

## Standing Advisory Council for Religious Education (SACRE)

Thursday 9 October 2025 at 5.00 pm  
Via MS Teams

### Membership:

**Chair:** Bhupinder Bhasin

**Vice Chair:** To be confirmed

**Adviser:** Nadia Nadeem

### Representatives of:

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

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**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   |
|--|--------|
| <b>1 Welcome and Apologies</b>   |        |
| <b>2 Minutes of the Previous Meeting and Actions</b>   | 1 - 5  |
| To consider and approve the minutes from the last SACRE meeting held on Tuesday 22 July 2025 as well as any actions.   |        |
| <b>3 Election of Vice Chair</b>  |        |
| To undertake the annual election of the SACRE Vice Chair.  |        |
| Members are asked to note that in accordance with the SACRE Constitution:  |        |
| <ul style="list-style-type: none"><li>• The local authority has agreed not to exercise their right to appoint the Vice Chair, meaning the appointment will be a matter for SACRE to agree; and</li><li>• The appointment of Vice Chair will be for a 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.</li></ul> |        |
| <b>4 Determinations</b>  |        |
| There are no determinations to consider.   |        |
| <b>5 SACRE's Core Responsibilities</b>   | 6 - 15 |
| The role of Brent SACRE presented by the SACRE Advisor and Helen Tulloch.  |        |
| <b>6 General RE Update</b>   | 16     |
| To receive an update from the SACRE Advisor on any general SACRE and RE related issues.  |        |
| <b>7 NSACARE Update</b>  | 17     |
| To consider the NASACRE update provided by the SACRE Advisor.  |        |

## 8 Any Other Business

### Future Meetings

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

- Thursday 5 February 2026 at 5pm

**Date of the next meeting: Thursday 5 February 2026**



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

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

Tuesday 22 July 2025 at 5pm  
Online

### Attendees (in remote attendance):

|  |  |
|--|--|
| <b>GROUP A</b><br><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> | Saghar Forouhi (Baha'i)<br>Bhupinder Singh (Sikhism)<br>Sally Strauss (Judaism)  |
| <b>GROUP B</b><br><i>(A committee of persons representing the Church of England)</i>   | Kyriacos Papasavva (Church of England)   |
| <b>GROUP C</b><br><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>  |  |
| <b>GROUP D</b><br><i>(A committee of persons representing the authority)</i>   | Cllr Robert Johnson<br>Cllr Arshad Mahmood<br>Cllr Neil Nerva  |
| <b>In attendance:</b>  | Nadia Nadeem (SACRE/RE Advisor)<br>Shirley Parks (Brent Council – Director Education Partnerships and Strategy)<br>Jen Haskew (Brent Council - Head of Setting and School Effectiveness Service)<br>Helen Tulloch (Brent Council - School Effectiveness Service)<br>Abby Shinhmar & James Kinsella (Brent Council - Governance Team) |

Given the number of members and Membership Groups in attendance, it was confirmed that the meeting was not quorate. It was, however, agreed by those

members present that the meeting should continue on the basis that any formal decisions made would be subject to formal ratification at the next quorate meeting.

### 1. **Election of Chair and Vice Chair**

**AGREED** to appoint Bhupinder Bhasin as the new Chair of BRENT SACRE, subject to formal ratification at the next available meeting. It was agreed that the appointment of a Vice-Chair be considered at the next meeting.

### 2. **Minutes of the Previous Meeting**

It was **AGREED** to approve the minutes of the previous SACRE meeting held on Thursday 6 February 2025.

### 3. **Determinations**

The Chair advised that there were six determinations to be considered at the meeting as follows:

- (a) Fryent Primary School
- (b) Kingsbury Green Primary School
- (c) Leopold Primary School
- (d) Park Lane School
- (e) Roe Green Junior School
- (f) Wykeham Primary School

In considering the determination applications members of SACRE noted that all of the schools had previously applied for a determination. As part of the application, minutes from the Governing Body were awaited from Fryent Primary School in support of their application and Leopold Primary School.

