

Standing Advisory Council for Religious Education (SACRE)

Tuesday 22 July 2025 at 5.00 pm
Via MS Teams

Membership:

Chair: Basma ElShayyal (Chair)

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 Election of Chair and Vice Chair	
To undertake the annual election of the SACRE Chair & Vice-Chair.	
Members are asked to note that in accordance with the SACRE Constitution:	
<ul style="list-style-type: none">• The local authority has agreed not to exercise their right to appoint the Chair and Vice Chair, meaning the appointments will be a matter for SACRE to agree; and• The appointment of Chair & Vice Chair will be for a one year term of office covering the 2025-26 academic year, with future elections to take place at the last SACRE meeting of each preceding academic year.	
3 Minutes of the Previous Meeting	1 - 6
To consider and approve the minutes from the last SACRE meeting held on Thursday 6 February 2025.	
4 Determinations	7 - 71
Members are asked to consider the following determination applications:	
<ul style="list-style-type: none">• Fryent Primary School• Kingsbury Green Primary School• Leopold Primary School• Park Lane School• Roe Green Junior School• Wykeham Primary School	
5 General RE Update	72
To receive an update from the SACRE Advisor on any general SACRE & RE related issues.	
6 NASACRE Update	73 - 74

To consider the NASACRE update provided by the SACRE Advisor.

7 Any Other Business

Future Meetings

SACRE are asked to note the remaining programme of dates identified for meetings during the 2025-26 academic year, as follows:

- Thursday 9 October 2025 at 5pm
- Thursday 5 February 2026 at 5pm

Date of the next meeting: Thursday 9 October 2025



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 Thursday 6 February 2025 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>	Sagar Forouhi (Baha'i) Bhupinder Singh (Sikhism) Sally Strauss (Judaism) Amanda Whelan (Roman Catholicism) Michelle Goldsmith (Humanism) Elizabeth Sims (Baptism) Ruzbeh Holdiwala (Zoroastrianism) Manhar Mehta (Jainism)
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>	Stephanie Enas (Association representing Teachers)
GROUP D <i>(A committee of persons representing the authority)</i>	Cllr Neil Nerva Cllr Robert Johnson Cllr Arshad Mahmood
In attendance:	Nadia Nadeem (SACRE/RE Advisor) Shirley Parks (Brent Council – Director Safeguarding Performance and Strategy) Jen Haskew (Brent Council - Head of Setting and School Effectiveness Service) Helen Tulloch (Brent Council - School Effectiveness Service) Abby Shinhmar & James Kinsella (Brent Council - Governance Team)

1. Election of Chair and Vice Chair

Given the absence of the Chair and apologies for absence submitted by the Vice Chair, SACRE **AGREED** to appoint Councillor Robert Johnson as Chair for the duration of the meeting.

2. **Apologies for Absence**

The meeting opened by noting that apologies had been received from Shaun Cremin (Associate Member), Kyriacos Papasavva (CoE), Kim Wilson (Association representing Teachers), Ian Slade (Vice Chair), Malcolm Deboo (Zoroastrianism), Yazadh Bhadha (Zoroastrianism).

3. **Minutes of the Previous Meeting**

It was **AGREED** to approve the minutes of the previous SACRE meeting held on Thursday 8 February 2024 subject to the correction of Amanda Whelan's surname.

4. **Determinations**

Members noted that there were no applications for determinations to be considered at this meeting.

5. **SACRE Annual Report 2023-24**

Nadia Nadeem (SACRE Advisor) introduced the item, which presented a final draft of the 2022-23 Annual Report.

Members were advised that by statute, every local authority was 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 Brent was approved by the Agreed Syllabus Conference on 6th July 2023. The syllabus was successfully being implemented across schools within the local authority.

SACRE Members considered the various national and local developments concerning the provision of RE. Their discussions were prompted by the information provided to the SACRE through the regular updates from Teacher Members, the SACRE Adviser and NASACRE briefings. During 2023-24, SACRE gave particular attention to various areas, such as the embedment 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.

SACRE explored 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. Training opportunities were available for Members of both Brent's SACRE and Brent's Multi Faith Forum. Empowering everyone to effectively engage with schools, thus providing purposeful experiences whereby pupils could engage with religious and non-religious worldviews.

SACRE monitored RE Hubs and NASACRE training uptake and promoted this to SACRE Members for the purpose of executing SACRE roles more efficiently.

Since September 2024, the RE advisor (Nadia Nadeem) had issued newsletters for schools on a half termly basis. The newsletters provided additional support and guidance for schools and Teachers in delivering a high quality, rich and inclusive RE curriculum with the delivery of RE across schools in Brent also subject to ongoing

monitoring involving LA's school advisors and surveys of both primary and secondary schools.

SACRE regularly reviewed the world religion summaries on the Brent website to ensure that these were reflective of the diverse lived experiences of our Members and local communities.

A 'Good Practice Network', for community primary and secondary school subject leaders in RE, continued to run on a termly basis during the 2023-24 academic year. These sessions were led by Stacey Burman, the RE Consultant supporting the work on the embedment of the agreed syllabus. Agreed areas of focus were pedagogy and the OFSTED report to ensure schools were meeting the requirements.

There had been no complaints or withdrawals from RE or collective worship and schools with a determination were listed in the report.

The Chair thanked Nadia Nadeem for her report and welcomed questions from the Members with the following points noted:

Members requested to see the monthly newsletters that were sent out to schools every half term. Nadia Nadeem also asked for any materials from SACRE Members that could be added into the newsletters. It was suggested that passages about human values could be used in newsletters to educate the reader about different religions and how their overarching beliefs tie in together, especially as Brent was such a diverse borough.

Clarification was also provided in relation the determination process for schools in terms of the delivery of collective worship.

Members asked if a welcome pack was available for new SACRE Members. Member's attention was drawn to the free online NASACRE training course called 'So, you've joined your local SACRE...' to help new SACRE Members understand their role, how SACRE works, its statutory responsibilities and how Members make their contribution to SACRE's work which would be taking place on 24 June 2025 at 6.30-8pm and was free to attend.

In highlighting the value of the work being undertaken by SACRE as detailed within the Annual Report, the Chair thanked Nadia Nadeem for her work in preparing the report and SACRE **AGREED** to approve the final draft of the 2023-24 Annual Report, subject to any final comments submitted by Members following the meeting.

6. RE and NASACRE Updates

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

NATRE Survey on the provision for RE in Primary Schools (Autumn 2024) had identified that fewer schools were meeting their statutory duty to teach RE to all pupils. In 2022, almost all schools (96%) reported that all pupils were being taught religious education but by 2024, this figure had fallen to 87%.

In contrast, leaders of RE in primary schools were now more likely to be more experienced Teachers than in the past. The greatest concern was that too many primary school Teachers were not adequately prepared to teach RE, either in their initial teacher training or as part of their continuing professional development. Consequently, they reported a lack of confidence in delivering some aspects of the curriculum. This was needed to be addressed urgently by the Department for Education as part of a National Plan for RE as well as the lack of opportunity to study RE at A Level.

Focussing on Brent, SACRE noted and welcomed the work being undertaken to deliver the current RE syllabus across schools in the borough, which members were advised would continue to be kept under review and SACRE's attention drawn to the suggestions included within the paper in seeking to develop their impact and role.

Naomi Franks, a volunteer at Willesden Jewish Cemetery, which was an orthodox cemetery wanted to make SACRE and schools aware that the cemetery offered a range of activities for both Jewish and non-Jewish schools. They would like to make contact and offer twilight sessions to Brent Teachers to explain how to teach about Judaism as well as offer relevant activities through the RE, English, History and RSHE curriculum and they support all Key Stages. Twilight sessions for Teachers and education workshops can be found at <https://www.willesdenjewishcemetery.org.uk/schools>

Sally Strauss wanted to share a new resource 'Jewish Living Online'. A digital education initiative jointly produced by the Board of Deputies and the Anti-Defamation League: <https://jlo.org.uk>

Anna Silver had shared an invitation from the Faith and Belief Forum to help shape the future of Inter Faith Week, which was not funded by the government this year but various RE organisations banded together to fund the initiative.

In terms of training opportunities, Places of Interest and School Speaker Training was available on the RE Hub and free to participants. The comprehensive training would be held online and last for 1.5 hours. It was recognised as an opportunity to develop knowledge about hosting schools in a place of worship/interest or going into a school to speak to pupils. It was also an opportunity to meet other people who offer a similar service and share ideas, practice and experience. The training was valid for two years and participants who complete the online training receive the RE Hubs Kitemark. This was a recognised kitemark in the education community, which allows the participant or their organisation to be registered on the RE Hubs directory for schools to contact them. More information can be found at <https://www.re-hubs.uk/get-involved/places-of-interest> and <https://www.re-hubs.uk/get-involved/school-speakers>

NATRE were also offering ECT webinars for free for subject knowledge monthly. For more details visit <https://www.natre.org.uk/Membership/early-careers-teachers/ect-free-monthly-webinar>

Forthcoming NASACRE events included Being an Effective SACRE Clerk on 25 February 2025 at 7-8pm and Working on an Agreed Syllabus Conference on 11 March 2025 at 7-8pm. Both events were free to SACRE Members and the full training programme can be found at <https://nasacre.org.uk/wp->

<content/uploads/2024/09/Virtual-training-programme-24-25.pdf> and further information could be found at <https://nasacre.org.uk/training-and-support>

The Chair thanked Nadia Nadeem for her report and welcomed questions from the Members with the following pointed noted:

Future objectives for the SACRE would be established once the Chair and Vice Chair had been elected for the 25-26 Academic Year, including the monitoring of delivery of the RE syllabus based on teach insight.

It was agreed that SACRE was a useful space to share information and make more specific to the communities in Brent. Information about events, resources and training for all faiths were incorporated in the newsletters. Further thought needed to be given to the influence of SACRE in Brent and how it encouraged appropriate and positive learning about different religions. Following SACRE Members receiving training, a programme could be developed for Members to go into schools and teach as well as SACRE Members sharing knowledge with one another.

Members agreed that that it would be helpful to learn about other religions and perhaps a visit could be arranged to the Willesden Cemetery and then to a temple for example to raise awareness.

