



**The Surrey**  
**Standing Advisory Council**  
**on**  
**Religious Education**



**Annual Report**  
**2013-2014**

February 2015

# INTRODUCTION

## Introduction by the Chairman

I am delighted to send you Surrey SACRE's Annual Report for the academic year 2013-14. As QCDA no longer exists, every SACRE is required to submit its report to NASACRE (National Association of SACREs) and circulate it to all schools. It can also be found on the SACRE pages of the SCC website.

Thank you for taking an interest in the workings of the Surrey SACRE and contents of this Annual Report. If you look at our list of members on the final page of this report, you will see that the membership of Surrey SACRE covers the wide range of religions and beliefs that our students will encounter within their classrooms and certainly enriches the debates we have at our termly meetings. May I take this opportunity to recognise the eagerness that is shown around the table and thank our members for enriching our knowledge and understanding of this diversity across our county.

RE teachers in our schools know how challenging it is to raise with students the moral and religious dilemmas that can be found locally and in the wider world, especially when the demands of the national curriculum are changing and the emphasis on results governs the essence of school leadership. However, I hope that the Surrey Agreed RE Syllabus continues to inspire and lead pupils on their journey of understanding of the world's religions and beliefs, and make significant contributions to schools' spiritual, moral, social and cultural provision.

During this year, we have attended some regional meetings in Winchester and had been invited to join a SACRE 'hub' that could enhance training and collaboration between SACREs. Having considered this proposal, we have decided that for the time being, our natural partners are towards outer London, Kingston and Berkshire, and will explore ways of connecting with SACREs closer to home. SACRE 'hubs' seem to be the way forward as funding for RE dwindles, and the status of RE within the national curriculum continues to be debated.

Annual Reports give me the chance to thank our teachers of RE and to strengthen our ties with the Academies in Surrey and nominated religious schools. We have said farewell to some SACRE members during this year: in wishing Gemma Papworth farewell and all the best in her new school, grateful thanks are offered for the incredible support she has given to SACRE in the Secondary sector. I would also like to thank Canon Derek Holbird, Director of Guildford Diocese Education, for the many years he has served as a member and for his significant contributions to the Surrey SACRE that we are today. We welcome Canon Peter Bruinvels as his replacement.

However, the greatest thanks go to Rachel Boxer who is an inspired advisor. Rachel comes to our meetings bringing current national discussions and enables us to give the words a Surrey 'slant'. Alongside Rachel, I would like to thank Peter Wilkinson (Acting Assistant Director for Schools and Learning) who has emphasised the importance to Surrey County Council of our Agreed Syllabus as the statutory curriculum prepared by Conference and adopted by the Council. I would also like to thank Vivian Stacey, Clerk to SACRE, who is a dedicated support in all our meetings.

Once again, may I thank all our teachers for ensuring that our students' lives are enriched through the teaching of RE as they prepare all for their lives within the diverse communities in which they live and in the future, we hope, work.

Margaret Hicks  
Chairman of Surrey SACRE

February 2015

# 1. RELIGIOUS EDUCATION



Recent developments in Birmingham have fuelled debate about the importance of developing 'religiously literate' pupils, who have the skills to make positive contributions to the society of which they are a part. Speaking about this in an open letter, 'Trojan Horse', to the Times on June 11<sup>th</sup> 2014, Stephen Lloyd (the RE APPG Chair) wrote:

*'A broad and balanced curriculum on religions and worldviews is vital, not only for its content but for the development of the skills such as critical enquiry, empathy and interpretation. Good RE promotes religious literacy and challenges negative stereotyping. In conjunction with other curriculum areas, it can nurture responsible and informed citizenship and respect for human rights and make a significant contribution to good community relations.'*

Surrey SACRE wishes, once again, to commend to schools the Agreed Syllabus for Surrey, which provides a broad and balanced RE curriculum and aims to develop these important critical skills in pupils in our schools.

There has also been a significant focus nationally on the state of RE in terms of standards, leadership and quality of teaching. October 2013 saw the release of 2 key documents:

1. the Ofsted long report '**RE: Realising the Potential**' which summarises Ofsted's findings over 3 years of RE subject inspections;
2. '**A Review of Religious Education in England**' which includes the non-statutory '*National Curriculum Framework for RE*'. This report sought to bring parity for RE alongside the National Curriculum in terms of review. It also recommends ways forward for SACREs and others who produce locally agreed syllabi for RE, so that RE will continue to be a rigorous and challenging subject within every school's curriculum.