Having considered the application submitted, it was **AGREED** that the determinations be granted pending:

- a. submission of the outstanding supporting information from the schools identified; and
- b. in light of the meeting not being quorate, representatives of the Membership Group C (Teaching Association) confirming their approval following the meeting

It was **AGREED** that schools will be informed of the decision by the beginning of the school term dependent upon receipt of the outstanding minutes.

Members queried if the schools listed above were grant maintained schools. It was clarified that the schools were all grant maintained and that academies did not require determinations.

Clarification was sought on whether this would change following the Children's Wellbeing Bill. Nadia Nadeem, SACRE Advisor explained that it was unclear currently whether RE subject would be part of the National Curriculum. Changes were unlikely to affect the role of SACRE, however this was bespoke to each Local Authority.

Clarification was sought on the basis of the determinations being applied for with details sought on the number of schools in the borough that did not apply for a determination. **ACTION:** Nadia Nadeem agreed to gain this data and report back at the next SACRE meeting.

#### 4. **General RE Update**

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

- teaching a decolonised RE curriculum, as well as world views on looking after the planet on which additional clarification was provided around definitions and meaning.

SACRE noted that decolonising the curriculum involved re-evaluating educational content to address colonial biases, promote diverse perspectives and ensure representation of marginalized voices in knowledge production. Members agreed the importance of children being able to discuss their views. It was important to present a religion as it was and not alter this for fear of social disharmony.

- The use of AI in the RE curriculum and impact in relation to questions around ethics, empathy and compassion, as key aspects of RE.

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

#### 5. **NASACRE Update**

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

- NASACRE had now gained charity status.
- The SACRE Advisor referenced Lord Khan of Burnley who had recently spoken on the way knowledge and understanding of religion changed people, encouraged social cohesion and equipped pupils with an ability to interact with all. Religious education celebrated diversity and created connection, rather than suspicion and an opportunity to explore shared values.
- The Chair mentioned the partition of India and later Bangladesh and of the community affected by this. The Chair was involved in the making of a film called *Children of Partition: An Oral History of Pothoharis*, which can be viewed at <https://youtu.be/lrCee1d0CUM?si=j9D-KHowlAQKMref> and shared with schools in the borough. The Chair was the president of a group called Pothohar Association UK, which brought all faiths together to discuss issues relating to the Partition.
- Concerns were highlighted about the rise in racism and hatred and impact on local communities. It was crucial to be proactive about what was taught at

schools, social inclusion and to respect one another and added that there was a lot of misinformation out there.

The SACRE Advisor stressed the importance of differentiating politics and religion when speaking to children as well as teaching them about kindness, compassion and empathy, which were considered basic human and social skills and the need to ensure this continued to be reflected within the way RE was being taught.

The SACRE Advisor emphasised that RE was not just about learning about different religions but to give children the tools to make sense of the world around them and be able to separate this from politics.

Councillor Johnson added that all SACRE's worked to the government's agenda and added that there were many different faiths and religions that all had something to offer and it was best to work together.

## 6. Any Other Business

The SACRE Advisor suggested revisiting the 30 Things a SACRE Can Do in order to be a more proactive and effective SACRE.

Members sent their thanks and best wishes to the outgoing Chair, Basma El Shayyal for her work in support of SACRE and hoped she would remain as faith representation.

The Chair advised that the SACRE in Kensington and Chelsea were holding a faith trail that will form part of a Teacher's Pack allowing pupils to visit the V&A Museum and view artefacts. The pack will be a resource to be used at schools.

The Chair advised of an event being organised for Inter-Faith Week, which will take place in November 2025. The Chair suggested putting Inter-Faith Week on the SACRE agenda for next year to encourage schools to do activities with it **AGREED** that an outline of SACRE's core role and responsibilities should be presented for consideration at the next meeting.

In addition, consideration would be given to the way in which the role and activities of SACRE and the Multi-Faith Forum could be better aligned and co-ordinated, including work with school. It would be positive for a representative of the Multi-Faith Forum to attend the next SACRE meeting as an extension of the work SACRE did. The Chair agreed and added that he had presented at many schools. **ACTION:** Jen Haskew to invite a representative from the Multi-Faith Forum to the next SACRE meeting.

