

CROYDON ADVISORY COUNCIL FOR RELIGIOUS EDUCATION CROYDON SACRE ANNUAL REPORT **2020-2021**



Croydon SACRE is a member of the National Association of SACREs

The Croydon SACRE Committee on a visit to the Croydon Synagogue in November 2019



Chairman's Introduction

Welcome to the 2020-21 Annual Report of the Croydon SACRE.

The SACRE has met three times during the academic year virtually, although we prefer to meet in person at a place of worship or a school and has worked towards the priorities outlined in the current Development Plan and has contributed to the national discussions on direction and health of Religious Education in the future.

Croydon is a richly diverse community and the need for strengthening every means of increasing tolerance and understanding of each other especially in the realm of religion has never been greater, in every decade of life.

SACRE is grateful to St James the Great Primary School and Coloma Covent Girls' School for their willingness to accept and enable access to RE materials for primary and secondary schools, respectively. The SACRE has also sought to strengthen its representation of faith groups.

A high proportion of schools in Croydon have converted to Academies and the SACRE has made ongoing efforts to engage with schools to ensure their continued compliance with requirements to provide high quality Religious Education and opportunities for Collective Worship. Some opportunities have been taken to engage with governors during training to enhance awareness of RE in schools.

Keeping the place of RE in the school curriculum has been a challenge which the SACRE has sought to rise to. This, combined with the impact of the absence of RE from the English Baccalaureate in secondary schools, causes the SACRE great concern that Religious Education might not be apportioned the same importance as other subjects in the school curriculum. However, a renewed appetite in many schools for an improved RE profile has been detected, which is very welcome to SACRE.

This year produced winners in the primary school and secondary school categories of the SACRE short essay competition for Holocaust Memorial Day, and the introduction of the WIRE (Widening Inclusivity in RE) award for schools (developed by Bristol and South Gloucestershire RE) (see below for more)

As Chairman, I would like to thank all those who serve on Croydon SACRE, teachers, Church of England representative, faith group representatives, Cllrs, and the vice chairman, Mrs Cheryl Hudson, and especially grateful to Mrs Penny Smith-Orr, SACRE Officer for Croydon, as professional support in her capacity as our consultant /adviser and for driving our work forward and keeping us abreast of developments in Religious Education nationally and locally, and Mrs Judy Bennett, committee Clerk. The help of the Education Department is also gratefully acknowledged. SACRE thanks the Home Office for kindly funding the HMD awards via Sharon Kilborne who is seconded to Croydon and greatly assisted the HMD committee.

Croydon SACRE is able to face the challenges ahead as we continue to ensure that Religious Education and Collective Worship retain their rightful place at the heart of our schools.

Cllr Richard Chatterjee

Overview

Croydon SACRE has met three times during the year. The three meetings took place virtually on zoom on 24th November 2020, and 11th March and 8th July 2021

Content of meetings.

The Council website was rebuilt and Guidance documents from SACRE were put back on during the year. The Adviser and some members attended and reported to SACRE the postponed 2020 NASACRE conference and the 2021 conference. The RE Adviser reports at each meeting on courses run and what has happened at the RE Network meetings.

Oasis Academy Coulsdon was selected as a school that could take part in a World Humanitarian Drive event putting questions to the Dalai Lama. Pupils from all over the world took part and the Croydon pupils had the opportunity of asking their questions at 3.30am one morning.

A report from the network meeting attendees was compiled and discussed on how schools were managing during the uncertainty of covid 19 and lockdowns

The Ofsted review was read and discussed and the six main points for teachers was sent to schools. SACRE responded to a freedom of information request on the budgets for SACRE and when the report came out it was discussed.

The SACRE award The WIRE was launched in November 2019 and even with restrictions and lockdowns some schools managed to achieve the award by July 2021. At each meeting the SACRE members judge the evidence sent in by schools for The WIRE award for Croydon.

The Holocaust Memorial Day event in Croydon is a standing item. Croydon SACRE run a school's competition on the national theme with prizes of Jewish artefacts. The 2021 event was entirely streamed to schools and the public including the presentations from schools which were filmed in advance and more people logged in to view it than when it was held in person.