Shirley Parks said that it would be beneficial for SACRE to meet face to face and she and Jen Haskew would meet to discuss the programme of work SACRE was doing bearing in mind that Members were giving their time in a voluntary capacity. The Chair agreed and recognised it would be a learning process for everyone and an opportunity to learn about each other's faiths and principles.

Stephanie Enas said that the teachers in her school were confident about teaching RE and the Brent agreed syllabus and carried out collective worship. Some concepts had been hard to teach like the concept of a 'spirit' especially to younger aged children as well as challenges in teaching the changing nature of cohorts of children.

With no further issues raised SACRE **AGREED** to bote the update provided.

7. **Any Other Business**

Members were advised that the next meeting would include the election of Chair and Vice Chair for the 2025-26 Academic Year with any members interested in standing for either position invited to submit expressions of interest or contact Shirley Parks for further details.

It was agreed that Shirley Parks and Jen Haskew would contact the current Chair to discuss the going chairing arrangements prior to the next meeting.

8. **Dates of Future Meetings**

SACRE NOTED the date for their final meeting during the 2024-25 Academic Year as follows:

- Thursday 10 July 2025 at 5pm to be undertaken online.

The meeting closed at 6pm

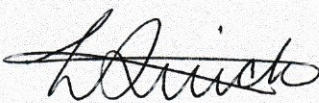
Councillor Robert Johnson
Chair

Fryent Primary School Determination

Governing Body Minutes to be supplied.

APPLICATION FOR A DETERMINATION

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

1.	Name of School:	
		Fryent Primary School
2.	Head Teacher:	
		Michelle Ginty
3.	Pupils to whom application applies:	
	<input checked="" type="checkbox"/> This application applies to the whole school.	
4.	Outline reasons for application:	
		Renewal of existing determination- the school has a diverse multi-cultural community.
5.	Outline details of consultation with governors:	
		Governors were consulted and it was agreed unanimously that as the majority of children are of faiths other than Christian that a re-application for determination should be made. Please see attached confirmation from governors. This will also be minuted in our next full governors meeting on 17 th July 2025.
6.	Outline of details of consultation with parents:	
		Letter to parents sent out w/c 19 th May 2025. There were 3 objections out of 683 pupils on roll. See attached letter to parents. We also sent this out on our school platform- Class Dojos.
7.	Outline of proposed provision for collective worship	
		The school uses the Brent SACRE model approach as a guideline. The Fryent School Prayer is said daily with all children in their classrooms. The prayer is not directed at any one deity. To support staff in delivering effective collective worship, we have a middle leader leading on this across the school. She delivers training, a yearly INSET workshop for all staff and regular check ins/learning walks to ensure consistency across the school.
8.	Signature of Head Teacher:	
		P.P. 

Fryent Primary School - Collective Worship

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

Definition of Collective Worship

Collective Worship is a time when the whole school, or groups within the school no matter what their faith or belief or background 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.

Aims of Collective Worship

For the School:

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

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

For the Pupils:

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

- worship that which is considered worthy
- engage in prayer, where these activities are appropriate.
- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human

The Contribution of Collective Worship to aspects of the Curriculum

Collective Worship time is distinct from curriculum time. However, in Fryent 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 should 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

Collective worship is managed by the R.E. leader in collaboration with the Senior Leadership Team.

The Organisation of Collective Worship

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

Acts of worship will usually last for approximately 10-15 minutes, although it is recognized that this time will be shortened or lengthened when it is appropriate.

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. Weekly planning will ensure that there is continuity and progression, and enable the monitoring and evaluation of acts of worship to take place.

Visitors will be welcome to lead Collective Worship from time to time and will be given guidance on acts of Collective Worship at Fryent Primary School. Leaders from faiths within the area will increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these faiths.

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 and prayer.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made. (A change of personnel, music, a moment of silence etc)

A Fryent prayer (written by members of the school council) is recited daily in classrooms and does not mention a specific deity. The children are encouraged to reflect upon it in a manner which suits them.

Withdrawal

Any parent who objects to their child attending an act or acts of Collective Worship may request that their child is withdrawn. Parents are encouraged to discuss this with the Head teacher. Any pupil who is withdrawn from an act or acts of Collective Worship will be engaged in other activities in the classroom.







Lauren Quick
12 days ago



Dear All,

Please take a look at the folder attached.

As a school, for many years, we have had a determination from SACRE, which took effect from 26 June 2019 and had effect for a period of five years from that date. It is now time to renew our determination from SACRE however I need the approval of Governors.

The determination allows us to provide acts of collective worship following Brent SACRE's Model Approach. We do this through our Fryent Prayer at the end of each day. It allows us to have a multi-faith approach.

Unfortunately this cannot wait until the next C&S or FGB as the deadline is 20th June.

Please can you comment below to say you each approve of this decision. We can then also bring it 'officially' to the C&S gov meeting in July where it can be minuted.

Have a look at this:

[SACRE](#)

If everyone could comment by 4th June, that would be great!

Thanks all.

Lauren

Everyone

React

7 ^



Tanya Ossack

Thank you Lauren- duly signed

12 days ago



Tanya Ossack

And I approve of the decision- sorry should have said that

12 days ago



Diane Bennett

Lauren, I approve of the Sacre determination. Regards, Diane



Xin Gao

I approve the decision as well.

12 days ago



Andy Thompson

I agree with the determination

7 days ago



Keme Ndukwe

Hi Lauren, I approve the decision.

7 days ago



Asif Gillani

I also approve it.

3 days ago

Fryent Primary School

Excellence in Everything

Church Lane · Kingsbury · London · NW9 8JD
Tel: 0208 205 4047
Email: admin@fryent.brent.sch.uk
Web: www.fryent.brent.sch.uk
Head Teacher: Ms M Ginty
Deputy Head Teachers: Ms L Quick & Ms G Gonzalez

23/05/2025

Dear Parents/Guardians/Carers,

RE: **Application to SACRE for a determination**

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 the past 20+ years at Fryent, we have had a 'determination' and have been following the Brent SACRE's multi-faith approach. The school governors have decided that it would be suitable for our school to continue this. A 'determination' must be renewed every five years. The time has come to do this again, and before we apply to Brent SACRE for this we would like to seek your views. If you **do not** agree with our decision please return the slip below. I would also very much like you to contact me so that I can hear your concerns. If we do not hear from you we will assume that you agree with our decision.

Yours sincerely,

Ms M Ginty

Headteacher

Please email admin@fryent.brent.sch.uk if you **do not agree** with the school to continue its approach to a multi-faith daily act of collective worship.

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



Kingsbury Green 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:
Kingsbury Green Primary School
2. Head Teacher:
Reena Shah
3. Pupils to whom application applies:
<input checked="" type="checkbox"/> This application applies to the whole school.
4. Outline reasons for application:
<p>Our school community is made up of many beliefs and traditions, with significant populations of students who identify as Muslim (42%), Christian (29%), Hindu (20%), and Jain (8%), as well as a number of children who do not adhere to any religion. Each of these faiths has unique practices and beliefs that may not align with the requirements of Christian worship. For instance:</p> <ul style="list-style-type: none"> • Islam: In Islam, the concept of shirk refers to the sin of idolatry or polytheism, which is considered one of the gravest sins. Shirk involves associating partners with Allah or worshipping other deities, which is strictly forbidden. Therefore, participating in worship that is not directed solely to Allah is seen as incompatible with Islamic beliefs. • Hinduism and Jainism: While Hindus and Jains respect other religions, their worship practices are distinct and centred on their own beliefs and practices. • Non-religious students: A significant number of our students do not follow any religion and may find Christian worship not reflective of their personal beliefs. <p>In recognition of our diverse student body, our school has adopted the Brent Model approach to collective worship. This model ensures that our assemblies and other forms of collective worship are inclusive and respectful of all beliefs.</p> <p>Therefore, the renewal of our SACRE determination is essential for maintaining an environment where all students feel respected and included. By allowing us to continue our</p>

inclusive approach to collective worship, we can ensure that every child has the opportunity to engage in meaningful reflection and community building in a way that honours their individual beliefs.

5. Outline details of consultation with governors:

The application was discussed at the Governors' meeting on Tuesday 1st April 2025. The Governors agreed that we should continue with our multi-faith approach and approved the wording of the letter to parents that will seek their views on renewing our SACRE determination for the next five years.

6. Outline of details of consultation with parents:

A letter was sent to parents on Wednesday 2nd April 2025 (copy attached) informing them of our decision to renew the determination based on an evaluation of present practice, and inviting them to respond if they objected. No parents objected to this application.

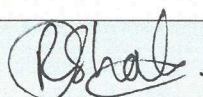
We then consulted with pupils from Friday 25th April – Friday 2nd May 2025. All children agreed that they were happy to continue with our multi-faith approach.

7. Outline of proposed provision for collective worship

Our collective worship practices are based on the Brent SACRE's model approach and include:

- Assemblies: Our assemblies are designed to have a moral or spiritual component that is relevant to all students, regardless of their religious background. These assemblies often focus on universal values such as kindness, respect and community. We also touch upon a range of religious festivals and special events around the world, such as International Women's Day, to foster a sense of global awareness and inclusivity.
- Period of Reflection: At the end of each assembly, we provide a period for reflection. This time allows students to contemplate the themes discussed in a way that is meaningful to them personally, whether through prayer, meditation or silent thought.
- Lunchtime Reflection: Every day, our students participate in a lunchtime reflection where they express gratitude for their food. This practice is inclusive and can be adapted to fit the beliefs of all students, whether they choose to give thanks in a religious or secular manner.