Work was underway in seeking to recruit an additional faith representative from the Hindu community.

## 7. Dates of Future Meetings

SACRE **NOTED** the remaining programme of dates identified for meetings during the 2025-26 academic year, as follows:

- Thursday 9 October 2025 at 5pm to be undertaken online
- Thursday 5 February 2025 at 5pm to be undertaken online

The meeting closed at 6:06pm

Bhupinder Bhasin  
**Chair**



## **Role, Function and Good Practice for SACRE Members**

(Based on NASACRE Updated SACRE Handbook – July 2025)

### **Legal and Statutory Basis**

- SACREs are constituted under the Education Act 1996, Section 375.
- Their role is to advise the Local Authority (LA) on matters relating to Religious Education (RE) and collective worship in schools.
- SACREs are distinct from the LA, but work in partnership with it.

### **Core Roles & Responsibilities**

#### **Advisory Role to the LA**

Advise on RE according to the Agreed Syllabus, on collective worship, and on matters referred by the LA or identified by the SACRE itself.

#### **Monitoring and Evaluation**

Monitor and review the quality, provision, and effectiveness of RE and collective worship in schools.

#### **Support and Guidance**

Provide guidance to schools on pedagogy, resources, professional development, and implementation of the Agreed Syllabus.

#### **Reviewing / Recommending Agreed Syllabus Changes**

Consider whether the syllabus should be revised and advise on its relevance and alignment with the curriculum.

#### **Agreed Syllabus Conference (ASC)**

Assist in the statutory review of the syllabus (typically every five years).

#### **Annual Reporting**

Publish an Annual Report on advice given, activities, and assessments of RE and worship.

#### **Public Meetings & Transparency**

Hold open meetings where possible, publish minutes and documents.

#### **Co-option & Representation**

Co-opt additional members to reflect local religious and nonreligious groups.

#### **Encouraging Community / Interfaith Dialogue**

Engage with local faith and belief communities to promote understanding.

#### **Complaint / Redress**

Raise concerns with the LA or schools if statutory requirements for RE are not being met.

## **Good Practice & Guidance for SACRE Members**

#### **Shared Vision & Understanding**

Members should agree on SACRE's purpose and focus on improving RE and worship.

#### **Capacity & Training**

Provide induction and ongoing training to members; encourage use of NASACRE webinars and resources.

### **Effective Meetings**

Ensure meetings are purposeful, well-structured, and supported by timely papers.

### **Use of Evidence & Data**

Analyse data on exam entries, school RE provision, and inspections; use self-evaluation tools.

### **Strategic Planning & Priorities**

Develop costed plans linked to LA priorities and national developments.

### **Inclusivity & Representation**

Ensure membership reflects local religious, belief, and nonreligious communities.

### **Co-opted Expertise**

Use co-opted members to bring knowledge, youth voice, or interfaith perspectives.

### **Transparency & Communication**

Publish minutes and reports; engage with schools and local communities.

### **Adapting to Change**

Review constitutions regularly and respond to demographic and policy changes.

