessible to all SACREs and contains some items, e.g. relevant FAQs and responses that were previously password-protected for subscribing SACREs.

A [Noticeboard](#) is now included for all SACREs, where news and up-to-date information will be posted regularly.

Meanwhile, the '[Shared Materials from SACREs](#)' subscriber-only section where SACREs share their work with others, is reorganised. If you are a subscribing SACRE, please share useful advice and guidance when you can. If SACREs want to rebadge or use the work of others, please make sure you inform the original creators and acknowledge the work of others within your document.

The NASACRE website revamp is work in progress, so keep looking for more changes going live. We welcome your comments and suggestions to make the site even better!

Ofsted and RE

At the end of the Autumn Term, Ofsted published its [Annual Report](#) from the Chief Inspector. This year there were references to individual subjects, including RE:

RE in schools is generally of poor quality. Although it is a statutory subject, schools often consider RE as an afterthought. As a subject on the curriculum, it is undervalued. RE is a complex subject, and the lack of clarity and support from government makes schools' job harder. Some schools steer through these challenges well, but most do not. We found that:

- *many schools do not meet the statutory requirement to teach RE at all stages*
- *pupils are rarely taught enough substance to prepare them to engage in a complex, multi-religious and multi-secular society (where religion and non-religion play different parts in different people's lives)*
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- *curriculum publishers need to identify clearly what pupils will learn and when, building on knowledge over time, so that pupils develop a deep knowledge of the chosen religious and non-religious traditions*
- *the government should provide clear expectations about RE provision in schools. Schools should follow these. Current non-statutory guidance for RE*

should be updated and include clear information for schools about the breadth and depth of the syllabus they are expected to teach.

These findings reflect what NASACRE and other RE organisations have been saying for many years, so there are really no surprises! Discuss this document at your next SACRE meeting and consider your response.

The long-awaited Ofsted *RE Subject Report* is due to be published soon, so please ensure that you keep your eyes open for that. We will get a link to it on our new [**Noticeboard**](#) page as soon after publication as possible.

RE Hubs Update

1. NASACRE was very pleased to partner with RE Hubs to hold nine *In Conversation* events across England during November. Notes were made of questions, ideas, concerns and developments at each meeting where SACREs sent a representative. The NASACRE Exec meets in early February to discuss and process these and we will let you know any updates. We are very grateful for the time given by many hard-working colleagues on SACREs and hope we can hold more such meetings in the future.
2. RE Hubs continue to run FREE Places of Interest and School Speaker training (POI & SS). Has your SACRE invited your religion and worldview representatives to do the training? Feedback from SACRE members:
The training was very informative, and it provided a good opportunity to discuss thoughts in the breakout groups. Very focused and engaging presentation where we were able to share and learn from experience. I thought that 90 minutes was just right! I will recommend this training to other SACRE members.
Please advertise the [**training flyer**](#) to local worldview communities.
3. RE Hubs are now partnering with NATRE to run FREE training for those new to leading a local RE group and supporting other teachers.

If your SACRE has teacher members who are interested to help to lead your group or maybe to start up a new group, the next series of virtual trainings are:

Session 1 - Thursday 14th March @ 4-5:30pm

Session 2 - Thursday 18th April @ 4-5:30pm

Session 3 - Thursday 16th May @ 4-5:30pm

4. RE Hubs partner with NATRE and AREIAC to provide professional development opportunities for those advisers and teachers who already run a local RE support group. The next virtual meeting is:
Wednesday 17th April @ 4-5:30pm
5. RE Hubs partner with the REC, NATRE and AREIAC to work with MAT RE leads (those leading RE across several schools). Such new positions are starting to appear, so we are bringing colleagues together to learn from each other. The next virtual meeting is on 25th April @ 4-5:30pm and if your SACRE has a MAT rep or contact with local MATs, please highlight this opportunity.
6. SACRE members may find our website www.re-hubs.uk useful as we aim to be a one-stop resource for everyone involved in high quality RE/RVE/R&W.

Holocaust Memorial Day 2024

Holocaust Memorial Day (HMD) has been commemorated nationally on January 27th every year since 2001. This date was selected as it marks the anniversary of the liberation of Auschwitz-Birkenau, the largest concentration and death camp, by the Soviet army in 1945. This year's theme, '[Fragility of Freedom](#)', reflects the persecution and genocides of 6 million Jewish men, women and children by the Nazis and more recent genocides in Rwanda, Bosnia, Cambodia and Darfur.

Many areas hold local events to mark this day and details can be found on the

internet. We would be happy to share details on the NASACRE website of any events that are being organised or supported by SACREs.

For further information, please see the [Holocaust Education Trust](#).

Ramadan 2024

The Islamic calendar is lunar and has 354 or 355 days. Therefore, precise dates cannot be forecast as they depend on the sighting of the moon.

In 2024 Ramadan begins on March 10th plus or minus a day, dependent on the moon sighting. Prayer times for Ramadan may be found on many mosque websites.

Eid-ul-Fitr (the festival marking the end of Ramadan) falls on 9th April (plus or minus a day).

Your SACRE may wish to remind schools to support the needs of Muslim pupils and staff during the fast. As in previous years, teachers will appreciate that the routine of Muslim families is entirely different during Ramadan. Young children may well become more tired or excitable during school time, even if they are not fasting themselves. Those students who are fasting may become very tired and thirsty during the school day.

Items for your SACRE agenda

- Share materials with your schools about Holocaust Memorial Day
- Ensure that schools have up-to-date Ramadan guidance
- Sign up for NASACRE webinars
- Explore the RE Hubs website
- Discuss the Ofsted report

- Consider nominations to the Exec and who to book for conference