8. Signature of Head Teacher:



KINGSBURY GREEN PRIMARY SCHOOL

Meeting: Governing Board (GB)
Date/ Time: 1 April 2025, 6pm at School

GOVERNORS' IN ATTENDANCE

Name	Category of Governor	Present 12/09/24	Present 12/12/24	Present 01/04/25	Present
Amita Bajaj (AB)	Parent			Yes	
Chantelle Corbyn Thomas (CCT) Chair	Parent			Yes	
Noor Jawad (NJ)	Parent			Yes	
Hana Abdi (HA)	Parent			Apologies	
Sophie Allen (SA)	Local Authority (LA)			Yes	
Reena Shah (RS)	Headteacher			Yes	
Asharner Duncan (AD)	Staff (Teacher)			Yes	
VACANT	Co-opted			N/A	
Sanjana Karnani (SK) Vice Chair	Co-opted			No	
Gabriel Michaels (GaM)	Co-opted			Apologies	
David Cumbers (DC)	Co-opted			Apologies	
Gemma Musgrave (GM)	Co-opted			Yes	
Pamela Sarayah (PS)	Co-opted			Yes	
Harish Patel (HP)	Co-opted			No	
Also Present					
Name	Organisation	Present	Present	Present	Present
Simon Topping (ST)	Clerk			Yes	
Kareena Bathija (KB)	Staff AHT/ / Associate Member			Yes	
Beverly Beason (BB)	Staff SBM			Apologies	
Olivia O'Connor (OO)	Staff DHT/ Associate Member			Yes	
Rachel Obiabo (RO)	Assistant Head			Yes	

MINUTES

No	Item	Action
2		
3	Headteachers update (20min) 3.5 Sacre determination - RO RO outlined the rational for the school applying for Sacre determination exemption given the diverse demographic of the school community. RO outlined how the schools inclusive approach teaches about the many religions that make up the school commuinity. The determination application and letter to parents had been circulated. Governors approved the Sacre determination exemption.	
10		


Signed: _____

GB Chair

Date: _____

Kingsbury Green Primary School

Religious Education

	Name of School	Kingsbury Green Primary School
	Policy Name	Religious Education
	Review Date	September 2023
	Date of next Review	Autumn 2026
	Non-Statutory	Non-Statutory
	This policy was reviewed by the Religious Education Subject Leader and ratified by the governing board.	

Religious Education (RE) Policy

The Religious Education (RE) Policy at Kingsbury Green Primary School pays due regard to statutory requirements, and has taken account of the guidance offered by the local authority (LA) through its Standing Advisory Council on Religious Education (SACRE).

Aims

At Kingsbury Green Primary School, we aim to make an important and lasting contribution to the education of children in a way that will equip them to play a full role in our multi-faith society.

We believe pupils should be taught RE in order to help them to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the local area and across Great Britain;
- develop a positive attitude towards other people regardless of their gender, race, religious or non-religious beliefs;
- develop the skills to live harmoniously within a diverse society;
- respect the right of people to hold beliefs which are different from their own;
- develop the ability to make reasoned and informed judgements about religious and moral issues.

The Legal Requirement

The Education Reform Act 1988 requires that RE should be taught:

- to all pupils in full-time education except for those withdrawn at the request of their parents; as part of the curriculum, and should promote the 'spiritual, moral, cultural, mental and physical development of pupils';
- as an agreed syllabus which reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of teachings and practices of other principal religions represented in Great Britain;
- the Education Act 1944 requires that an agreed syllabus 'must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils'.

Teaching and Learning

The teaching of religious education at Kingsbury Green Primary School includes study of the six major world religions: Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism as well as a religion that is well represented in our school community, Jainism. We also consider the non-religious world view of Humanism.

In addition to studying each religion in depth, children are provided with the opportunity to consider 'big' questions. These 'big' questions encourage pupils to think deeply about the complex issues associated with humans' search for meaning and value, and the most significant concerns facing the communities and individuals who hold a variety of faith and belief perspectives.

Teaching and learning in RE is done through the lens of our three themes: Believing, Behaving and Belonging. Each unit of learning focuses on a different theme to allow

children to think deeply about religion and non-religious worldviews. This also enables them to build on their prior knowledge and make links within and across religions.

Children in KS1 and KS2 receive one R.E. lesson a week. Children in the EYFS explore religious ideas as part of their continuous provision.

There are two aspects to the teaching of RE: learning about religion and belief; and learning from religion and belief.

Learning about religion and belief includes building children's knowledge and understanding around:	<ul style="list-style-type: none"> • Beliefs, teachings and sources of wisdom and authority – How do religions and non-religious worldviews understand and develop beliefs and teachings within their traditions? • Practices and ways of life – How do people who hold different religions and non-religious worldviews demonstrate their faiths and beliefs through practices, ceremonies, rituals and forms of behaviour? • Ways of expressing meaning – How do people and communities within religious and non-religious worldview traditions communicate their beliefs and values to others?
Learning from religion and belief includes developing children's skills of application, discernment, evaluation and communication through:	<ul style="list-style-type: none"> • Identity, diversity and belonging – What does it mean to belong to a specific religious or non-religious worldview tradition? • Meaning, purpose and truth – How do communities of faith and belief address the big questions that are encountered in human experience? • Values and commitments – What are the principle moral and ethical commitments that are associated with different religions and worldviews?

Planning and Assessment

- Teachers are encouraged to think creatively when planning RE work in order to develop children's skills, understanding, questioning and opinions as well as teaching them facts about religions and practices.
- We maximise first hand and practical experiences using as many resources (objects, artefacts, people and places) as we can. We borrow from the Barnet Library Service who have a good supply of objects and books available.
- We believe visits and visitors play an important role in stimulating children's learning. Teachers research and plan for opportunities to use places of worship in the locality.
- We think that discussion is a very important aspect of RE, particularly when thinking about what we can learn from world religions. We do not want RE to be about completing worksheets and do not feel it is necessary to record every aspect of every lesson.

- Assessment of children's RE capability is achieved by planning appropriate curriculum activities in line with the school's policy on assessment. We also prepare end of unit quizzes and short writes to assess whether children are developing deep and connected knowledge.

Spiritual, Moral, Social and Cultural (SMSC) Development in Religious Education



Through the teaching of religious education in our school, we provide opportunities for children to develop spiritually, morally, socially and culturally. They consider and respond to questions concerning the meaning and purpose of life and we help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in doing so, they develop their knowledge and understanding of the cultural context of their own lives.



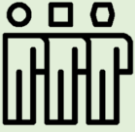
British Values in Religious Education

The Department for Education, in its Prevent Strategy states that "schools and further education settings should support learners to have the knowledge, skills and values that will prepare them to be citizens in modern Britain. As part of this, in England, they are required to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs."

RE plays a crucial role in promoting the fundamental British Values and it provides a platform for exploring the historical and cultural contributions of various religious communities to British society.

Lessons highlight the common values shared across different faiths, fostering a sense of unity and shared identity. We demonstrate the British Values through RE in the following ways.

<p>Democracy</p> 	<ul style="list-style-type: none"> • In RE lessons, pupils are encouraged to express their opinions and beliefs in a respectful and considerate manner. • Opportunities are provided for class discussions, debates, and group activities, allowing pupils to learn about and appreciate different perspectives. • Pupils are encouraged to make decisions collectively, fostering a sense of shared responsibility and mutual respect within the classroom.
<p>The Rule of Law</p> 	<ul style="list-style-type: none"> • RE promotes an understanding of the moral and ethical principles underpinning various religious and belief systems. • Pupils learn about the codes of conduct and rules that guide different faith communities, and how these contribute to a harmonious society. • The importance of respecting laws and regulations is emphasised in the context of religious and moral teachings.

<p>Individual Liberty</p> 	<ul style="list-style-type: none"> • Pupils are encouraged to explore and develop their own beliefs and values within the framework of RE. • Lessons foster a sense of autonomy, allowing pupils to make choices about their faith or belief system, or choose to not adhere to any particular faith. • Respect for individual choice and the diversity of beliefs is central to RE.
<p>Mutual Respect</p> 	<ul style="list-style-type: none"> • RE lessons promote understanding, empathy, and appreciation for the diversity of faiths, beliefs, and cultures within our society. • Pupils learn about different religious traditions, festivals, and practices, and are encouraged to celebrate and respect these differences. • Respectful dialogue and active listening are encouraged, allowing pupils to learn from each other's perspectives.
<p>Tolerance of those of different faiths and beliefs</p> 	<ul style="list-style-type: none"> • RE teaching emphasises the importance of accepting and respecting the beliefs and practices of others, even when they differ from one's own. • Pupils learn about the value of living harmoniously in a diverse society, and how understanding and tolerance contribute to social cohesion. • Lessons encourage pupils to challenge prejudice and discrimination, promoting an inclusive and accepting community.

Collective worship

In line with the 1988 Education Reform Act and the 1996 Education Act, which state that collective worship should be 'wholly or mainly of a broadly Christian character', we at Kingsbury Green Primary School recognise that the majority of our pupils are practicing members of other faiths. Therefore, we base our assemblies on aspects of religious teaching that are shared among all faiths.

Collective Worship serves as a dedicated time for the school community to come together in order to consider and reflect common concerns, issues, and shared interests. It provides an opportunity for all pupils to engage in relevant and meaningful experiences that facilitate worship and promote their SMSC development.

Collective Worship contributes significantly to the ethos of Kingsbury Green Primary School. It serves as a time when the school community can:

- share common aims and values,
- celebrate achievements and special occasions,
- explore the world we inhabit collectively,
- foster a sense of community spirit.

Though Collective Worship time is distinct from regular curriculum time, we recognise that there are instances when aspects of the curriculum can enrich the Collective Worship experience. Additionally, it may complement classroom learning by offering different perspectives on subject matter.

Collective acts of worship are incorporated into whole-school assemblies and RE lessons. Furthermore, each day, before being dismissed for lunch, all children participate in a lunchtime reflection conducted with their respective classes.

We are grateful for our healthy food.
We should be thankful to those who provide it, the farmers, the cooks and our families.
We must always keep in mind those who are not as fortunate as ourselves.
Amen

Through this approach to Collective Worship, we aim to create a space for meaningful reflection and celebration, respecting the diversity of beliefs within our school community while upholding the shared values that bind us together. This practice not only contributes to the spiritual and moral development of our pupils but also fosters a sense of unity and understanding among them.

The legal right to withdraw from RE

We firmly believe that an understanding of world religions plays an increasingly vital role in the lives and growth of our students, particularly in a diverse borough such as Brent, Greater London, and within the global context.

Legally, parents/carers have the right to request the withdrawal of their child from some or all of each RE lesson and/or collective worship. We kindly ask that such requests be submitted in writing. As a gesture of courtesy and a commitment to open communication, the Head Teacher and/or other school leaders will arrange a meeting with the family to provide a comprehensive explanation of our curriculum, ethos, and policy. This meeting aims to address any concerns and foster a deeper understanding of our approach to teaching RE.