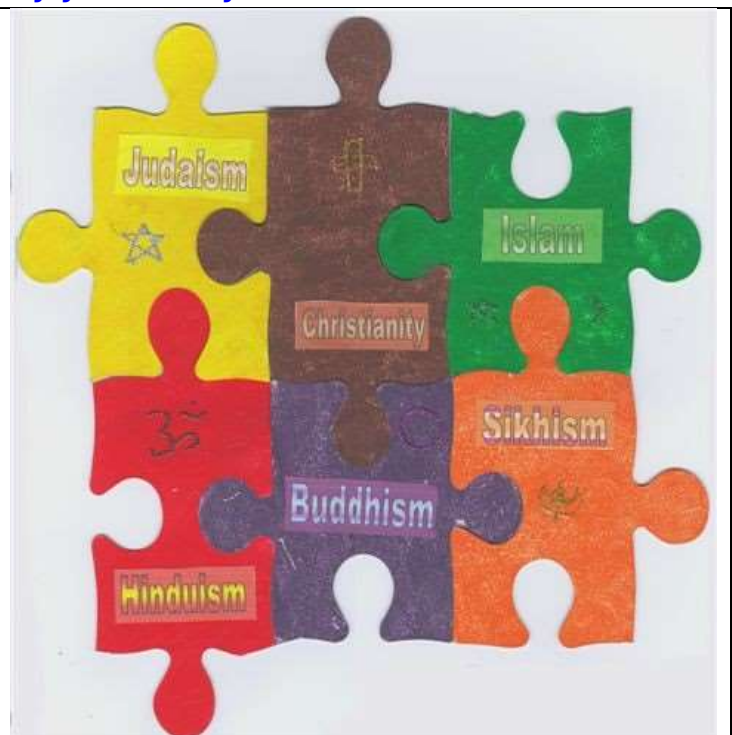
# Activist SACREs in 2024

## 35+ things a good SACRE can do!

Any SACRE could be passive and reactive -some are - but this is a plea for activism from SACREs. I hold the view that any SACRE, large or small, expert or developing, should consider how to take action in pursuit of its mission to guard and develop standards in RE. NATRE has a very strong interest in SACRE effectiveness and is pleased to support our many teacher members who serve on SACREs.

We think that SACREs are more powerful than we have yet seen – statutory bodies, in all local authorities, with representation from religion, professionalism and democratic structure are powerful, but often don't notice their powers. Both dependent upon the LA, and independent of it, the SACREs that do most for RE are powerful indeed.

I like the idea of activism, because it represents the capacity of the SACRE to make a difference, rather than merely maintain itself. Perhaps a rule of thumb for activism might be 'does this SACRE innovate at least one project every year?' Is yours an activist SACRE?



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# 35+ things a good SACRE can do:

## teacher representatives can initiate any or all of these.

### Flexing the activists' muscles.

#### 1. **Ask the LA for money – or offer to raise money for your work by being entrepreneurial.**

Tackle the question of the SACRE's own funding needs. I think NASACRE has an important role here, to disseminate best practice in funding SACREs. Some SACREs manage without anyone to pay the cost of stamps or web updates, and others can find tens of thousands of pounds of local authority money from a core services budget for working parties and agreed syllabus work. Connecting the work of SACRE with citizenship and community cohesion is a route some have taken here. This is, for some SACREs, the essential first step to becoming activist.

#### 2. **Monitor and praise.**

Monitoring schools' performance through reading OFSTED reports (this data not as good as it was, so needs supplementing by GCSE and provision data from Secondary schools and any possible sources from Primary schools, especially with regard to self evaluation in schools (the 'Watchsted' website is searchable for RE comments.)). Will MATs be able to give us some data as their work unfolds? ASK them!! Celebrate success, and

seek to find at least three schools in each key stage that are 'beacons' for quality RE ~ then spread the word about them.

#### 3. **Information on provision.**

Send out questionnaires to schools, or to pupils, (named or even anonymous?) to support teachers in the endless 'status skirmishing' required of RE subject leaders in their battle for more of the buns, rather than just the crumbs. Information is power here – can your schools say 'we know we need to improve, because of what SACRE say'? Can they say that they know how to improve because of their SACRE's advice? If schools ask SACRE for help do they get it? *If not, what's the point?*

#### 4. **Offer professional development.**

Providing or organising CPD and INSET for teachers, with faith communities to the fore (using the expertise of SACRE members?), running conferences for a day, to bring SACRE members, teachers and governors together, or doing courses on new syllabuses, guidance, schemes of work or planning. Staffordshire, Leicestershire, Gloucestershire and Plymouth are just a few examples who do this, along with many others. The training offer should be on every SACRE's agenda, and every SACRE's events

on 'RE Hubs'. Work collaboratively with other local SACREs – good practice in South Yorkshire could be a model.

