

<b>2 November 2022</b>		<b>ITEM: 8</b>
<b>Standing Advisory Council on Religious Education</b>		
<b>Work Plan Review and Update for 2022-2023</b>		
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Non-Key	
<b>Report of:</b> Deborah Weston, Associate Adviser for Religious Education		
<b>Accountable Assistant Director:</b> Michele Lucas, Assistant Director Learning Inclusion and Skills		
<b>Accountable Director:</b> Shelia Murphy, Corporate Director of Children's Services		
<b>This report is:</b> Public		

## Executive Summary

A work plan for 2021-22 was agreed at the Autumn Term meeting in 2021. Members considered the non-statutory guidance on RE made links between it and the planned actions for 2021-22, This report proposes a review of that plan and some suggestions for 2022-2023

### 1. Recommendation(s) that SACRE:

#### 1.1 Review the workplan for 2021-2022 and consider the recommendations for work in 2022-23

### 2. Introduction and Background

This workplan sets out a list of objectives for SACRE based on the responsibilities for SACRE described in the non-statutory guidance. For each of these responsibilities, there follows a set of actions and success criteria.

### 3. Issues, Options and Analysis of Options

- 3.1 The scope of work plan must take account of the current SACRE budget which comes from the CSSB (central schools services block) of funding which is allocated to each local authority.
- 3.2 National and local developments in RE or in education more generally may require SACRE to edit the plan during the year.

### 4. Reasons for Recommendation

- 4.1 A well designed workplan specifies objectives for a **committee**, actions to meet the objective, criteria to evaluate the success of the actions and timelines for completion of the goals.

## **5. Consultation (including Overview and Scrutiny, if applicable)**

5.1 Not applicable

## **6. Impact on corporate policies, priorities, performance and community impact**

6.1 The Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;

- Publishes an Annual Report of its work;
- Offers guidance on resources and methods of teaching and in consultation with Thurrock Schools;
- Monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

This exercise falls under the third element of this programme.

## **7. Implications**

### **7.1 Financial**

Implications verified by: **David May**  
**Strategic Lead Finance**

There are no financial implications to this report since the actions recommended in this report, if approved will be conducted by the Associate RE Adviser as part of her work

### **7.2 Legal**

Implications verified by: **Sarah Dawkins**  
**Barrister (Consultant) on behalf of the Chief Legal Officer**

I confirm that this report along with the appendices referred to has been read in full. The legal functions of the SACRE are set out in section 391 of the Education Act 1996. Those functions, amongst others, includes the requirement to in each year publish a report as to the exercise of their functions and any action taken by representative groups on the council under subsection (3) during the last preceding year. (7) The council's report shall in particular, (a) specify any matters in respect of which the council have given advice to the authority, (b) broadly describe the nature of the advice given, and (c) where any such matter was not referred to the council by the authority, give the council's reasons for offering advice on that matter. The recommendations set out within the report are consistent with the functions of the SACRE, accordingly, there appears to be no adverse external legal implications arising from the recommendation.

### **7.3 Diversity and Equality**

Implications verified by: **Roxanne Scanlon**  
**Community Engagement and Project**  
**Monitoring Officer**

SACRE will continue to dedicate time for the discussion of the way in which religious education can help improve the level of community cohesion in Thurrock. The Agreed Syllabus is specific about the expected outcomes of teaching of religious education in this respect. The teaching of RE should help schools to fulfil their statutory duty to promote community cohesion and to encourage better respect and tolerance for those with different religions and beliefs.

7.4 **Other implications** (where significant) – i.e. Staff, Health Inequalities, Sustainability, Crime and Disorder or Impact on Looked After Children

- Not applicable

8. **Background papers used in preparing the report** (including their location on the Council's website or identification whether any are exempt or protected by copyright):

- None

9. **Appendices to the report**

- Appendix 1 -

**Report Author:**

Deborah Weston, Associate Adviser for RE

### Developing an action plan for SACRE

#### Introduction: The role and responsibility of a SACRE

From Religious Education in English Schools DCSF (2010)

#### A SACRE must:

- advise the LA on RE given in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the LA or as it sees fit<sup>11</sup>
- publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the LA, broadly describe the nature of that advice, and set out reasons for offering advice on matters not referred to it by the LA
- send a copy of the report to the DfE
- meet in public unless confidential information is to be disclosed
- make minutes of its meetings available for inspection at the LA's offices (so far as the minutes relate to the parts of meetings that were open to the public). There are also provisions about public access to the agenda and reports for meetings.

#### A SACRE should:

- monitor the provision and quality of RE taught according to its agreed syllabus, together with the overall effectiveness of the syllabus
- provide advice and support on the effective teaching of RE in accordance with the locally agreed syllabus; provide advice to the LA and its schools on methods of teaching, the choice of teaching material and the provision of teacher training
- in partnership with its LA, consider whether any changes need to be made in the agreed syllabus or in the support offered to schools in the implementation of the agreed syllabus, to improve the quality teaching and learning of RE
- offer advice to the LA, and through the LA to schools, concerning how an existing agreed syllabus can be interpreted so as to fit in with a broad, balanced and coherent curriculum.

#### A SACRE may:

- require its LA to review the agreed syllabus and, if after discussion a vote is taken on this matter, the LA group on SACRE is not entitled to cast a vote. A majority decision by the three other committees is sufficient
- decide to advise the LA on matters related to its functions to the LA – equally, an LA may decide to refer matters to its SACRE
- co-opt members who are not members of any of the four groups
  - such co-opted members may provide educational expertise, young peoples' views or religious and non-religious views that reflect a diverse multi-cultural society.
- However, on any question to be decided by a SACRE, its constituent groups each have a single vote but co-opted members do not have a vote.
- Decisions within a group do not require unanimity. Each group must regulate its own proceedings, including provision for resolving deadlock. Many

SACREs have chosen to adopt a constitution to regulate their proceedings and ways of working.