By facilitating this dialogue, we seek to ensure that every parent/carer is fully informed and involved in their child's educational journey, while respecting the diverse perspectives and preferences within our school community. This open and respectful communication is integral to our commitment to inclusive education.

KINGSBURY GREEN PRIMARY SCHOOL

Old Kenton Lane, London, NW9 9ND

Telephone: 020 8204 6423 | Email: office1@kgreen.brent.sch.uk

Headteacher: Ms Reena Shah (BA Hons), NPQH



Wednesday 2nd April 2025

Dear Parents/Carers,

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

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 multifaith approach. The school governors have decided that it would be suitable for our school to continue this. A 'determination' must be renewed every five years. The time has come to do this again, and before we apply to Brent SACRE for this we would like to seek your views. **If you do not agree with our decision** please complete a google form by following this [link](#). If we do not hear from you by Friday 25th April 2025, we will assume that you agree with our decision.

Yours sincerely,

Ms Obiogo
Assistant Headteacher

If you need any support with reading this letter, please contact the school office.



Leopold Primary School Determination

Governing Body minutes to be supplied.

APPLICATION FOR A DETERMINATION

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

1. Name of School:
Leopold 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>Leopold 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 Leopold Primary 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 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. No children are withdrawn from Collective Worship currently.</p> <p style="margin-left: 40px;">School Population breakdown by religion:</p> <p style="margin-left: 40px;">Muslim 48%</p> <p style="margin-left: 40px;">Christian 22%</p> <p style="margin-left: 40px;">Other 22%</p> <p style="margin-left: 40px;">No religion 8%</p> <p>There has been an increase in the number of non-Christian families joining the school over the past year.</p>
5. Outline details of consultation with governors:
<p>Governors informed of current practice and intention to reapply for Determination.</p> <p>Agreement to proceed.</p> <p>Application to be shared in Curriculum meeting</p>

6. Outline of details of consultation with parents:

Letter sent to families

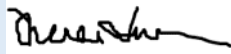
Ad hoc discussions on school gates. Families are familiar with the school's approach and are aware of the different ways we celebrate all global religions and festivals as part of our curriculum. We inform parents of the determination and our approach to Collective Worship through the induction meeting when joining the school. This proposal has also been discussed with the pupil representatives in the school council.

There are no children currently withdrawn from collective worship.

7. Outline of proposed provision for collective worship

The school would plan to continue following the Brent SACRE model policy. Over the school year assemblies are planned to link to major celebrations of main religions and linked to the school values.

For certain assemblies, families may be invited in. This will enable families to see collective worship in practise.

8. Signature of Head Teacher:


LEOPOLD PRIMARY SCHOOL



Dear Parents/Guardians/Carers,

All schools are required by law to provide a daily act of collective worship for all pupils. This should be 'wholly or mainly of a broadly Christian character' unless a school has what is referred to as a 'determination'. In Brent this means that schools then have the choice of following a multifaith 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 [] years we have had a 'determination' and have been following the Brent SACRE's **multifaith** approach. The school governors have decided that it would be suitable for our school to continue this. A 'determination' must be renewed every five years. The time has come to do this again, and before we apply to Brent SACRE for this we would like to seek your views. **If you do not agree with our decision please return the slip below.** I would also very much like you to contact me so that I can hear your concerns. If we do not hear from you we will assume that you agree with our decision.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Theresa Landreth', written in a cursive style.

Theresa Landreth
Executive Headteacher

RETURN BY MONDAY 16th June 2025

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

Hawkshead Road

Harlesden, NW10 9UR

Tel: 0208 459 5654

www.leopoldprimary.co.uk

Email: admin@leopold.brent.sch.uk

Executive Headteacher: Theresa Landreth

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Gwenneth Rickus

242-250 Brentfield Road, NW10 8HE

Tel: 0208 961 5336

www.leopoldprimary.co.uk

Email: adminlgr@leopold.brent.sch.uk

Executive Headteacher: Theresa Landreth



Collective Worship Policy

Headteacher	Theresa Landreth
Person Responsible	Tayo Fagbemi
Date Agreed	21 March 2025
Policy to be reviewed	Annually

Collective Worship Policy

Introduction

Leopold 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 Leopold Primary 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 Leopold Primary 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.

At Leopold Primary we recognise and value the diversity of beliefs held in our school community. We aim to promote pupils' spiritual, moral, social and cultural development and to develop their knowledge, understanding and appreciation of their own and different beliefs and cultures and how these influence our society and individuals within it. We also use collective worship as an opportunity to share pupils' learning journey with their peers and teachers.

Aims of Collective Worship

For the School:

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

- share common aims and our school 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

What Collective Worship looks like at Leopold Primary School

- Worship time (assemblies) is distinct from curriculum time. However, in Leopold 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.
- 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 Deputy Headteacher will work alongside the Religious Education Leader to plan, monitor and evaluate acts 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
- Every member of the teaching staff and occasional visitors will be involved in leading acts of worship at some point in the school year.
- 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,

Withdrawal from Worship

Parents have the right to withdraw their children from acts of worship. 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. If parents do wish for their child to be removed, the child will remain for another adult in the library reading until the end of the session.

Park Lane 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:
Park Lane Primary School Wembley
2. Head Teacher:
Enid Lewis
3. Pupils to whom application applies:
<input checked="" type="checkbox"/> This application applies to the whole school.
4. Outline reasons for application:
<ul style="list-style-type: none"> ❖ Having a 'Determination' will enable us as a school community to have collective worship that promotes common values, aspirations and commitments. ❖ It will encourage pupils and adults of different faith and beliefs to willingly participate together in collective worship. <p>Given the high number of non-Christian students at Park Lane Primary School, it can be argued that participating in worship outside their own faith, even willingly, may conflict with their religious teachings. Offering worship that is "wholly or mainly broadly Christian character" would therefore not reflect the beliefs of most of our students and would be inappropriate for our school. We are a multicultural school with pupils and adults of different ethnic backgrounds, beliefs and religion.</p>
5. Outline details of consultation with governors:
The application was discussed at the full governing body meeting on Monday 28 th April 2025. The Governors approved the wording of a letter which the Head teacher proposed to send to parents-: seeking their views on the intention to apply for a further 5-year term in applying the SACRE multi-faith religious syllabus.
6. Outline of details of consultation with parents:
<ul style="list-style-type: none"> • Parents were consulted about their views on renewing our existing 'Determination'. • Sample letter was adapted and emailed to all parents • Parents were encouraged to express their views to the headteacher should they not agree with the school's decision to continue with multi faith approach to collective worship.

7. Outline of proposed provision for collective worship

- Assemblies to celebrate major religious festivals
- Each year group have a specific value that they work on and aim to achieve and embed in all their practices eg friendship in EYFS and responsibility in Year 6.
- Head teacher's assembly on Monday to start the week off and get pupils to reflect on pertinent and relevant issues.
- Weekly phase assemblies to celebrate achievements
- Year group values reinforced in all areas of the curriculum
- Class assemblies on Fridays to celebrate and show case learning (parents invited)

8. Signature of Head Teacher:




Park Lane Primary School

Park Lane, Wembley, Middx, HA9 7RY
Telephone: 020 8902 5006 Fax: 020 8 903 7939
E-mail: admin@parklane.brent.sch.uk

Head Teacher: Miss Enid Lewis. B.Ed, (Hons) MA.

April 2025

SACRE Determination

Dear Parents/ Carers,

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

In Park Lane School, we do not promote any particular faith and we aim to provide collective worship that will 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 the past 5 years we have had a 'determination' and have been following the Brent SACRE's multifaith approach. The governors have decided that it would be suitable for our school to continue with this collective worship approach

A 'determination' must be renewed every five years. The time has come to do this again, but before we apply to Brent SACRE, we would like to seek your views. If you do not agree with our decision, please return the slip below. I would also very much like you to contact me so that I can hear your concerns. If we do not hear from you, we will assume that you agree with our decision.

Yours sincerely,

✂.....

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

Collective Worship Policy



Approved by:	Folake Ogbebor	Date: 20/9/23
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Last reviewed on:	Sep 2019
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Next review due by:	Sep 2028
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Collective Worship is a time when the whole school or groups within school meet 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 emphasizes common values, principles and aspirations.

The School Community

Our school community is made up of people from many different religions and cultures.

Assemblies are conducted in a manner which is sensitive to the faiths and beliefs of all members of the school community. We are proud of the diversity of our school community and as such hold assemblies that reflect and celebrate the traditions of the main religions, particularly those that are represented in the school and wider community. Acts of collective worship within assemblies take into account the pupils' ages, aptitudes and their family backgrounds

Aims of Collective Worship

Through our collective worship we aim to provide a caring and supportive environment for pupils to:

- become increasingly aware of themselves as individuals and groups within the school and wider community
- grow in understanding of the feelings of the other people in every-day situations and beliefs
- explore the language which people use to express their feelings
- reflect on values that are of a broadly Christian nature and on their own beliefs
- To reflect and strengthen the caring ethos of the school.
- develop a reflective approach to life.
- encompass all aspects of school life and all areas of the curriculum
- grow in confidence when making a presentation to the group or whole school
- develop thinking about moral and spiritual issues and questions regarding equality, social justice, human rights and conflict.
- celebrate and give thanks for the achievements within the school, local and international community and occasions of significance, including festival

At Park Lane, Collective Worship contributes to the spiritual, moral, social, cultural and intellectual development of pupils in the following ways:

To the spiritual development of pupils by providing them with an opportunity to: reflect upon the value, purpose and meaning of things;

- hear stories and words from religious and other literature which suggest that there is more to life than meets the eye.
- experience times of quiet inactivity to counterbalance the activity which generally marks the rest of the school day;

Collective worship contributes to the moral development of pupils by providing them with an opportunity to:

- reflect on matters concerning right and wrong
- learn about religious and other teachings concerning right and wrong.

Collective worship contributes to the social development of pupils by providing them with an opportunity to:

- gather with others for a common purpose
- learn how to behave appropriately within a specific social setting.
- share times of joy and times of sadness with others

Collective worship contributes to the cultural development of pupils by providing them with an opportunity to:

- reflect upon ideas concerning beauty and that which is pleasing to the eye and ear
- hear music from a range of times, places and cultures
- appreciate the range of talents and gifts found within the school community and beyond.