**5. Inspect the inspectors.**

Monitoring OFSTED inspection performance and complaining to the office of HMCI. (Could we do that 21<sup>st</sup> century Biblical contextualisation activity, where students write up 'the parable of the good OFSTED inspector'?) Why don't they mention RE even if its non-compliant, or if its excellent? This needs challenging locally and nationally. Join in with NATRE's program here, thanks to the indomitable Deborah Weston. SACREs might take this up with inspection contractors or regional commissioners.

**6. Try a resource project.** Activist SACREs offer local religions chances to resource RE in local, authentic and contemporary ways. Make a booklet, website or video of photos, contacts, teaching and learning activities related to a dozen places of worship in the Local Authority area, as Leicestershire, Somerset, Blackburn and Coventry have done. This makes schools grateful to SACREs – and can even attract a grant or produce some revenue!

**7. Give authentic faith community voices an audience among teachers.** Write from faith to school: Redbridge's excellent briefing papers on Sikh dress,

observing Ramadan, Jehovah's Witnesses and RE, and other topics are all good models. And it doesn't have to be written: Video, web, photopack or visiting speaker work even better. Tackle the issues

**8. Tell parents.** Publishing a parents' leaflet, to highlight the value of community involvement in RE. Show off some pupils work! (Barnsley once did this with their SACRE annual report) This could significantly shift one of RE's perennial problems, that parental attitudes always seem at least a generation out of date. DFE's contribution here was nice, but could be bettered! Can NASACRE make your work national?

**9. Gather information.** Monitoring standards and examination results, time for RE, subject leadership and other aspects of provision. Information is power in this context, and local authorities can reasonably be asked to provide information to the SACRE. Northamptonshire's approach is exemplary, among many others. Leicestershire and North Yorkshire did surveys that led to improved budgets for syllabus revision. Easy to use survey software and thus gather all important email addresses for your data sheets and contact listings (*you do have these, don't you?*)



10. **Exemplification.** Get together some pupils' work that exemplifies standards in RE with reference to the local syllabus, at levels 1-8. The exemplification is important to establish standards, and such projects have a powerful impact, specially for those new to an area or new to a syllabus. As for example Warwickshire, Worcestershire, Leicester and Hertfordshire local authorities have all done this, to the great benefit of their teachers.
11. **Run a local parliament of religions** for 14-18 year olds. Can we think of a better way of helping young citizens see the place of faith in the 21<sup>st</sup> century? Inter faith projects model the best of RE and are always exciting. Prince-now-king Charles did one – make him your role model! Dozens of SACREs including Thurrock, Islington, Stoke, Bradford and Lancashire have done these events with some grant funds available and some support from LA budgets for diversity and inclusion.
12. **Organise an arts competition:** RE improves where it gets more creative, and the linked curriculum models increasingly popular in primary schools can make this very useful. Design the cover for the new syllabus ~ as children in Gloucestershire, Lincoln and Hereford have done. Why not relate faith and spirituality to poetry, drama or creative writing too? NATRE's 'Art in Heaven' competition is a model and can be run with a local SACRE round, as Sandwell and Wakefield – who published a booklet of brilliant work and ran an art show in the Minster - have done recently (see [www.NATRE.org.uk/spiritedarts](http://www.NATRE.org.uk/spiritedarts))
13. **Help the SEND schools and teachers.** Some SACREs have used the LA's good offices to give particular support to SEND+ schools and practitioners for RE, and others have made a section of their Agreed Syllabus that addresses this clearly and helpfully. Training and CPD can go with this. Well done Wolverhampton, Doncaster and Lancashire for organising here.
14. **Facilitate some exhibitions.** In Croyden, Wakefield, Newham and Coventry, hundreds of children from dozens of schools attended and learned from exhibitions at the faith community buildings of several religions over a period of years. Copy that. Inter Faith Centres in, for example, Leicester, Kirklees, Lancashire, Derby City, co-ordinate visits and visitors to contribute to this purpose. Or invite the national faith community bodies to mount a 'Jewish Way of life' for your schools to visit. Or similar.