What follows is a brief summary of each document.

## **RE: Realising the Potential:**

This significant document (which builds on the 2010 report 'Transforming RE') paints a very gloomy picture of the health of RE as a subject nationally. It outlines eight causes for concern:

- low standards;
- weak teaching;
- problems in developing a curriculum for RE;
- confusion about the purpose of RE;
- weak leadership and management;
- weaknesses in examination provision at Key Stage 4;
- gaps in training;
- the impact of recent changes in education policy.



It also sets out the following key recommendations for action.

*LAs should:*

- ensure that sufficient resources are available for SACREs and agreed syllabus conferences to carry out their statutory functions with regard to RE and provide schools with high-quality guidance and support;
- review their expectations about arrangements for RE, particularly at Key Stage 4, to ensure that schools have sufficient flexibility to match their provision more effectively to pupils' needs;
- work in partnership with local schools and academies to build supportive networks to share best practice.

### *All schools should:*

- ensure that learning in RE has a stronger focus on deepening pupils' understanding of the nature, diversity and impact of religion and belief in the contemporary world;
- improve lesson planning so that teaching has a clear and straightforward focus on what pupils need to learn and engages their interest.

### *Primary schools should:*

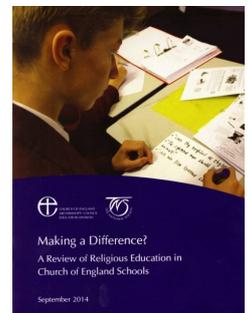
- raise the status of RE in the curriculum and strengthen the quality of subject leadership by improving the arrangements for developing teachers' subject expertise, sharing good practice, and monitoring the quality of the curriculum and teaching;
- improve the quality of teaching and the curriculum to increase opportunities for pupils to work independently, make links with other subjects and tackle more challenging tasks.

### *Secondary schools should:*

- ensure that the teaching of RE at GCSE level secures good opportunities for pupils to discuss and reflect on their learning, and extend and deepen their knowledge and understanding of religion and belief;
- ensure that the overall curriculum provision for RE is challenging and has greater coherence and continuity;
- improve their monitoring of RE to ensure that any changes in provision are carefully evaluated in terms of their impact on pupils' progress and attainment.

The content of this report has provided (and will continue to provide!) SACRE with much discussion about what this means within Surrey, and what SACRE's role is in supporting high quality RE in schools that are increasingly focussing on non-RE related Ofsted targets. It is also anticipated that the funding available for doing this will decrease in the coming academic year.

As this Annual Report was being compiled, a review of RE in Church of England schools was published – '**Making a difference?**'. This review was commissioned by the National Society, and undertaken by Alan Brine (Ofsted's HMI for RE) with key members of the SIAMS inspection team, with its aim to complete the national picture of the quality of RE being offered to pupils. Whilst it has no bearing on schools using the Agreed Syllabus for Surrey, it is interesting to note that many of the weaknesses in RE observed by Ofsted at Primary level are also present in Church schools. RE in Church Secondary schools fares better, with 70% of schools being judged as good or outstanding in terms of their provision. One Surrey school, The Priory in Dorking, was visited as part of this review.



## **A Review of Religious Education in England:**



This review of RE in England was undertaken by the RE Council of England and Wales (REC) as part of its strategic plan to enable the RE community to adjust to the major changes being made to education in England by the Coalition government. The Review was funded by donations and grants from REC member bodies and other trusts.

### **The Review provides:**

1. a non-statutory national curriculum framework for RE (NCFRE) to complement the new national curriculum programmes of study (2013) resulting from the DfE's review of the school curriculum, in which RE was not included.
2. an analysis of the wider context in which RE finds itself, including the opportunities and challenges that face the implementation of the new curriculum framework.

## 1. The non-statutory National Curriculum Framework for RE:

The NCFRE follows the structure of the DfE's National Curriculum Review, so that RE has documentation that parallels the subjects of the national curriculum. RE is described in terms of purpose, aims and programmes of study for each age group. It also gives clear guidance on RE in the early years and RE for students aged 14-19. As RE is a core subject of the curriculum the Review has largely followed the ways in which English, Mathematics and Science are described in the national curriculum, including examples and notes for key stages 1-3.

In describing progression in RE, the NCFRE illustrates how pupils will develop increasing understanding of wide areas of RE subject knowledge, and also how pupils can develop religious literacy, including the skills of:

- investigating religions and worldviews through varied experiences, approaches and disciplines;
- reflecting on and expressing their own ideas and the ideas of others with increasing creativity and clarity;
- becoming increasingly able to respond to religions and worldviews in an informed, rational and insightful way.