Collective worship contributes to the intellectual development of pupils by providing them with an opportunity to:

- learn and to engage with their minds;
- have ideas and beliefs confirmed or challenged
- reflect upon the nature of learning and education

Organization of Collective Worship

Collective worship is an integral part of our assemblies. Assemblies provide a means of developing an appreciation that goes beyond the material world, fostering a concern for others and providing a forum for exploring shared values. Assemblies offer opportunities for co-operation and the development of strong relationships between the school and the local community it serves.

Collective Worship takes place daily when children are assembled together, this usually takes place in the school hall or the classrooms. Acts of collective workshop vary throughout the week and usually take place in our different kinds of assemblies

– EYFS, Key Stage 1, Key stage 2, whole school, music, celebration, special and class depending on the day and occasion.

The whole school assemblies are delivered on a weekly basis by a class or a year group. Many of the festivals of the major world religions are celebrated at this time

Collective Worship

The daily assembly can take several forms and in a typical week this would be:

Monday – Head teacher’s assembly

Tuesday – Individual class collective worship

Wednesday – Key Stage 1 Achievement /Music assemblies

Thursday - Key Stage 2 Achievement /Music assemblies

Friday – Whole school Class assembly - Celebration of Work (parents invited)

The school's approach to Collective Worship is in line with the current guidelines of the Brent Standing Advisory Council on Religious Education (SACRE)

Festivals of the major World Religions celebrated annually:

- Chinese New Year
- Christmas - Christianity
- Easter - Christianity
- Hanukkah - Judaism
- Eid - Islam
- Diwali - Hinduism

Right of withdrawal

We expect all children to attend assembly. However, any parent who objects to their child have a right to withdraw their child from attending an act or acts of collective worship. Requests of this nature are rare within the school as this reflects the confidence shown by parents in our delivering of the RE curriculum and collective worship.



Built 1911

MINUTES – Full Governing Board Meeting

Park Lane Primary School

16th June 2025

Meeting Register

Attendees	Role
Enid Lewis (EL)	Headteacher
Reza Rahn timer (RR)	Chair
Carole Bevis-Smith (CBS)	Vice Chair
Tim Jones (TJ)	Governor
Saima Qaisrani (SQ)	Governor
Esta Henshaw (EH)	Governor
Faisal Sayeed (FS)	Governor

Priyanka Rijal (PR)	Governor
Amit Thakrar (AT)	Governor
Mel Sparrow (MS)	Associate Member
Folake Ogbemor (FO)	Associate Member

Apologies
Uloma Adighibe (UA)
Fatiha Nouar (FN) - Absent

This meeting was clerked by Ben Riddell, Governance Professional

Meeting Record

Item	Action
5. Committee Updates FO asked that the SACRE determination be ratified. She explained that this was discussed at the latest curriculum committee. Every five years, a determination must be applied for in the event that collective worship in line with Christian faith is not offered. This will allow collective worship to be based on other religions. This was last done in 2019.	

<p>AT asked what would change. FO confirmed that daily worship must be Christian, and assemblies of other faith cannot be completed.</p> <p>Governors approved the submission of the SACRE determination of multi-faith worship.</p>	
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Signed as a True and Accurate Record by the Chair, _____

Dated: _____

Roe Green Junior 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:															
Roe Green Junior School															
2. Head Teacher:															
Ms Melissa Loosemore															
3. Pupils to whom application applies:															
This application applies to the whole school. Yes															
4. Outline reasons for application:															
<p>There are 471 pupils on roll aged 7-11. The proportion of pupils from different religions is;</p> <table style="margin-left: 40px; border: none;"> <tr> <td>Christian</td> <td>167 pupils</td> <td>35%</td> </tr> <tr> <td>Hindu</td> <td>109 pupils</td> <td>23%</td> </tr> <tr> <td>Muslim</td> <td>158 pupils</td> <td>34%</td> </tr> </table> <p>There are a small number of pupils belonging to the following groups:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>Buddhist</td> <td>7</td> <td>1%</td> </tr> <tr> <td>Sikh</td> <td>1</td> <td>0%</td> </tr> </table> <p>In addition 20 pupils, 4% have no declared religious faith, 5 no data 6%, refused 3 1%</p>	Christian	167 pupils	35%	Hindu	109 pupils	23%	Muslim	158 pupils	34%	Buddhist	7	1%	Sikh	1	0%
Christian	167 pupils	35%													
Hindu	109 pupils	23%													
Muslim	158 pupils	34%													
Buddhist	7	1%													
Sikh	1	0%													
5. Outline details of consultation with governors:															

This Application was discussed with the Governors. The Governors unanimously stated their wish to continue with existing practice based on a multi-faith approach and to follow SACRE's Recommended Approach

6. Outline of details of consultation with parents:

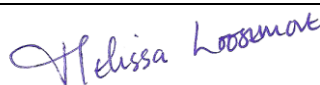
A letter was sent to parents via our Parent Ping (copy attached) informing them of any decision to apply for a determination based on the continuation of present practice and inviting them to respond if they objected. Two parent replied to this application, one parent wanted clarification of the word 'Worship'. The other parent replied 'No' they did not agree. In addition all parents are invited to assemblies when possible and many have expressed satisfaction with the current approach.

No parents over the past 5 years have exercised their right to withdraw their children from assemblies and collective worship. This illustrates the existing level of parental confidence in the current practice.

7. Outline of proposed provision for collective worship

The school would like to enable all children to take part in a daily act of collective worship of such a type that would be acceptable to all parents. We have been following SACRE's 'Recommended approach' since we were previously granted a determination, and wish to continue to do so. Our policy on collective worship is based on the 'Recommended Approach' and our programme of collective worship demonstrates the 'Recommended Approach'.
Collective Worship policy attached.

8. Signature of Head Teacher:



London Borough of Brent
ROE GREEN JUNIOR SCHOOL

Princes Avenue, Kingsbury, London NW9 9JL
Headteacher – Ms. Melissa Loosemore

Tel: 020 8204 5221
Email: admin@rgjs.brent.sch.uk



Fax: 020 8905 0256
Website: www.rgjs.brent.sch.uk

29 April 2025

Dear Parents/Carers,

All schools are required by law to provide a daily act of collective worship for all pupils. This should be 'wholly or mainly of a broadly Christian character' unless a school has what is referred to as a 'determination'. In Brent this means that schools then have the choice of following a multifaith 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 25 years we have had a 'determination' and have been following the Brent SACRE's multifaith approach. The school governors have decided that it would be suitable for our school to continue this. A 'determination' must be renewed every five years. The time has come to do this again, and before we apply to Brent SACRE for this we would like to seek your views. If you **do not** agree with our decision please return the slip below. I would also very much like you to contact me so that I can hear your concerns. If we do not hear from you by Friday 9th May, we will assume that you agree with our decision.

Yours sincerely,

Melissa Loosemore
Headteacher.

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

Child's Name _____ Class _____



Collective Worship Policy

The aims of our collective worship policy:

- To educate our pupils in the widest sense.
- To impart basic 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.

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.
- Roe Green Junior 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."
- Parents may withdraw their child from collective worship. Teachers, too retain the right to withdraw from collective worship. Roe Green Junior School aims to provide a form of collective worship that is acceptable to all parents, pupils and teachers.

Implementation:

Assembly

- Collective worship will take place in whole school assemblies with the exception of the weekly year group assembly.
- The Head Teacher, a member of the Leadership Team or a teacher will lead the whole school assembly.
- Year Leaders arrange a weekly assembly within their year groups.
- All class teachers will lead and deliver a whole school assembly with their pupils at least once a year. The themes for these assemblies reflect key religious festivals in the year.
- 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 our assemblies.

Themes for the week/day

This is managed by the PSHCE and RE leaders. The themes for the week are integrated in pupils' planners and are displayed within each classroom. It is further reinforced in the school calendar and in the School website.

The themes of the week shape our daily thoughts. Each class teacher will be responsible for the delivery of these collective worship acts.

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.



'BE THE BEST YOU CAN BE!'

RE Policy

Lead person responsible:

Ms C Lago

Date: **October 2023**

Review Date: **October 2025**

Please note that the version of this document contained within the **Policy Folder on our school network** is the only version that is maintained.

Any printed copies or PDF versions should therefore be viewed as "uncontrolled" and as such, may not necessarily contain the latest updates and amendments.

Philosophy

This policy is a statement of our intentions and practices regarding the teaching of Religious Education at our school. This policy aims to specify those characteristics, which as a school we agree are necessary for the teaching of humanities.

The teaching of Religious Education will be in line with the whole school teaching and learning policy. It will also be wholly compatible with the school aims and mission, will follow the Brent Agreed Syllabus for Religious Education and the legal requirements.

Aims

Religious Education at our school is taught in accordance with the Brent Agreed Syllabus for Religious Education, which states that ***“The aim of religious education is to learn about and from spiritual insights, beliefs and religious practices and to explore fundamental questions of human life.”***

In addition to this, we also aim to:

- Develop knowledge and understanding of different religious beliefs and practices and of their place and significance in human life.
- Develop an awareness of the importance of commitment to personal faith.
- Understand the connection between belief and morality and its effect on personal relationships, attitudes and choices.

Organisation and Planning

The R.E. Curriculum is planned in accordance with the Brent Agreed Syllabus for Religious Education. Units of work ensure children learn about different faiths over their time at Roe Green Junior School. We ensure that the units studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit.

- The school celebrates many festival days representing the faiths at Roe Green through assemblies and specific teaching.
- Our assemblies promote an understanding of religion while incorporating spiritual, moral, social and cultural development.
- Collective worship is practised daily either within an assembly setting or within the classroom.
- We promote attitudes in the children that reflect care, respect and concern for others.
- Pupils are given opportunities to explore sensitive issues such as death and suffering.
- Religious Education challenges prejudice – stereotyping, sexism and racism and promote British values.