15. **Do an essay competition.** RE today and partners promoted an essay competition on the spiritual principles for life in conjunction with the Templeton Foundation. Thousands entered. A SACRE would be an ideal local partner for this. We may even be able to put you in touch with a grant to provide the money for prizes and administration.
16. **Book the stage.** Arrange a pupil performance, like those hundreds inspired by the long-ago RE Festival of 1997, or the JC 2000 millennium arts festival or the RE Council's more recent promotion. NATRE has a display which we hire out! Linking this to a syllabus launch, or an annual lecture is powerful, and involves the interaction of pupils and teachers with SACRE members.
17. **Get lecturers.** Set up an annual lecture series for all those interested in RE, as happens in Hounslow, Redbridge, Westminster or Kent for example. Link it to the publication of the annual SACRE report, and invite the director to preside: directors need to know about RE at its best. Hounslow get about 60 to theirs. *I can't imagine any reason why a SACRE wouldn't at least run an annual lecture.*
18. **Be the voice of religion in the Local Authority.** Contribute to civic inter faith work, e.g. in inter-faith forums with the local Catholic or Anglican Diocese or other faith and belief groups. Send and ask for representatives. Ask Leicester City about this. Wandsworth SACRE give multicultural and community cohesion guidance to the schools too. Some SACREs have even widened the net to advise the police or social workers about local religion and worldviews.
19. **Celebrate the grassroots.** Make a presentation to the Education Cabinet or Committee about the SACRE's grass roots work with pupils, teachers and schools. Make them proud of the religious and belief communities involved, and the sense of inclusion SACRE can create. Most LAs aspire to be more religiously inclusive than they are. *Be the solution to their perceived needs.*
20. **Smoke out the key voices.** Invite key people to speak to the SACRE's annual conference: would this invitation to speak help the Chair of the Education Committee or the new Education / Children's Services director to clarify his / her own thinking on RE? What about locally prominent religious leaders? Politicians? Nothing concentrates the mind like having to speak thoughtfully to a plural audience. Norfolk SACRE had a significant influence on Rt Hon Charles Clarke (a local MP in Norwich) when he was Secretary of State. Plymouth had a hotline to

the RE-committed Luke Pollard MP. The APPG for RE in Parliament has over 100 interested MPs – yours?

21. **Listen to teachers.** Ensure that serving RE teachers are heard every time SACRE meets: do the LA and Union seats get filled by people with RE expertise, or without? Can the SACRE arrange to have more in-touch voices present? Could half day cover be paid, or could it be a standard item on the agenda to hear a report of good practice from the classroom? *Some SACREs have a representative from NATRE on the Teachers' Committee. Yours? Why not?*

22. **Serve 16-19s.** Run an active learning day conference for post sixteen students, to model for schools great ways of providing RE for all in the sixth forms. Link it to tertiary college students as well, to show them what they're missing. Ask in Lancashire, Cumbria, Hertfordshire or Gloucester for experience. The 'dare2engage' initiative, hosted by Youthscape, a Christian agency, is a way to get started with this.

23. **Every year, innovate.** Make sure there's an annual working party of teachers and faith representatives on a key topic: current favourites might include special needs and RE, RE and adaptive learning, assessment, RE three to sevens, RE and PSHE /

RSE, British Values, GCSEs and A levels or citizenship.

24. **Go visiting.** Arrange your meetings around the faith communities: Three meetings a year could enable six religions to host your SACRE over two years. Hospitality always develops community, as Westminster's SACRE might testify. Lancashire SACRE have met at a Hindu Temple and then at a Mosque.

25. **Get well advised.** Use the RE adviser, and if no adviser is available, explore the use of an RE consultant for briefing and supporting the SACRE and pursuing its business. Many SACREs from Tower Hamlets to Newcastle have done this and been pleased with the increased professionalism resulting. 15 days of real professional time is worth more than the cash it costs to the activist SACRE.

26. **Draw attention to yourself ~ be noisy!** If the local authority is being inspected, aim to get a paragraph in the report, praising the best of your work. Ask for an appointment with the inspectorate, and supply your SEF, development plan annual report and syllabus as required. Expect to be noticed in any other ways too: in any local government re-organisation SACREs must be recognised as a core service. Blowing the trumpet will help RE. If they ignore you, play a noisy attention seeking game.