## 2. The wider context for RE:

This section makes six recommendations for structuring and sustaining RE in the 21<sup>st</sup> century, which, with their accompanying questions for discussion, suggest a way ahead. These recommendations are to:

- support improvement by developing more effective and coherent mechanisms to monitor and evaluate the effectiveness of RE;
- pursue with policy makers the challenges around the existing 'settlement' for RE;
- promote coherence and progression between 4-14 programmes of study and 14-19 public examinations;
- ensure that there are more robust arrangements for training and supporting teachers of RE;
- develop new structures and networks within and across the RE community so that its expertise is co-ordinated and utilised more effectively in the interests of improving the subject;
- develop new assessment arrangements for RE (including a review of 'levels' as a means of describing progression)

Schools can view this document on the [Religious Education Council's](#) website, but should be reminded that the Agreed Syllabus for Surrey remains the statutory document for the teaching of RE within Surrey's maintained schools until 2017. Over the next 2 years, SACRE will be consulting the review document, and any subsequent guidance, as it prepares for the review of the Agreed Syllabus.

### 1.1 The Agreed Syllabus for Religious Education in Surrey Schools (2012-2017)

The Agreed Syllabus is the statutory document for maintained Surrey schools, including those church schools with Voluntary Controlled status. Academies without a religious designation are also required to follow the Surrey Agreed Syllabus. A number of independent schools continue to request copies of the syllabus with a view to implementing it. Voluntary Aided schools, of course, follow their relevant Diocesan Guidelines. Schools are reminded that the Agreed Syllabus has the equivalent legal standing of a National Curriculum order and that RE continues to be a statutory entitlement for all registered pupils, in addition to the National Curriculum.



In October 2013, all Surrey Primary schools were sent a questionnaire regarding their RE provision, with a twofold purpose:

1. to provide a local understanding of some of the issues raised in the APPG report 'The Truth Unmasked' (March 2013);
2. to find out from schools what RE CPD they would most welcome, so that SACRE can recommend to SCC what support is needed in these areas.

VA Church schools in Surrey were also surveyed, in order to identify whether support for RE is better for them, as was claimed in the APPG report. A total of 62 schools responded (a rather disappointing 25% of the total number of schools approached, which, as a statistic, perhaps makes a statement in its own right!): 45 schools that use the Agreed Syllabus (maintained or VC), 14 Voluntary Aided Church schools and 3 Special Schools. Most respondents were the RE subject leader.

A summary of the findings was emailed to all schools in February 2014. The summary outlined that in the surveyed schools:

- RE was mostly taught by class teachers or subject leaders, with a few schools utilising TAs to teach RE lessons that are planned by qualified teachers;
- most schools teach RE in weekly lessons;
- two-thirds of pupils were judged by their school to be making good progress in RE;
- only 38% of subject leaders from maintained schools attend RE subject leader networks;
- RE was given higher priority in VA schools, with more support shown by senior leadership, more time being given to RE within the curriculum, and 71% of subject leaders attending the Diocesan RE subject leader networks.

SACRE will continue to take into account the feedback given on these questionnaires as it plans its future actions.

## 1.2. Standards

No inspections of RE by OfSTED took place in Surrey during the year 2013-14.

Within the Primary RE subject leaders' networks, assessment, attainment and progress within RE has been a recurring theme, as we have explored the weaknesses outlined by OfSTED in the 'RE: Realising the Potential' report. In particular, the sessions have explored how we 'know' what the levels look like in the classroom context, and within this, identifying some of the potential barriers to pupils making good progress in RE.

## Religious Studies Examinations:

Due to some difficulties with the EPAS (Educational Performance & Analysis System) reporting system used by the DfE, Surrey data (as at the date that this report was submitted) was still provisional. Given that the Annual Report was due on 31<sup>st</sup> December the decision was made to work with the provisional data so that SACRE could ratify the Annual Report at their meeting on February 4<sup>th</sup> 2015 and submit it to NASACRE.