Equal Opportunities

We believe every child is entitled to a full, varied and balanced education, regardless of class, gender, race or disability. We guarantee to provide these experiences for all pupils including pupils with specific educational needs. To ensure this, teachers will:

- Refer to the various cultural backgrounds of the children when making cross curricular links.
- Continually research and update multicultural aspects ensuring good representation in the school.
- Give opportunities for different groupings, e.g. pairs, small groups, individual friendship and mixed gender.
- Ensure that all children's opinions, evaluations and judgements are valued and seen to be equally valid.
- Individual Support Plans will be used for children who have been identified as having special education needs and disabilities. Individual Support plans will be written in collaboration with the SENDCO. Work will be differentiated accordingly.
- Opportunities to link R.E. with other areas of the curriculum are also used.

Monitoring

The whole school will carry out book looks throughout the school year. The subject leader will carry out book looks and conduct children's interviews throughout the year to ensure continuity and progression and to inform the action plan for the next academic year. Teachers produce reports to parents once a year and there are opportunities for parents to discuss work during parent's evenings or after school if an appointment is made.

Resources

Resources for R.E. are kept in the Resource room and include books about major faiths, a collection of artefacts for each major faith. The R.E. subject leader keeps teacher up to date with online resources, such as REonline, BBC Bitesize.

Marking

Marking in R.E. is in line with the school marking policy.

Assessment

Teachers will assess pupils as part of their daily teaching. Children's knowledge and understanding is informally assessed during class in group question and answer sessions and through observation during lessons as well as in the marking of written work. Teachers will annotate plans to make appropriate provision for children who are not meeting or who are exceeding expectations.

Roe Green Junior School – GB meeting held on 15th May 2025

Agenda Item No 10 a

SACRE Application

ML informed the governors that the school had 5 years previously applied to Brent Council earlier in the year for a SACRE (Standing Advisory Council for Religious Education) determination. However, they have now been advised that the application needs to be renewed.

ML explained that she had spoken with the Chair (VA), who has given their approval for the application to go forward to the Full Governing Board meeting on 15th May 2025. The application seeks a determination that Section 394(1) of the 1996 Education Act should not apply to Roe Green Junior School.

ML provided background on the SACRE process, explaining that schools such as Roe Green Juniors, which have a diverse and multi-faith pupil population, must apply to SACRE every five years for a review and approval of their approach to daily collective worship.

She highlighted that, because many different religions are represented within the school community, it would not be appropriate to follow a single-faith model. Instead, the school is seeking to adopt a multi-faith approach that is more inclusive and representative of its pupils.

ML also mentioned that she had sent a text message to parents to explain why the school is submitting the SACRE application and carrying out the related consultation. Two parents asked for further clarification, and after ML explained the process in more detail, both parents were supportive of the school's application for a multi-faith determination.

She added that the school is also required to submit data on the religious make-up of the pupil population as part of the application.

Governors had no questions regarding the SACRE application, and all were in full agreement that the school should follow the Brent SACRE's recommended approach to collective daily worship.



Signed

Date: 16th May 2025

Chair of Governors

Wykeham 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:
Wykeham Primary School
2. Head Teacher:
Mrs Gurvinder Notay
3. Pupils to whom application applies:
This application applies to the whole school.
4. Outline reasons for application:
<p>Diverse faith backgrounds of the school community:</p> <ul style="list-style-type: none"> Our school serves a highly diverse community, with pupils and families from a wide range of faiths and beliefs. Adopting a multi-faith approach to collective worship ensures that all pupils feel included and respected, regardless of their personal religious or spiritual background. This approach reflects the cultural diversity of the school and fosters an environment of mutual respect and understanding among pupils of different faiths. <p>Promoting inclusivity and equality:</p> <ul style="list-style-type: none"> The multi-faith approach helps to promote inclusivity by ensuring that no single faith is favoured over another. This is particularly important for our pupils, who come from various cultural and religious traditions, as it promotes a sense of belonging for all. By using a multi-faith model, we avoid alienating pupils who may not identify with the dominant faith narrative, allowing them to feel respected and valued within the school community. <p>Supporting the spiritual and moral development of pupils:</p> <ul style="list-style-type: none"> Collective worship is an essential aspect of our school's commitment to nurturing the spiritual, moral, social, and cultural (SMSC) development of our pupils. A multi-faith approach enables us to explore shared moral and ethical values across different religions, fostering a broader understanding of spirituality and morality. This approach encourages pupils to reflect on the school's values of Respect, Responsibility, Tolerance, Co-operation, Excellence, Equality and Enjoyment as well as showing kindness, and compassion, which are fundamental to the development of well-rounded, empathetic individuals. <p>Legal and educational requirements:</p> <ul style="list-style-type: none"> As per the legal requirements for collective worship, all schools must provide a daily act of worship that is of a broadly Christian character unless a determination has been granted. Given the religious diversity within our school, the multi-faith approach is a natural and appropriate solution, aligning with both legal guidelines and the educational ethos of inclusivity. By applying for a determination, we ensure that our collective worship provision is in line with statutory obligations while also being meaningful and relevant to all pupils. <p>Support from school stakeholders:</p> <ul style="list-style-type: none"> We have consulted with a wide range of stakeholders, including parents, staff, and governors, to seek feedback on our collective worship practices. The consensus has been that a multi-faith approach best reflects the school's values and supports the needs of our diverse community. The feedback we have received indicates broad support for this approach, with stakeholders recognising its importance in fostering community cohesion and promoting respect for all faiths.

Commitment to a shared educational vision:

- The multi-faith approach aligns with the school's values. It supports our vision of preparing pupils for life in a multicultural and multi-faith society, equipping them with the skills, and understanding needed to engage respectfully with others, regardless of differences in belief or culture.

Provision of a broad and balanced curriculum:

- A multi-faith approach to collective worship enhances our curriculum by incorporating elements of world religions and spiritual practices. This exposure to different belief systems encourages pupils to develop a broader perspective and deepens their understanding of global cultures, contributing to their overall education and personal development.

Flexibility to tailor worship to the needs of the school community:

- A determination would allow the school to continue providing collective worship that is adaptable and responsive to the evolving needs of our school community. This flexibility is crucial for addressing the unique challenges and opportunities that arise in a diverse educational environment.

5. Outline details of consultation with governors:

The application was initially discussed with the Chair of Governors on 29/04/2025. This was shared at the Governors' meeting on 24/06/2025. The governors unanimously stated their wish to continue with existing practice based on a multi-faith approach and to follow SACRE's Recommended Approach.

6. Outline of details of consultation with parents:

A letter was sent to parents on 14/05/2025 (copy attached) informing them of the Headteacher's decision to renew a determination based on our evaluation of the present practice and inviting them to respond if they objected. No parents objected to this application.

7. Outline of proposed provision for collective worship
Frequency and timing:

- Collective worship will take place daily, in accordance with statutory requirements. It will generally be held during morning assemblies or at other suitable times within the school day, depending on the school timetable.
- All pupils and staff will be invited to take part in collective worship, ensuring that the whole school community is involved. Worship will be structured to be age-appropriate for different year groups.

Content and focus:

- The content of collective worship will adopt a multi-faith approach, encompassing various religious and spiritual traditions. It will reflect Christianity, as well as other major world religions such as Islam, Judaism, Hinduism, Sikhism, Buddhism, and humanism.
- Worship themes will focus on universal and the school's values and shared moral teachings, including kindness and empathy. These values, which are common across different belief systems, will be explored through storytelling, music, prayer, reflection, and discussion.
- Religious holidays and festivals from different faith traditions will be celebrated throughout the year, providing pupils with the opportunity to learn about and appreciate a variety of cultural and religious practices.

Inclusive and non-denominational approach:

- The collective worship will be designed to be inclusive, ensuring that no single religion is favoured over others. Instead, the focus will be on universal values, exploring a range of beliefs in a manner that promotes understanding and respect.

- For example, pupils may be invited to engage in a moment of reflection, which could include prayers or meditations from different faith traditions. However, pupils will always have the option to remain silent or engage in a non-religious reflection, respecting individual preferences.

Engagement:

- Pupils will be actively encouraged to take part in collective worship. Opportunities will be provided for students to contribute through readings, performances, or by leading parts of the worship.
- Pupils will also be invited to reflect on the messages of the worship through creative activities such as writing, drawing, or role-playing. This will help them internalise the values and ideas shared during worship and promote thoughtful reflection.

Staff involvement and leadership:

- Staff will play an active role in leading and supporting collective worship. Depending on the theme, teachers may share personal reflections or stories related to the values being explored.
- We will occasionally invite external speakers from a variety of religious and cultural backgrounds to lead or contribute to collective worship, further enriching the experience and broadening pupils' understanding of different perspectives.

Reflecting the school's values:

- The proposed provision for collective worship will be fully aligned with the school's values of Respect, Responsibility, Tolerance, Co-operation, Excellence, Equality and Enjoyment. It will aim to foster a sense of belonging and shared purpose, regardless of pupils' individual religious or cultural backgrounds.
- We will ensure that collective worship is always conducted in a positive, respectful environment where pupils feel comfortable to participate, reflect, and learn from one another's viewpoints.

Parental and community involvement:

- Parents and carers will be invited to take part in or observe collective worship when appropriate. We also encourage parents to share their own cultural and religious perspectives, enriching the experience for the entire school community.
- We will keep parents and carers informed about the themes and content of collective worship through regular communication, providing opportunities for feedback and discussion to ensure transparency and inclusivity.

Evaluation and adaptation:

- The collective worship provision will be regularly reviewed to ensure it remains relevant and meets the evolving needs of the school community. Feedback will be sought from pupils, staff, and parents, and used to refine and improve the worship experience.
- As the school community develops, we will continue to adapt the provision of collective worship to reflect changes in the religious and cultural diversity of our pupils.

8. Signature of Head Teacher:

Gurvinder Notay
Acting Headteacher

Wykeham Primary School

Aboyne Road

Neasden

NW10 0EX

Tel/Fax: 0208 450 8425

Email: admin@wykeham.brent.sch.uk

Web: www.wykeham.brent.sch.uk



Committed to Excellence, Equality and Enjoyment

Acting Headteacher: Mrs. G. Notay

14th May 2025

Dear Parents/Carers,

RE: DETERMINATION FROM BRENT STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

This school currently holds a determination from the Brent Standing Advisory Council on Religious Education (SACRE), which permits us to conduct acts of collective worship (a time for reflection) in accordance with the SACRE's recommended approach.

