

Standing Advisory Council on Religious Education (SACRE)

Annual Report September 2020-July 2021

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Foreword

Helen Mullis-Kunda, Chair, Redbridge SACRE

In spite of the challenging circumstances which 2020 presented to SACRE, and the many more which were presented to our constituent schools and communities of faith and belief, I am pleased to commend this report to you as testament to the way that Redbridge SACRE has continued to provide support and guidance to schools.

Like most organisations, we started in person and moved to virtual meetings after the pandemic hit. Although a big change, there have been some positives in that membership has remained strong and attendance has tended to trend upwards.

Redbridge is an extraordinary, multicultural, multi-religious and multi-secular borough and the Religious Education offered by dedicated and talented professionals should be a source of local pride. The borough is working towards UNICEF Child-friendly status and SACRE has begun to consider the implications of this for our work. The eagerly anticipated return of the Ambassadors of Faith and Belief (AFAB) scheme, for example, gives children the opportunity to express the importance of their faith and beliefs in their own lives and hear from those with differing views. Many schools are considering provision of prayer and reflection spaces to support children's religious observance or private reflection in schools and SACRE has advised on this.

The locally Agreed Syllabus has been in place since 2015 and, after consultation with schools, has been renewed for 2021. There are teacher network groups in the borough including a strong primary group which meets regularly to support colleagues in embedding and delivering the agreed syllabus.

I would like to thank the school staff for their hard work in maintaining RE standards, the faith and belief community members for assisting with curriculum enriching opportunities such as assemblies and faith community visits and finally the RE advisor and Clerk to SACRE for their excellent work in support of Redbridge SACRE

Helen Mullis Kunda

Chair of Redbridge SACRE

1. Introduction

- 1.1. Since 1988, it has been a requirement that every local authority establish a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship - in practice every SACRE has developed its own particular style and character.

Redbridge SACRE, which began its work in 1989, has over the years developed its own distinctive ways of working and local schools have grown to expect a level of support and guidance which will help them meet the diverse needs of pupils studying Religious Education in the area.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is published, sent to the local authority, to local schools and to other interested parties. One important element of the report is performance data and an analysis of the extent to which schools are meeting their legal duties in relation to RE. GCSE data, including the short course was not available until this month, hence the delay in the publication of the report. More recently, other datasets have been made available by the DfE, most significantly the school workforce data that supports the monitoring of the level of provision in secondary schools.

A copy of this report, together with those from previous years, can be found on the SACRE section of the Redbridge Council website : <https://www.redbridge.gov.uk/schools/religious-education-in-redbridge-schools>

2. Meetings

The following SACRE meetings were held during the reporting period:

24th November 2020, 8th March 2021 and 25th May 2021. All were held online via Zoom

3. Membership

The membership of Redbridge SACRE at the end of the academic year 2020-21 was as follows:

MEMBERSHIP:

Committee A (up to 10 members)

Christian Denominations and Other Religions and Religious Denominations

Mr Ian Morris – Christian (Baptist) Rep
Mr Laurie Rosenberg – Jewish Rep
Mrs Carol Khorsandyon – Baha'i Rep
Mrs Vinaya Sharma – Hindu Rep
Imam Haroon Rashid – Sunni Muslim Rep
Mrs Helen Mullis Kunda – Christian (Pentecostal) Rep
Mr Mankamal Singh – Sikh Rep
Rev Ven Hemaratana – Buddhist Rep
Mr Ciaran Clerkin – Catholic Rep
Mr Zameer Hussain – Shia Muslim Rep

Committee B (up to 3 members)

The Church of England

Mr Mac Leonard
Fr Andrew Appiah
Rev Abi Todd

Committee C (Up to 6 members)

Teachers' Associations

Ms Farhana Aswat (RE Lead, Christchurch Primary)
Ms Ruth Wajchandler (RE Lead, Gilbert Colvin Primary)
Ms Sajeda Assenjee (RE Lead, Mayespark Primary)
Mrs Sandi Kaur (Associate Headteacher, Highlands Primary)
Mr Harry Pratchett (Head of RE Beal High School)
Ms Rizwana Rehman (Head of RE, Woodford County High School)