**SACRE WORK PLAN 2020-21 (Suggestions for addition in 2022-2023 in red)**  
**To meet the statutory duties of a SACRE**

Objective	Action	Responsibility	Date	Success criteria
SACRE meetings are planned and dates published annually	Agenda planning Liaison with relevant council departments Meeting preparation Report writing Meeting attendance Minute taking Publication of meeting agendas and minutes SACRE members to consider taking part in NASACRE provided online training	Clerk, Chair, Adviser LA representative, members	Termly SACRE meetings	Meetings are effective meetings with actions followed up between meetings Members have a working knowledge of <ul style="list-style-type: none"> <li>• issues affecting RE in the area</li> <li>• the Agreed Syllabus for RE</li> <li>• an understanding of the responsibilities of SACRE</li> </ul>
SACRE have the opportunity to consider national developments in relation to RE in Thurrock	Consider relevant material from National organisations (AREAIC, NATRE, NASACRE/RE Council/ Culham St Gabriel's Trust as well as the DfE, Ofsted and Thurrock Council departments	Adviser	As information is published	Items on the Agenda for each meeting, Attendance at relevant meetings e.g. NASACRE AGM Minutes record discussions and actions
Produce annual report of the work of SACRE including advice to the council.	<b>Pilot the NASACRE template for Annual Reports</b>  Collate information, source data and draft report Ensure final report presented to LA Send copy to Department for Education and to NASACRE	Adviser to draft Chair to write introduction Clerk to circulate. Elected representative to present to council	Spring Term (to account for data publication dates)	Completed draft in time for Spring meeting Report presented to council Copies sent to all schools Copy acknowledged by DfE
Engage with local schools and Academy Trusts to understand how Religious Education and Collective Worship are provided in Thurrock	<b>Conduct a survey of schools to assess use of the Agreed Syllabus 2022-27</b>  <b>Publicise the RE Quality Mark and encourage schools to share their submissions with SACRE as a means of self-evaluation</b>	(SACRE members at least one per year)  Associate Adviser with support from TPHA.	Up to 4 school visits - 2 per term Suggested schedule – schools to complete once every three years	Meaningful evaluation visits or discussion completed, and reports discussed at SACRE meetings.

	Members to hold online discussions with subject leaders			
Provide information on the RE curriculum to schools including through training	<p>Offer a full day of training to launch the revised Agreed Syllabus and accompanying documents</p> <p>Update a mailing list for RE leads in primary and secondary schools to facilitate briefings. Use the opportunity provided by face to face syllabus launch.</p> <p>Update schools on current developments in RE (NATRE and other material requested by SACRE)</p>	<p>Adviser</p> <p>Adviser and RE Today</p>	<p>Termly</p> <p>Annually - Summer Term subject to funding</p>	<p>Schools in receipt of material</p> <p>Teachers respond to material received</p> <p>Teachers raise questions to the adviser</p>
Monitor provision for RE and Collective Worship	<p>Source and present national and local data as follows:</p> <p>GCSE validated and unvalidated results and entries (local and national)</p> <p>School workforce data (local and national)</p> <p>Surveys of provision and of issues such as withdrawal, use of agreed syllabus, who teaches RE etc (local)</p> <p>Review school websites</p> <p>Write to schools about findings</p> <p>Sample collective worship policies</p>	<p>Adviser</p> <p>All SACRE members</p> <p>LA representative</p>	Annually	<p>LA respond to advice offered on strengths of RE and collective worship, and areas in need of development</p> <p>Schools respond to feedback on their websites and policies</p>
Evaluate SACRE work and establish priorities	Item at autumn term meeting	All SACRE members	Autumn term meeting	Evaluation identified success criteria are met

<b>Schedule 2022/23</b>		
<b>Date of meeting</b>	<b>Subject</b>	<b>Objective (note – objectives 1 and 2 apply to all meetings)</b>
<b>Autumn 2022</b>	<ul style="list-style-type: none"> <li>• National developments - update</li> <li>• Monitoring provision via school workforce data / self-evaluation</li> <li>• Review of membership and attendance</li> <li>• Evaluation of work plan 2021-22</li> <li>• <b>Spirited Arts Competition (moved from summer term)</b></li> </ul>	<ul style="list-style-type: none"> <li>• 6</li> <li>• 7</li> <li>• 2</li> <li>• 6</li> <li>• 4</li> </ul>
<b>Spring 2023</b>	<ul style="list-style-type: none"> <li>• Monitoring provision via GCSE and A level results (if available)</li> <li>• Annual report approval/ using new template</li> <li>• Relationships e.g: <ul style="list-style-type: none"> <li>○ Schools and Academies</li> <li>○ Teaching School Hubs</li> <li>○ the Council</li> <li>○ Governors</li> <li>○ Communities of religion and belief</li> <li>○ Thurrock work on Community Integration</li> <li>○ NASACRE</li> <li>○ Youth Cabinet</li> <li>○ Regional Schools Commissioners</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 6</li> <li>• 3</li> <li>• 4+5</li> </ul>
<b>Summer 2023</b>	<ul style="list-style-type: none"> <li>• Standards and Achievements in RE in schools</li> <li>• Review of SACRE website</li> <li>• Review of Collective Worship and right of withdrawal</li> <li>• Ofsted Framework on RE – latest reports</li> </ul>	<ul style="list-style-type: none"> <li>• 6</li> <li>• 6</li> <li>• 6</li> <li>• 5</li> <li>• 4</li> </ul>