This time for reflection contributes significantly to the spiritual, moral, social, and cultural (SMSC) development of our pupils. It helps foster the values that are shared across the school community and promotes fundamental British values and the school's values of Respect, Responsibility, Co-operation, Tolerance, Excellence, Equality and Enjoyment and universal values such as compassion, justice, appreciation, thoughtfulness, understanding, and forgiveness. During assembly, the history and meaning of religious festivals from various faiths are also explored. At our school, we do not promote any particular faith. Instead, collective worship is inclusive of all pupils, reflecting the diversity of our community.

In order to continue with this approach, we are required to apply for a renewal of our determination with SACRE every five years. The Governing Body has decided to apply for a renewal of our determination to maintain our current practice. As part of the process, the Governing Body is required to consult with parents. The governors of the school are very pleased with and satisfied by the way we currently conduct our time for reflection.

If you agree with the continuation of our present practice, there is no need to respond. However, should you disagree with this request for renewal, we kindly ask that you submit your reasons in writing to me within ten days of this letter. If you have any questions or concerns, please do not hesitate to contact me.

Yours sincerely,

Mrs Gurvinder Notay
Acting Headteacher



Committed to Excellence, Equality and Enjoyment

Wykeham Primary School

Collective Worship Policy

NON-STATUTORY POLICY	
Written/Updated:	May 2025
Review Date:	May 2027

Wykeham Primary School Collective Worship Policy

Wykeham Primary School is committed to safeguarding and promoting the welfare of children as we believe that this is of paramount importance. We expect all staff and volunteers to share this commitment.

We uphold the rights of everyone to equality under the law. This includes the protected characteristics as recognised by the Government: age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.

We believe that our core school values of respect, responsibility, tolerance and co-operation and the British values are not mutually exclusive. We focus on ensuring our work is effective in securing these values; challenging children, staff and parents who express opinions contrary to the British values with regard to our duty to prevent extremism and radicalisation.

Wykeham Primary School has the highest regard for the safety of the children in our care and will carry out its duties to safeguard and promote the welfare of children at all times.

1. Introduction

In accordance with the Education Reform Act 1988, provision is made for both Religious Education (RE) and collective worship within schools. Although these two elements may complement one another, they are distinct activities. Collective worship is not synonymous with assembly, which refers to the physical gathering of members of the school community. Rather, it is the act of shared reflection that occurs within or during such gatherings.

The Governing Body of Wykeham Primary School ensures that an act of collective reflection is held on a daily basis. Owing to the school's approved determination by the Brent Standing Advisory Council for Religious Education (SACRE), the nature of collective worship reflects the diverse beliefs, practices, and customs of religions and faiths from around the world.

We are committed to ensuring that every act of collective worship or reflection is appropriate to the age, abilities, and cultural backgrounds of our pupils.

2. Aims and Intent of Collective Worship

Our approach to collective worship recognises the school community as a diverse collective. Accordingly, acts of collective worship are designed to be inclusive and respectful of that diversity. Specifically:

- The term "collective" in the context of school worship refers to the assembly of individuals for shared reflection, rather than the endorsement or practice of any particular religious' doctrine or faith.

- Collective worship does not presuppose a uniformity of belief, nor does it seek to elicit identical responses. Rather, it acknowledges and respects a range of beliefs and perspectives, encouraging personal engagement and reflection.

Collective worship provides a regular opportunity for members of the school community to pause from daily activity, come together, and reflect upon the values and beliefs that unite us. It serves as a source of inspiration and contemplation for all, whether of religious faith or none. In this way, we strive to uphold and protect the integrity of every individual within the school.

Specifically, collective worship at Wykeham Primary School seeks to:

- Offer a regular time for all to pause, reflect, and engage with matters of personal and communal significance;
- Foster a sense of community, belonging, and mutual respect;
- Inspire awe and appreciation for the natural world and human experience;
- Cultivate a sense of shared identity and collective responsibility;
- Provide moments for silence and stillness, encouraging mindfulness;
- Celebrate achievements and moments of joy;
- Offer solace and unity in times of sadness or difficulty;
- Emphasise and reinforce the school's core values, such as honesty, effort, fairness, self-respect, and respect for others;
- Commemorate key points in the calendar, including religious festivals, cultural celebrations, and school events.

Collective worship contributes significantly to pupils' spiritual, moral, social, cultural (SMSC), and intellectual development. It encourages them to consider the purpose and meaning of life and to reflect on ethical matters and personal responsibility.

3. Promotion of Modern British Values

The regular gathering of the school community to reflect on shared values, ethos, and aspirations serves as a vital opportunity to consider what it means to be a citizen of contemporary Britain. Through both the explicit curriculum and the implicit messages embedded in daily school life, we actively promote the fundamental British values of:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are addressed directly within school assemblies and are further reinforced throughout the academic year in various ways.

The Governing Body holds a statutory responsibility to ensure that these values are embedded in the life of the school and are promoted consistently and meaningfully.

4. Implementation

At Wykeham Primary School, a daily act of collective worship or reflection is held in accordance with statutory requirements. Owing to the size of our pupil population and the

breadth of age groups represented, acts of collective worship are organised through a range of assemblies, ensuring appropriateness and inclusivity.

Assemblies are conducted in various formats across the week, as outlined in the schedule below:

Monday	Separate assemblies for Key Stage 1 and Key Stage 2 in the hall.
Tuesday	Collective Worship conducted within individual classrooms.
Wednesday	Separate music assemblies for Key Stage 1 and Key Stage 2 in the hall.
Thursday	Collective Worship conducted within individual classrooms.
Friday	Whole-school assembly featuring presentations by classes or year groups. Parents/carers are invited to attend.

Whilst the specific themes and content of assemblies may vary in response to current events - whether local, national, or international - or to the leadership of specific individuals or classes, the structure and guiding principles remain consistent.

5. Elements of Collective Worship

Acts of collective worship at Wykeham Primary School incorporate a range of thoughtful and carefully chosen elements that contribute to a meaningful and inclusive experience. These elements are designed to be accessible and respectful of the diverse beliefs and backgrounds represented within our school community.

Music and Song

Music plays a central role in setting a reflective tone and fostering a calm, thoughtful atmosphere. It may be:

- Played at the beginning and end of assemblies, marking the transition into and out of the collective worship space.
- Used as a reflective prompt to support contemplation of a theme.
- Performed or sung collectively to promote unity and communal spirit.

At Wykeham Primary School, we are mindful to avoid the use of overtly religious songs that reference specific deities, figures, or religious narratives. Instead, songs are selected that uplift, inspire, and promote shared school values.

Singing is valued not only for its musical benefits, but also for its ability to promote a sense of belonging. It encourages children to listen attentively, appreciate one another's contributions, and engage with themes such as kindness, perseverance, and respect.

Reflection Techniques

Reflection is a key component of our collective worship practice. While prayer is traditionally associated with worship, we adopt a broader, more inclusive approach, using

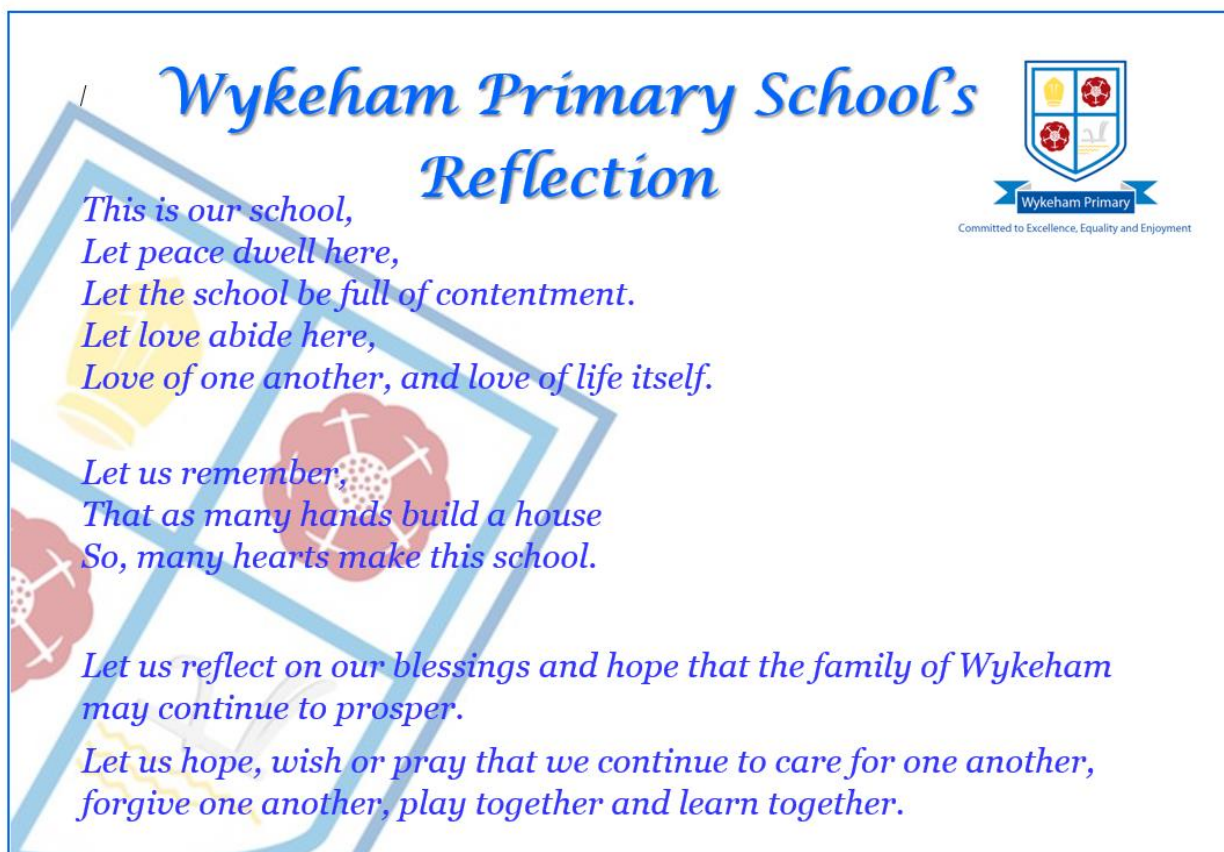
the term 'reflection' to ensure sensitivity to a wide range of faith traditions and secular worldviews.