Committee D (Up to 5 members)

Local Authority

Mr Colin Stewart Substitute Members: Cllr Taifur Rashid and Cllr Linda Huggett
Cllr Beverley Brewer
Cllr Anne Sachs
Cllr Ross Hatfull
Cllr Stephen Adams

Co-opted Members

Ms Tam Broadway (HT, Isaac Newton Academy - Primary) Humanist/Non-Religious World Views

Clerk

Ms Frankie Chissim

4. SACRE advice

On the teaching of Religious Education, resources, and the provision of training for teachers.

During the reporting period, SACRE advised the local authority of the following new initiatives and resources to support the teaching of RE:

- Farmington Scholarships
- Anti-racist RE
- Interfaith Week
- GCSE results
- Changes in RS exams for 2021
- The duty to teach RE (5-18 years old) even in current times
- Parent complaint about RE in an academy
- Worldviews in RE
- Increase in the number of secondary trainees
- Removal of bursary for RE trainee teachers
- Materials available for self-isolating pupils, socially distanced RE and any future lockdowns
- Online tours/virtual visits – including some generated specifically for Redbridge schools by the Christian Education Project and offers from local rabbis to create material.
- The ofsted research review of Religious education including the following key points:
 - Ambitious RE needs adequate curriculum time
 - Sensitive topics need proper sequencing
 - Avoid superficial coverage
 - Prevent misconceptions about religion and belief
 - Specialist teachers and training is needed
 - Pupils need knowledge, not 'mere facts'

5. Other matters related to its remit discussed by SACRE

Redbridge Ambassadors of Faith and Belief Scheme (AFAB)

At the spring meetings of 2021, it was announced that funding had been secured to recommence Redbridge SACRE's award winning AFAB scheme. Work began on selecting and training 21 talented students from 4 local secondary schools to carry out this important role.

Spirited Arts Competition

Redbridge SACRE ran a local Spirited Arts competition and received over 100 entries. Amongst the entries were several that went on to win prizes in the national competition. The local competition winners were:

- | | |
|-------------|---|
| Early Years | Gurmani, Seven Kings Primary (winner)
Aydin, Mayespark Primary (runner up) |
| KS1 | Maariyah, Aldersbrook Primary (winner)
Iba, Glade Primary (runner up) |
| Lower KS2 | Diana (Mayespark Primary) Winner
Ameya (Mayespark Primary) (runner up)
Glorious (Grove Primary) (runner up) |
| Upper KS2 | Sagan, Mayespark Primary (winner),
Rida, Fairlop Primary (runner up)
Mariam (runner up) |

KS3

Myiesha Seven Kings High School (winner)

Madeeha Loxford School of Science and Technology (runner up)

The following article appeared in the Newsletter of Aldersbrook School



Congratulations to Maariyah in Year 2 who came 1st in the KS1 Spirited Arts Competition. The vice chair of SACRE, Ciaran Clerkin, came into school on Tuesday to present the award. Well done Maariyah!

Children from Fairlop, South Park and Christchurch Primary Schools were all prize winners in the National Competition.

Community Resilience Programme of the British Red Cross

In the autumn term of 2020, SACRE was pleased to receive a presentation from Mr Hannan-Deeming from the Community Resilience Programme of the British Red Cross. SACRE agreed to encourage schools and the Redbridge Youth Council to engage with this initiative.

The Unicef Child Friendly Borough Programme

Also in the autumn term meeting, Ms Ferzanah Ahmed led a discussion about Unicef's Child Friendly Borough programme. SACRE agreed that there were many links between this work and that of SACRE – especially the Redbridge Ambassadors of Faith and Belief Programme.