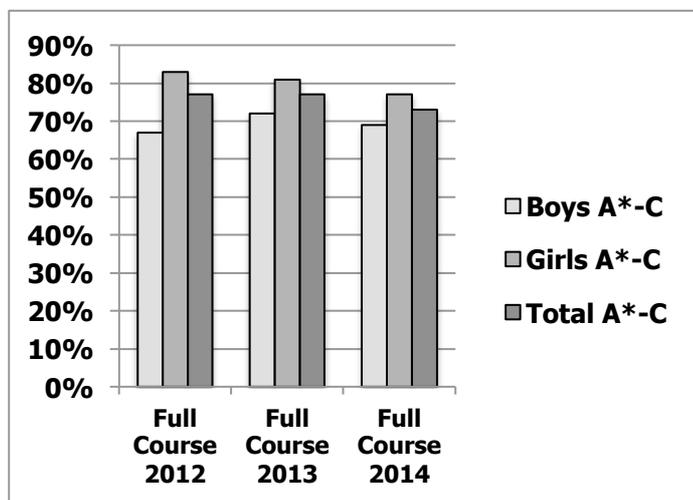
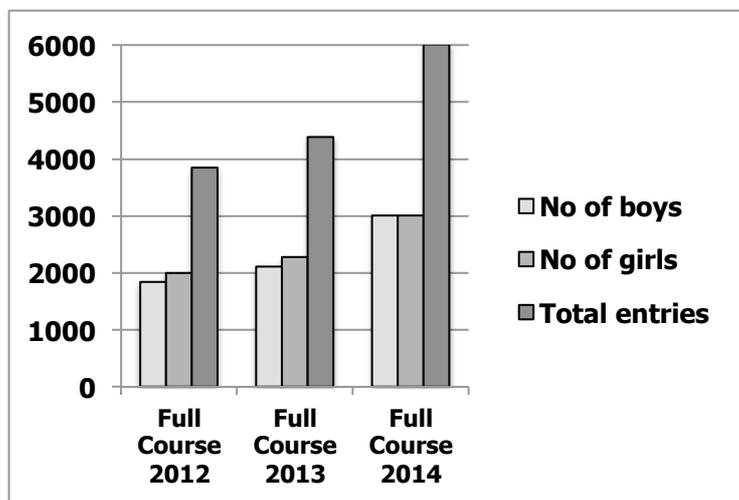
## Full Course GCSE Religious Studies

	Full Course 2012	Full Course 2013	Full Course 2014
No of boys	1844	2115 ↑	3010 ↑
No of girls	2000	2277 ↑	3004 ↑
Total entries	3844	4392 ↑	6014 ↑
Boys A*-C	67%	72% ↑	69% ↓
Girls A*-C	83%	81% ↓	77% ↓
Total A*-C	77%	77% ↔	73% ↓

In total, 6014 Surrey pupils were entered for Full Course GCSE, which is, of course, a significant increase on previous years, but undoubtedly due to the fact that the Short Course RE GCSE no longer counts in schools' performance tables. In 2013, 87% (8091) of the total number of pupils on roll was entered for either full or short course GCSE. In 2014, only 63% of pupils were entered for Full Course GCSE, which is a significant 24% drop on the figures for 2013. For the first time in several years, more boys were entered than girls for Full Course GCSE RE. Both boys' and girls' results are lower than in previous years, perhaps affected by the fact that more schools will choose to enter pupils for Full Course GCSE from across a wider ability range. Surrey's results are still above the national results.

## GCSE Full course results with National Comparators:

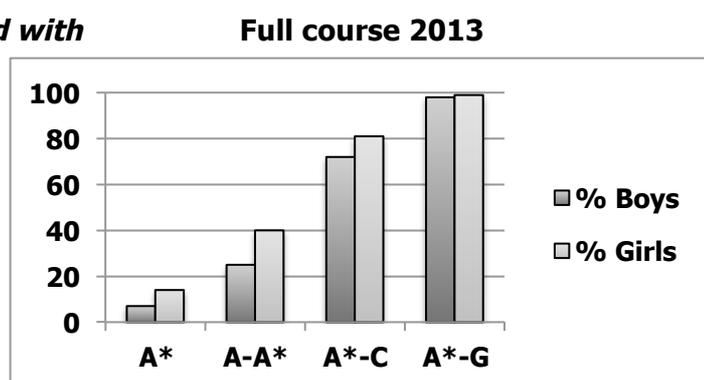
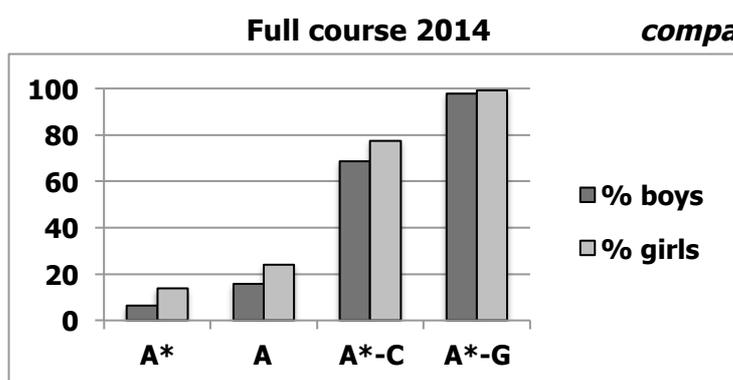
	National			Surrey			
	Entries	A*-A	A*-C	Entries	A*-A	A*-C	A*-G
<b>2011</b>	169,464	No data	72%	3799	No data	75%	99%
<b>2012</b>	210,600	No data	74%	3844	No data	77%	99%
<b>2013</b>	239,409	31%	72%	4392	33%	77%	98%
<b>2014</b>	240,400	28%	70%	6014	30% ↓	73% ↓	99% ↑