At Wykeham Primary School, we are conscious of the diverse ways in which people pray across religious traditions. Therefore, we do not prescribe specific physical postures such as placing hands together or closing eyes. Instead, we invite pupils to assume a position that supports calm concentration and stillness -typically by bowing their heads in a moment of quiet reflection.

We initiate this reflective period with the phrase “**Now it's our quiet time.**” At this point, children and staff are encouraged to quietly focus, listen, and contemplate the message being shared. These messages often relate to universal themes such as kindness, respect for others, compassion, and environmental stewardship - principles that resonate across faiths and with those of no religious belief.

Wykeham Primary School's Reflection

To conclude our acts of collective worship, we use a dedicated school reflection, which is consistently shared across various assemblies. This provides a unifying and familiar element that reinforces our shared values and school ethos.

A graphic titled "Wykeham Primary School's Reflection" in a blue, stylized font. The background features a large, light blue geometric shape resembling a stylized 'W' or a series of overlapping triangles. On the left side, there are decorative elements including a yellow bell and two red flowers with white centers. The text is written in a blue, cursive-style font. In the top right corner, there is a school crest with a shield containing a yellow lightbulb, a red flower, and a blue book, with a banner below it that says "Wykeham Primary" and "Committed to Excellence, Equality and Enjoyment".

*This is our school,
Let peace dwell here,
Let the school be full of contentment.
Let love abide here,
Love of one another, and love of life itself.*

*Let us remember,
That as many hands build a house
So, many hearts make this school.*

*Let us reflect on our blessings and hope that the family of Wykeham
may continue to prosper.*

*Let us hope, wish or pray that we continue to care for one another,
forgive one another, play together and learn together.*

6. Withdrawal from Collective Worship

Right of Withdrawal

In accordance with statutory legislation, parents/carers retain the right to withdraw their children from acts of collective worship. This may be exercised in the following ways:

- **Total Withdrawal:** whereby a pupil is excused from all acts of collective worship.

- **Partial Withdrawal:** whereby a pupil is excused from specific types of collective worship or from particular elements within an act of collective worship.

At Wykeham Primary School, we regard collective worship as a valuable and inclusive part of school life that serves to unify and support the development of shared values. While parents/carers are not required to provide justification for exercising this right, the Headteacher will, as a matter of courtesy and clarity, seek an informal discussion with the family. The purpose of this meeting is to:

- Ensure there is no misunderstanding regarding the general nature of collective worship at the school;
- Clarify any misconceptions about the specific practices adopted by the school;
- Explore the possibility of a **partial withdrawal**, where appropriate, as an alternative to full withdrawal.

All requests to withdraw will be handled with sensitivity and respect, and appropriate arrangements will be made for pupils during the time of collective worship.

Our assemblies are conducted in a manner that is sensitive and inclusive to ensure that all children feel comfortable to attend the assembly.

7. Impact of Collective Worship

Collective worship at Wykeham Primary School contributes meaningfully to pupils' spiritual, moral, social, and cultural (SMSC) development and promotes what is commonly referred to as **cultural capital** - the knowledge, behaviours, and skills that pupils may draw upon to succeed in wider society, in future education and employment, and in life.

Through the various components of collective worship, pupils are encouraged to:

- Reflect on values and express their own principles and beliefs;
- Engage with key themes relating to kindness, mutual respect, social justice, and environmental stewardship;
- Participate in and learn about a broad range of festivals and commemorations, both religious and secular, including local, national, and international observances such as *UN World Refugee Day*, *World Religion Day*, *Fairtrade Fortnight*, *Saint Days*, and *Climate Awareness Events*.

The use of "Quiet Time" within assemblies fosters an atmosphere of calm and respect, providing all members of the school community—regardless of faith background—with a moment to pause, reflect, and engage meaningfully with the assembly's message. Pupils are free to reflect in accordance with their own traditions and beliefs.

Overall, collective worship at Wykeham Primary School plays an essential role in embedding the school's core values, enhancing community cohesion, and preparing pupils for life in a diverse and evolving society.

8. Rights of Teachers and School Staff

While attendance at school assemblies is a standard expectation for teaching staff, this obligation is subject to individual freedoms as provided by the **Education Act 1944**. Members of staff who, for reasons of conscience or belief, wish to withdraw from collective

worship or from the collective worship element of assemblies are advised to discuss the matter with the Headteacher at the earliest opportunity. All such discussions will be treated with respect, discretion, and in accordance with statutory guidance.

9. Policy Review

This policy will be reviewed every two years by the Core Leadership Team (CLT) in consultation with the Governing Body, to ensure that it remains aligned with current legislation, best practice, and the evolving needs of the school community.



**Minutes of the Governing Board Meeting
on Tuesday 24th June 2025 in school**

Attended by; Ms R Joseph (Acting Chair), Ms G Notay (Head Teacher designate), Ms M Adem, Ms M DeLuca Bossa, Mr Y Krasniki, Ms Y Ogundimu, Dr H Patel, Ms S Raymond and Mr P Vekaria.
Also present: Ms E O'Donnell, (Acting Deputy) and Ms N Parker (Clerk).

6.	<p>Policy and Compliance</p> <p>i) SACRE redetermination.</p> <p>Ms Notay explained that community schools are able to apply for a determination from the local SACRE board, that exempts them from the statutory duty to provide a daily act of broadly Christian worship. Collective worship can be made more relevant to the demographic of the school. This determination has to be renewed every five years and she asked the governors if they would approve the reapplication.</p> <p>There was unanimous approval. Ms Notay will submit the forms to SACRE for the next meeting of the panel.</p> <p>The following policies had been shared on Governor Hub, all having only minor changes. The governors unanimously approved all of these policies as presented.</p>
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General RE Updates:


- Areiac/Aulre conference took place at Exeter University. Lots of discussions about:
 - Teaching a decolonised RE curriculum. Not just scratching the surface but speaking about questions of migration – why did it happen? Who instigated it?
 - Ensuring RE isn't 'Green washed' and that schools look at why religious beliefs have not enabled people to look after the planet. What do worldviews say about looking after the planet? Why has this not been followed?
 - Bringing barriers down in teaching and learning of RE. Making the RE curriculum accessible to neurodiverse pupils and teachers.
 - Use of AI in the RE curriculum – benefits and risks. RE teachers cannot be replaced because AI does not have humanness; it cannot discuss ethical/moral questions using a range of perspectives. AI has an algorithm and if that algorithm does not take into account every individual lived experience like a teacher can. AI cannot show empathy or compassion. It can though provide dates of events, summaries of religious texts as well as marking exams, generating resources to use in the classroom.
 - Lastly, lots of room for improvement in both teacher training in RE and the teaching of RE.

Are you an RE teacher with questions about Judaism?

A chance to ask anything you like...
Open to primary and secondary teachers who teach Judaism

Why don't all...
What's the difference between...
I don't understand which...

Tuesday 14th July, 3.45–4.45pm
Any question answered

 **BOARD OF DEPUTIES OF
BRITISH JEWS**
ADVOCACY | DEMOCRACY | COMMUNITY

by Anna Silver,
Education Officer

Informal drop in Q & A session:

Zoom link:
<https://us02web.zoom.us/j/86011287321?pwd=aX6CT0SXbx9hreqIsF26AFK53p72Al.1>

Meeting ID: 860 1128 7321 Passcode: 676203

NASACRE Update

- NASACRE has become a **Charitable Incorporated Organisation (CIO)**. It entered onto the Register of Charities as Charity Number 1212494. This is excellent news, as a CIO, NASACRE can do much more to support SACREs and is now a recognised 'legal entity' in the eyes of local authorities and the government!
- On 18 March, the interim report of the Curriculum and Assessment Review was published with a mention of RE on page 29:

[Curriculum and Assessment Review: interim report – GOV.UK](#)

“Subjects not on the national curriculum

RE and RSHE are subjects that schools are required by statute to provide, but which do not form part of the national curriculum. Despite the fact that RE is compulsory for all pupils up to the age of 18 (unless they are withdrawn), evidence suggests that a lack of national agreed content standards has led to national disparities in the quality of provision.

Similar sentiments have been raised in the Call for Evidence responses and in a Review roundtable with RE organisations.

For these subjects, there is a balance to be struck between securing an entitlement to high quality content for all, and, particularly in the case of RE, the need for flexibility to be retained for different school types (i.e. schools with a religious designation and those without). We will consider these points through our analysis of each different subject before publishing our final report.”

The Review expects to recommend a phased programme of work in different subject areas and will publish its final report in autumn 2025. NASACRE is pleased and encouraged to see that the review recognises the need for issues in RE to be addressed. We look forward to being part of these discussions with others in our national RE community. We support recommendations that the government does more to strengthen and support RE.

- Lord Khan of Burnley, Parliamentary Under-Secretary of State (Lords Minister for Faith, Communities and Resettlement), recorded a message, where he demonstrated his commitment to communities and young people. He said that knowledge and understanding of religion changes people, encourages social cohesion and equips pupils with an ability to interact with all. Religious education celebrates diversity and creates connection, rather than suspicion and an opportunity to explore shared values. Lord Khan referenced the fact that RE is included in the Curriculum and Assessment Review process which is setting out to provide a rich broad and inclusive curriculum. as he was unable to be with us on the day. Lord Khan recognised that schools are working to foster respect and understanding.

NASACRE delegates commented that it is encouraging that Lord Khan is a politician who understands RE, recognising the academic as well as the personal contribution that the subject can make. They noted that there are governmental references to social rather than community cohesion, so SACREs need to consider to what extent that is different. There needs to be an emphasis on developing the skills of dialogue, cooperation and

other elements that will help achieve tolerance and respect and learning how to disagree well.

- Dr Joyce Miller's speech on *Identity, Community and Commonality*, where she set out to make some suggestion about what Religion and Worldviews can offer schools and society. The summary of her keynote can be found [here](#):
- The Ofsted Inspection Review is likely to impact RE with an increased focus on how pupils apply what they know. Rather than what do pupils know.