Redbridge Community Engagement Programme (CEP) – Yusaf Patel

Several members of SACRE described the presentation of work of this programme as inspirational. There were clear links with the remit of SACRE, especially the Black Lives Matter project and the Holocaust Memorial Day commemorations. SACRE agreed to exchange faith and belief community contacts with Redbridge CEP

6. Agreed Syllabus Review

Following a review, SACRE established an Agreed Syllabus Conference with the same membership as SACRE. The ASC agreed that the 2015 Agreed Syllabus should stay in place for another five years and that the partnership with Havering SACRE would continue so that costs could be shared.

7. SACRE Review of Websites

SACRE members discussed a template for website review, and it was agreed that the document would be shared with schools with encouragement that they review the RE content on their own website and consider how it might be improved.

8. SACRE Action Plan

See appendix B

9. NASACRE Conference

The Chair and Vice Chair described the virtual NASACRE Annual Conference they 'attended'. CC described the keynote speaker presentations and the content of the workshops. It was noted that DW was a speaker at the conference.

10. Standards in Redbridge Schools

See appendix A: School workforce Data Nov 2020 and GCSE entries 2021. As a result of SACRE's analysis of this data, they have advised the local authority to investigate the following issues:

- A. Where there is no reported provision in a particular year group
- B. Where it appears that GCSE is offered but there is no provision for those who are not studying GCSE
- C. Where provision for RE is combined with another subject and does not meet the standards defined in the syllabus
- D. Where the time allocated to GCSE is less than that expected by Ofqual

11. RE Support in Redbridge Schools

Some of the issues raised by middle and senior leaders included: the availability of Home Learning Resources for RE, virtual tours, the teaching of GCSE Religious Studies and in particular the management of teacher assessments. There were also questions about the Right of Withdrawal from RE and Collective Worship.

12. 2020/21 Budget

The Associate Advisor reported that the budget was approximately £13,000 per annum and that this would be spent primarily on clerking services to SACRE, meeting costs, professional advice to SACRE and Redbridge schools provided by the Adviser.

Appendix A: School Workforce Data Nov 2020 census publish summer 2021

School name	Religious character	School type	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	% all hours - RE 2020	% all hours - RE 2019	Change from 2019 to 2020 in total hours of RE	GCSE Entry % Y11	Reporting issues
Forest Academy	None	Academy sponsor led	0.0	5.4	4.2	2.9	2.3	3.7	2.9	Increase	26%	
Ark Isaac Newton Academy	None	Academy sponsor led	0.0	0.0	2.7	3.9	3.5	1.7	1.6	Increase	30%	
Atam Academy	Sikh	Free schools	4.1	4.3	.	.	.	4.2	.	Decrease		
Caterham High School	Does not apply	Community school	0.0	.	13%	Philosophy reported but not RE
Ilford County High School	Does not apply	Community school	4.6	5.3	5.1	4.8	0.0	3.0	2.9	Increase	N/A Y10 entry	
Wanstead High School	Does not apply	Community school	4.4	4.4	4.1	1.7	2.6	3.5	3.6	Decrease	30%	
Woodford County High School	Does not apply	Community school	6.1	8.4	5.1	8.3	7.2	5.7	5.5	Increase	27%	
Loxford School	Does not apply	Academy converter	4.6	4.6	8.8	4.4	3.5	4.4	4.3	Increase	80%	
Woodbridge High School	Does not apply	Community school	4.0	3.7	4.3	0.8	0.8	2.5	1.4	Increase	11%	
Beal High School	Does not apply	Academy converter	0.0	0.0	0.0	3.1	3.0	1.9	2.1	Decrease	34%	RE and Philosophy reported
Seven Kings School	Does not apply	Community school	4.1	4.2	3.6	4.5	4.7	3.9	3.8	Increase	37%	
Valentines High School	Does not apply	Community school	4.7	4.2	3.8	1.3	1.1	2.2	2.6	Decrease	32%	
Mayfield School	None	Foundation school	4.2	4.1	4.1	1.6	0.8	2.9	2.8	Increase	6%	
Oaks Park High School	Does not apply	Community school	3.4	3.1	2.1	1.0	2.0	2.2	2.3	Decrease	15%	
Trinity Catholic High School	Roman Catholic	Voluntary aided school	7.3	6.3	4.6	6.3	7.0	5.5	6.9	Decrease	100%	
Kantor King Solomon High School	Jewish	Voluntary aided school	6.4	7.7	11.0	7.1	10.4	8.4	10.5	Decrease	98%	
The Ursuline Academy Ilford	Roman Catholic	Academy converter	9.9	9.5	9.0	9.7	9.8	9.3	6.8	Increase	100%	
The Palmer Catholic Academy	Roman Catholic	Academy converter	8.0	8.0	9.9	9.9	9.6	8.5	7.8	Increase	97%	
Chadwell Heath Academy	None	Academy converter	0.0	0.0	0.0	0.0	0.0	0.4	0.7	Decrease	35%	