## Detailed results by gender:

These charts and tables show a more detailed analysis of how girls and boys perform across the grades in Full Course GCSE. As can be seen, girls continue to out-perform boys across all grades.

Full Course	Entries	A*	A*-A	A*-C	A*-G
<b>Boys</b>	3010	189 (6%)	474 (16%)	2063 (69%)	2946 (98%)
<b>Girls</b>	3004	412 (14%)	718 (24%)	2323 (77%)	2979 (99%)
<b>Total</b>	6014	601 (10%)	1192 (20%)	4386 (73%)	5925 (99%)



## GCSE Short Course results compared to previous years:

Due to the fact that GCSE short course is not listed in the performance measure, EPAS could provide only limited data, for 235 pupils (which suggests that the data is incomplete). This data is, as with all other data in this report, provisional, and is only provided as a comparison with previous years.

	Short Course 2012	Short Course 2013	Short Course 2014
<b>No of boys</b>	2506	2051	122
<b>No of girls</b>	2028	1648	113
<b>Total entries</b>	4534	3699	235
<b>Boys A*-C</b>	53%	51%	21%
<b>Girls A*-C</b>	65%	64%	22%
<b>Total A*-C</b>	58%	57%	43%

### AS Level & A Level Religious Studies:

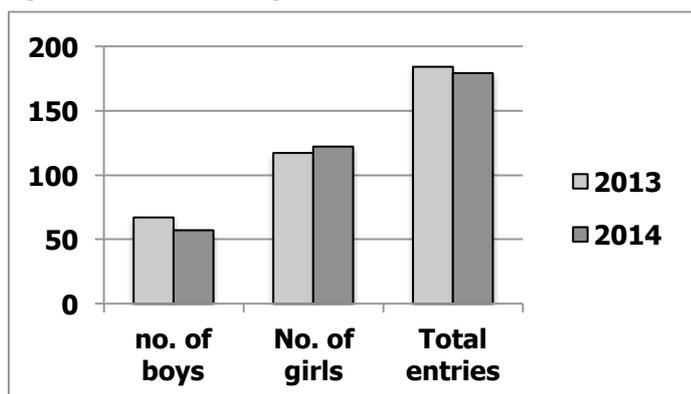
A total of 162 students were entered for **AS Level Religious Studies** (82 at KS4 and 80 at KS5 – Post 16), compared to 203 in 2013, a 20% drop. All grades are slightly down on the previous year.

2014 data	Entries	A	A-B	A-E
<b>Boys</b>	50	8 (16%)	20 (40%)	45 (90%)
<b>Girls</b>	112	13 (12%)	31 (28%)	102 (91%)
<b>Total</b>	162	21 (13%)	51 (31%)	147 (91%)

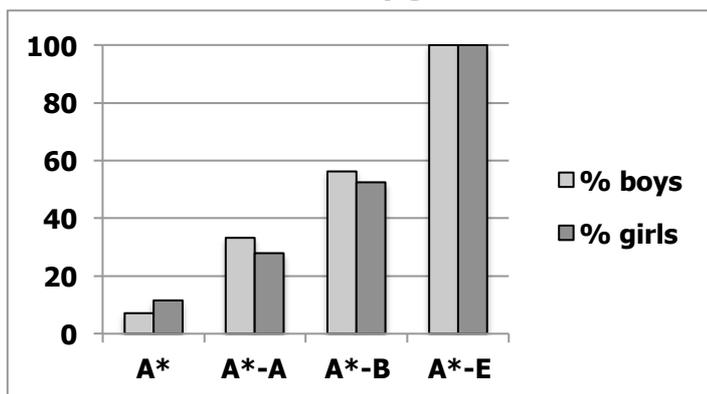
At **GCE A Level**, a total of 179 students were entered (57 boys and 122 girls), 5 students fewer than in 2013, although the number of students achieving A\*-A has increased 7% on last year's figures. Boys' grades are significantly better than in previous years, and show that boys are now outperforming girls across all but the top A\* grade. Surrey grades are also higher across the board than national statistics show.