27. **Be publicists.** Let schools and teachers know about prizes and awards for RE, e.g. fellowships from Farmington, science and religion awards from the Faraday Institute or the Templeton Foundation, the Church College Trusts or the Sandford St Martin Trust Award for media excellence in religion and belief. Or set one up of your own, and *ask some local firms, or the library service, to sponsor the prizes and exhibit the winners.*
28. **Tackle the GCSE / KS4 illegality in some schools, praise the provision in others.** Use Freedom of Information requests to get information about excellent and non-compliant schools (NATRE holds this from its FOI requests program). I'm interested currently to provide a planned course of 10 6 hour non-examined RE units for 14-16s. Quality costs – I am looking for SACREs who will invest a couple of thousand pounds in this together.  
[lat@retoday.org.uk](mailto:lat@retoday.org.uk)
29. **Check RE on school websites.** Write to heads about the provision of RE described on their websites. Praise the good ones, and ask for more from the weaker examples. *Every school is required by law to specify its curriculum – obviously including RE – on its website.*
30. **Advice on withdrawal.** Draw attention to advice from e.g. NAHT and NATRE on withdrawal from RE, published in 2018 and supported by the DfE
31. **Support local groups.** NATRE has a link network of over 370 groups for teachers of RE. But many SACREs could really help these often small and struggling but professionally friendly groups. Can you grow one or more in your area? Can the Clerk to SACRE help just a little with publicity or administration? Have a joint SACRE / teachers' group meeting?
32. **Lobby nationally.** Every meeting of a SACRE could (should?) result in a letter to DfE! Or some other nationally powerful institutions (Unions? Faith community bodies?) which need (honestly) the benefit of your experience and grass roots local knowledge. *Activists propose such letters at SACRE meetings, and follow up the replies.*
33. **Tackle the teaching shortage.** Don't give up on teacher supply. If the SACRE asks the local authority who is teaching RE, or uses inspection reports to identify shortfalls in specialist teaching, then it can take action to improve the most intractable problem RE faces. Does the local ITT course or training school provider speak to the SACRE? Contact the University, and see if joint training is a good idea.

34. **Education Sunday:** this annual opportunity for faith to remember education could be taken up at the civic level and among inter faith groups much more than it is. Details are published annually by the Churches' Joint Education Policy Committee. Your chance to get involved? Other national marker days, such as for holocaust remembrance or inter faith week are suitable foci too.

35. **Check your own pulse.** Use the evaluation toolkit to work on yourselves as an effective SACRE. Audit the effectiveness of your own work, and seek to develop the role and influence of the SACRE every year. If this feels out of date, ask NASACRE to update...

Most of these ideas, in one form or another, are culled from my years of SACRE engagement and from RE Today's wide experience of working with SACREs. Therefore they are all already happening somewhere. Making more happen in more places is a definite possibility. It may suggest some new directions for some SACREs. Get active, all you SACRE members.

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From the NATRE Spirited Arts competition:



**RE Today**  
Services

Isabelle, Charlotte and Astrid (all age 12) entered a group piece of artwork titled 'Mother Earth'.

The religions that inspired our work were Hinduism and Paganism. Hinduism inspired us because of the Hindu belief that Brahman, the Hindu God, is in everything and is. But the original idea of Mother Earth came from the Pagan religion, based on the worshipping of nature and that God is like a mother because she has given us life and continues to sustain us.

This work is spiritual because it may remind people that the earth is a gift to us, we belong it and should look after it. This, therefore, is very relevant at the moment because humans are at a stage in their existence in which they really need to start caring and putting the earth and others before their own desires.

## Religious Education Updates in England (Since July 2025)

### Key Developments and Updates

#### New or Revised Curriculum / Directories

- Catholic Education Service (CES) has published a new RE Curriculum Directory *\*To Know You More Clearly\**, to be implemented in Catholic schools from 2025 onward.
- Some schools (e.g., in Tameside) plan to introduce the new directory in September 2025.