Appendix B: SACRE WORK PLAN

To meet the statutory duties of a SACRE 2020- 2021

Objective	Action	Responsibility	Date	Success criteria
1. SACRE meetings are planned and dates published annually	Agenda planning Liaison with clerk and chair Meeting preparation Report writing Meeting attendance Minute taking Publication of meeting agendas and minutes	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"> issues affecting RE in the area the Agreed Syllabus for RE an understanding of the responsibilities of SACRE
2. Complete the review of the Agreed Syllabus	Complete teacher survey on 2015 syllabus Present findings to SACRE Consider options in relation to review Agree budget Establish Agreed Syllabus Conference	Adviser SACRE members /Agreed Syllabus Conference	2019-2020	<ul style="list-style-type: none"> Agreed Syllabus and training plan launched and well received by schools
3. SACRE have the opportunity to consider national developments in relation to RE in Redbridge	Consider relevant material from National organisations (AREAIC, NATRE, REC, NASACRE as well as the DfE, Ofsted and Redbridge Council departments Termly local group newsletter distributed to schools	Adviser Redbridge Network convener	As information is published	Items on the Agenda for each meeting, Attendance at relevant meetings e.g. NASACRE AGM Minutes record discussions and actions
4. Produce annual report of the work of SACRE including advice to the council.	Collate information, source data and draft report Ensure final report presented to LA Report published via RedPEN Copy to Department for Education and to NASACRE	Adviser to draft, Chair to write foreword, Clerk to circulate. An 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 via RedPEN Copy acknowledged by DfE
5. Engage with local schools and Academy Trusts to understand how Religious Education and Collective Worship are provided in Redbridge	Schools encouraged to complete the survey once every three years Members analyse findings Findings circulated via RedPEN Reported in Annual Report	SACRE members at least one per year	Up to 4 school visits - 2 per term	Surveys completed by majority of schools Findings discussed at SACRE meetings. Evidence of improvement year on year

<p>6. Provide information on the RE curriculum and resources to schools including through training</p>	<p>Update schools on current developments in RE (NATRE and other material requested by SACRE) via RedPEN</p> <p>Update list of places to visit and visitors</p> <p>Review information on website including published guidance documents</p>	<p>Adviser</p>	<p>Termly</p> <p>Annually</p> <p>Annually</p>	<p>Schools in receipt of material</p> <p>Teachers respond to material received</p> <p>Teachers raise questions to the adviser</p>
<p>7. Monitor provision for RE and Collective Worship</p>	<p>Source and present national and local data as follows:</p> <ul style="list-style-type: none"> - GCSE validated and unvalidated results and entries (local and national) - School workforce data (local and national) - Ofsted Reports that mention RE - Surveys of provision and of issues such as withdrawal, use of agreed syllabus, who teaches RE etc (local) - Review school websites - Write to schools about findings - Sample collective worship policies 	<p>Adviser</p> <p>All SACRE members</p> <p>LA representative</p>	<p>Annually</p>	<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>
<p>8. Evaluate SACRE work and establish priorities</p>	<p>Item at summer term meeting</p>	<p>All SACRE members</p>	<p>Summer term meeting</p>	<p>Evaluation identified success criteria are met</p>