	Number of entries	A*	A*-A	A*-B	A*-E
<b>Boys</b>	57	4 (7%) ↑	19 (33%) ↑	32 (56%) ↑	57 (100%) ↑
<b>Girls</b>	122	14 (11%) ↑	34 (28%) ↑	64 (52%) ↑	122 (100%) ↔
<b>Surrey total</b>	179	18 (10%) ↑	53 (30%) ↑	96 (54%) ↑	179 (100%) ↑
<b>National 2014</b>	12,295	6% ↑	22% ↓	51% ↓	100% ↑
<b>2013 Surrey total</b>	184	7 (3.8%)	42 (23%)	88 (48%)	182 (99%)
<b>2013 Boys</b>	67	1 (1.5%)	12 (18%)	30 (48%)	65 (97%)
<b>2013 Girls</b>	117	6 (5%)	30 (26%)	58 (50%)	117 (100%)

**Pupils entered compared to 2013:**



**Results by gender**



### 1.3. Methods of teaching, choice of materials and teacher training

#### Multifaith Day at Warwick School, Redhill



Several members of SACRE supported a Multifaith Day on December 4th organised by Warwick School in Redhill. Altogether six religions and beliefs were represented: Christianity, Bahai, Judaism, Islam, Buddhism and Humanism.

Each representative gave up to seven half-hour, interactive, presentations on their beliefs, and how they affect their daily lives, to groups of students from years 7 to 9. The groups varied in size from 20 to 30 students depending upon ability, with



fewer students in the lower ability groups. Each speaker stayed in the same classroom and the groups of students moved between rooms accompanied by their usual teacher for the timeslot. Every student visited up to four speakers. The students had prepared questions beforehand using a form which had slots for writing in answers to their questions and what they had learnt from the speaker's religion or belief.

After sharing a buffet lunch with staff, governors and representatives of the Parent-Teacher Association, the speakers spent an hour supporting year 10 volunteers mentoring younger students about the use of religious artefacts. Circles of students sat in the gym around piles of artefacts relating to each of the beliefs. The year 10 volunteers explained and passed around each artefact with expert advice from the visitors. The students then moved on to the next set of artefacts.



The feedback from the Head of RE & PSHE at Warwick School and event organiser, Ms Debs Burnett, was that the students and staff had “nothing but praise and plenty of positives”. The speakers similarly reported that they had thoroughly enjoyed interacting with the students and would be delighted to help again in the future. It is hoped that this might be a model that could be offered to other interested schools in the future.

### **RE training offered in Surrey during the past year has included:**

- **Networking Groups for Primary RE subject leaders** in East and West Surrey, which meet termly. These have been well-attended, with approximately 75 RE subject leaders attending the sessions across the 3 terms. During this academic year, focuses for Primary RE subject leaders have included, in the Autumn & Spring terms, an analysis of the Ofsted report ‘RE: Realising the Potential’, reflecting on some of the issues raised by it, including the recommendations for enquiry-based learning. In the Summer term, we held a useful session looking at samples of pupils work from within the schools represented at the networks, and explored issues relating to assessment, attainment and progress in RE.
- **A half day course for RE**, as part of the Surrey SCITT programme. This is the only input that many trainee teachers on the programme will have to equip them to teach RE, although in the next academic year, a full day is to be offered, covering RE & Collective Worship.
- **Secondary Networks** have ceased, partly due to low attendance, but also due to Ivan Stevenson, Babcock consultant for Secondary RE having moved on and not been replaced. There is a NATRE-linked Secondary network that meets in the East Surrey area.

The Surrey RE Website is now located within two sites. The Agreed Syllabus can be found on the Fronter portal at [www.surreymle.org](http://www.surreymle.org). The syllabus is available to download in Word or pdf format, as well as materials used during the programme of Entitlement Training, and subsequent RE subject leader sessions. There are many other useful documents included on this site, including SACRE information, and, in due course, this report. There is also a link on the front page to the Surrey Virtual Visits website, which enables schools to visit, virtually, Guildford Cathedral, North West Surrey Synagogue and Shah Jahan Mosque, Woking.