#### National Review / Reform Proposals

- Curriculum and Assessment Review interim report (March 2025) highlighted the need for a refreshed, inclusive, and balanced curriculum, including RE.
- The Religious Education Council (REC) has called for a National Content Standard for RE.
- REC's *\*Consensus Call for Change\** (2025) urged elevating RE to National Curriculum status.
- Faith education groups have urged safeguards for faith schools while supporting stronger RE standards.

#### Policy / Legislative Initiatives

- Education (Assemblies) Bill [HL] proposes removing the requirement for collective worship in schools without a religious character, replacing it with inclusive assemblies.
- Children's Wellbeing and Schools Bill (2025) may affect inspection and curriculum standards.
- Debate continues around the 50% admissions cap in new faith academies.

#### Trends, Challenges, and Data

- Decline in A-level RS uptake in 2025 (England: -1.6%).
- Government's 2024 *\*Deep and Meaningful\** subject report emphasised inconsistency and weak assessment in RE.
- Equity and quality of RE provision remains a major concern.

### Observations and Implications

- Push for RE to gain stronger status and accountability.
- Trend towards 'religion & worldviews' approach.
- Implementation will be gradual, with transitional phases across 2025–26.
- Legislative outcomes remain uncertain (e.g., Assemblies Bill).
- Variation in provision persists due to local differences.

### Timeline: Prospects for Statutory Changes in RE

2025 (March): Interim Curriculum and Assessment Review published, calling for reform.

2025 (May–June): New Agreed Syllabuses launched in Derby and Gloucestershire.

2025 (September): Catholic schools begin phased introduction of *\*To Know You More Clearly\** directory.

2025–2026: Local authorities expected to roll out updated syllabuses with training for teachers.

2026 (Early): Final recommendations of the Curriculum and Assessment Review expected; government decision on statutory status of RE may follow.

2026–2027: Potential introduction of a National Content Standard for RE (if adopted).

2027 onward: If legislated, RE could be incorporated into a revised National Curriculum framework; implementation would depend on parliamentary timetable.

## **NASACRE Updates Since July 2025**

### **Key NASACRE Updates & Initiatives**

#### **1. Charitable Status & Governance**

- On 11 March 2025, NASACRE was registered as a charity (Charity No. 1212494).
- A new constitution was adopted in the process.

#### **2. SACRE Handbook Update (July 2025)**

- NASACRE released an updated SACRE Handbook in July 2025.
- Clarifies distinction between statutory obligations and advisory guidance.
- Incorporates guidance on inclusion of non-religious worldview representation (e.g., Humanists).

#### **3. DfE / Non-religious Worldviews Guidance**

- NASACRE engaged in debates on representation of non-religious worldviews in SACREs.
- DfE guidance (August 2025) clarified Humanist representation in Group A.

#### **4. NASACRE 2025 Conference & Workshops**

- Theme: 'SACREs taking a stand: positive responses to controversial issues.'
- Workshops on RE Quality Mark (REQM), controversial issues, interfaith dialogue.
- Analysis of annual SACRE reports by Dr David Hampshire (2025).

#### **5. Support & Training for SACREs / Members**

- Training sessions offered (e.g., 'So, you've joined your local SACRE...').
- Resources and model documents available via 'Managing SACREs'.

#### **6. Subscriber / Member Communications & Briefings**

- SACRE Briefings (e.g., Briefing 42, April 2025) continue to be published.
- Subscription encouraged to access resources beyond basic membership.

#### **7. Emphasis on Monitoring, Quality, & Controversial Issues**

- Focus on evaluation of SACRE functions via REQM.
- Encouraging SACREs to engage with contentious issues and equitable membership.

#### **8. Engagement with Local SACRE Work**

- Local SACRE agendas (e.g., Luton, Kingston) reference NASACRE materials and feedback.
- Model codes of conduct and constitutions circulated by NASACRE.

### **What to Watch / Potential Future Moves by NASACRE**

- Possible advocacy for statutory changes or elevation of RE's status.
- More guidance on non-religious worldview inclusion and equity.
- Toolkits for monitoring/evaluating RE quality.
- Expanded professional development for SACREs.
- Dissemination of case studies on community engagement and curriculum innovation.