The Agreed Syllabus is due to be available soon on the Surrey County Council website, and work is also in progress to ensure that Surrey SACRE has a public area here for its documentation.

The places of worship database is located at [www.surreyplacesofworship.org.uk](http://www.surreyplacesofworship.org.uk). This online database of Surrey churches and information on other places of worship continues to be updated regularly. It is an excellent tool for organising school visits to places of worship in and around Surrey.

### **1.4 Complaints concerning RE**

No formal complaints were received under Section 23 of the Education Reform Act 1988 regarding Religious Education in Surrey schools.

## 2. COLLECTIVE WORSHIP

There has continued to be a number of queries from schools during the year about the nature of collective worship, especially how to discuss, in an inclusive manner, issues raised by parents.

In October 2013, SACRE also consulted with schools via questionnaire about their views on collective worship, including how and when it takes place across the spectrum of Surrey schools (Primary, Secondary & Special schools). A total of 63 schools responded: 46 schools from the Primary phase, 11 Church schools, 3 Secondary Schools and 3 Special Schools. A summary document was sent out to schools in March 2014.



From the data analysis, it is apparent that only 54% of the 46 community Primary schools who returned responses meet the statutory requirements for a **daily** act of collective worship for **all pupils** (unless withdrawn by parental request). However, for most of the Primary schools that returned surveys, collective worship clearly has value, with 82% of schools recognising its contribution to pupils' SMSC development. As only 3 Secondary schools returned surveys, certain conclusions could be drawn about the perceived value of collective worship within Secondary schools. National data also concludes that relatively few Secondary schools are meeting statutory requirements in regard to collective worship.



Whilst this is a cause for some concern, it is clearly not just a Surrey issue. Reading some of the comments on the questionnaires returned, it would seem that there is considerable variation in the interpretation of what 'Collective Worship' is, which has been the driving force behind SACRE's guidance document for collective worship in Surrey schools, '**Time to Reflect**'.

SACRE hopes that this guidance will help schools to fully understand the 'demands' of the law regarding collective worship, and through this understanding, to enrich the daily life of the whole school community. Good collective worship also has the potential to contribute significantly to pupils' spiritual, moral, social and cultural development. As schools will be aware, weaknesses in their SMSC provision can be a limiting factor in Ofsted's evaluation of their overall effectiveness.

Sections of the guidance document include:

- interpreting the law regarding collective worship;
- how schools can offer inclusive worship that is 'broadly Christian' yet engages with pupils of all faiths, or none;
- collective worship & its contribution to pupils' SMSC;
- good practice in collective worship;
- encouraging and supporting visitors to collective worship

*plus* some sample acts of worship. It will also include, in the future, contributions by members of SACRE exploring what worship means for them as members of faith communities. The full document and Appendices can be downloaded from Surrey County Council's website, the Babcock 4S website and the SACRE Fronter pages.

'**Time to Reflect**' will be released to schools and distributed via the Schools' Bulletin after the full SACRE meeting in February.

## 2.1. Determinations

Currently, only one Surrey school has a determination. In November 2011, SACRE renewed a determination for Sythwood Primary school for a period of five years, although as they are now an Academy, they no longer fall within SACRE's remit for reviewing their determination, but will have to apply directly to the Secretary of State for their determination.

New Monument Primary, whose determination had lapsed, has also converted to an Academy.

In February 2014, representatives from SACRE visited Maybury Primary school to review their determination. The headteacher had established prior to the visit that the school did not wish to renew it, feeling that the values-led programme of assembly themes met both the legal requirements for 'broadly Christian' Collective Worship, and the needs of the pupils. Having viewed an act of worship, the two SACRE representatives concluded that the school was providing Collective Worship that was appropriate for all pupils, regardless of their faith, and that they do not need a determination. SACRE approved the recommendation at the next full SACRE meeting.

## 2.2. Complaints

No complaints were received under Section 23 of the Education Reform Act 1988 regarding Collective Worship in Surrey schools.

# 3. GENERAL

## 3.1. Links with other agencies - National

Surrey SACRE is a member of NASACRE (National Association of SACREs) and a representative attends national meetings. A representative also attends any regional meetings for SACRE. The Babcock 4S Adviser for RE is a member of AREIAC (The Association of RE Inspectors, Advisers and Consultants).

The RE adviser to SACRE and the Vice-Chair attended the NASACRE AGM in May 2014, at which Stephen Lloyd (the APPG Chair) spoke about 'RE and Good Community Relations', following the release of the APPG's 2<sup>nd</sup> report (March 2014) exploring the role of good RE in promoting deeper understanding, meaningful interaction, respect for difference and enabling young people to address controversial issues, including religious extremism. The full APPG report can be found on the [Religious Education Council's website](#). As well as reporting on NASACRE's activity during the year, the AGM also created opportunities for representatives from SACREs nationwide to network and share ideas, including a checklist of 20+ ideas for SACREs to be more proactive. Watch this space!

## 3.2 Surrey Youth SACRE

Surrey Youth SACRE has again not met during this academic year owing to continuing difficulties in securing adequate support from schools, and releasing teachers to accompany pupils. In the past, SACRE has greatly benefitted from the views and discussions with and alongside Youth SACRE, which demonstrated how these young people cared about their environment and responded to the diversity of faith and belief in Surrey. We hope that a new way forward can be found in the future, perhaps linking with SCC initiatives with pupils forums.

### **3.3. Governor Training**

The role of the Governing Body in monitoring the coverage of the Agreed Syllabus is critical for the successful implementation of the Agreed Syllabus. Governors also have a key role in providing a challenge to schools to raise standards in specific areas and SACRE believes that this can have a significant impact on standards in RE. Schools are encouraged to identify a governor with specific responsibility for RE.

### **3.4. List of organisations to which SACRE report has been sent**

Copies of the SACRE Annual Report are distributed to all maintained schools in the County with a request that governing bodies consider the report and take any appropriate action. A copy has also been sent to NASACRE and Surrey County Council.

### **3.5. Contacts**

If you have any issues which you would like to raise with the Surrey SACRE, please contact Rachel Boxer, Associate RE consultant, and Adviser to SACRE via Vivian Stacey, Clerk to SACRE, by email: [vivian.stacey@babcockinternational.com](mailto:vivian.stacey@babcockinternational.com).

Additional copies of this annual report are available from Vivian Stacey, Clerk to SACRE, on 01372 834321 or email [vivian.stacey@babcockinternational.com](mailto:vivian.stacey@babcockinternational.com).

## Appendix 1: SACRE Membership (as at December 2014)

**Chair** Mrs Margaret Hicks (SCC Member)  
**Vice-Chair** Mrs Sarah Harris

### Committee A – Other Faiths

Kauser Aktar	Muslim
Vacancy	Methodist
Peter Ward	Roman Catholic
Mrs Sarah Harris	Jewish
Rajendra Pandya	Hindu
Mr Inderjeet Singh Rehncy	Sikh
Dr Tony Wenman (Group Chair)	United Reformed Church
Vacancy	Baptist
Kruawan Sookchaoren	Buddhist
Nabil Mustapha	Baha'i
Jennie Johnson	Humanist (co-opted)

### Committee B – The Church of England

Mr Shaun Burns	Southwark Diocese
Miss Jane Whittington (Group Chair)	Guildford Diocese
Canon Peter Bruinvels	Guildford Diocese

### Committee C – Teachers

Vacancy	NAHT
Mrs Liz Esdon (Group Chair)	NASUWT
Deborah Drury	NUT
Vacancy	Secondary teacher rep.
Rosslyn Doney	Primary teacher rep.

### Committee D – Local Authority

Mr Keith Taylor	SCC Member
Mr Colin Kemp	SCC Member
Mr Richard Walsh	SCC Member
Mr Mike Goodman	SCC Member

### Officers in attendance

Adrian Norton	Humanities Consultant Babcock Four S
Rachel Boxer (Adviser)	Associate Consultant for Primary RE Babcock Four S
Vivian Stacey	Clerk to SACRE Babcock Four S
Janice Taylor	Manager for REMA ( <i>Race Equality and Minority Achievement SCC</i> )

### Member Attendance at SACRE meetings:

	November 13 <sup>th</sup> 2013	March 5 <sup>th</sup> 2014	June 25 <sup>th</sup> 2014
<b>Group A</b>	78%	50%	50%
<b>Group B</b>	100%	67%	67%
<b>Group C</b>	75%	100%	50%
<b>Group D</b>	75%	75%	100%
<b>Average:</b>	<b>82%</b>	<b>61%</b>	<b>67%</b>