The development plan for Croydon SACRE is a working document that is updated, and progress monitored through the year. The self-evaluation of SACRE tool is used to keep SACRE up to date with actions and informs the development plan. Both can be seen in appendix at the end of this report.

Section 2. Religious Education

The locally Agreed Syllabus is on the Council website along with various guidance documents from SACRE.

Several of the Academies particularly the Primary schools use the Croydon Syllabus. The syllabus was reviewed and updated previously.

Ofsted reports that mention religious education are included in the papers for the meetings each term. These are discussed and action taken by the RE Adviser if necessary.

Members have undertaken monitoring of schools' websites and written to schools where there is no mention of religious education. The RE Adviser gets information from schools at the termly RE network meetings.

We launched a free award for schools in Croydon in Autumn 2019 as we have been told that schools don't have the budget for the REQM award. The evidence for the Croydon WIRE award - Widening Inclusivity in Religious Education (originally developed by Bristol and South Gloucestershire SACRE) is judged at each SACRE meeting and the schools achieving the award during the year were Parkhill Juniors, Whitehorse Manor Juniors, Elmwood Infants and Elmwood Juniors and Cypress Juniors and Oasis Academy Coulsdon. All these had received a certificate and letter from the Chair of SACRE and the RE Adviser has also asked for a

commendation from the Lord Lieutenant of Croydon due to the difficult circumstances that these schools had achieved the award under.

During the year there were three RE networks, a course on changes to Ofsted and how to prepare for an inspection, and a course on assessment, these are all free to schools to attend. A session on standardising the GCSE grades was held for Secondary teachers.

A teachers' working party met several times to produce a guidance on the Early Years and RE. Included are examples sent in from several schools of ideas for RE in the Early Years as well as some assessment advice and a reminder of the new Early Years document.

Advice was sent to schools that religious education should be included in the curriculum after lockdown finished and to catch up schools could reduce the number of units if necessary. Schools had reported that very good RE work was coming in from home and parents were more informed on the importance of RE. Schools had made a huge effort to continue forms of collective worship and reported that these were very well received as ways of keeping the learning community together.

A schools' event was put on virtually with four schools from Croydon and three schools from North London taking part during Interfaith Week 2020, pupils talked to each other about their own faiths and then took part in a quiz with questions related to religious education. Prizes were provided by the Dialogue Society.

Oasis Academy Coulsdon was identified by SACRE as a school that could take part in a World Humanitarian Drive event putting questions to the Dalai Lama. Pupils from all over the world took part and the Croydon pupils had the opportunity of asking their questions directly to the Dalai Lama at 3.30am one morning.

Very few schools have pupils withdrawn from religious education. If this is requested the schools get advice from the RE Adviser and this is reported to SACRE. There have been no complaints regarding religious education during the year.

Advice was given to the LA on answering the national survey on budgets for SACREs.

Section 3 Collective Worship

SACRE receives Ofsted reports that contain reports on collective worship. Members have looked at all the schools' websites for mention of collective worship and written to schools suggesting this would be a good addition to their information. Occasionally the RE Adviser has requests for help regarding Collective worship or collective worship policy writing.

There have been no determinations in Croydon Schools.

The members have received training in what to do if one is applied for and has a set of documents if necessary. The RE Adviser gives advice on withdrawal of pupils from collective worship and these are very few in Croydon schools.

There is a Collective Worship guidance document on the council website SACRE pages.

Section 4 Links with other bodies

Croydon SACRE is affiliated to NASACRE, and members attend the AGM annually.

We are members of the Interfaith Network UK and the adviser, and one member are on the Board of Education for Southwark Diocese. Locally we are linked with Faiths Together in Croydon and Faiths Together in South London, and with the Muslim Association and Hindu Association of Croydon. The Bishop's Interfaith representative is a member of SACRE. Croydon SACRE is the lead on the annual Holocaust Memorial Day event, with schools and national speakers taking part, and runs a schools' competition annually on the national theme. SACRE is part of the schools' Interfaith presentation in Interfaith Week.

Section 5 SACRE involvement Locally

The SACRE Officer puts on Governor training, when necessary, but due to covid 19 this has not happened recently. She also talks to newly appointed headteachers and attends a headteachers' breakfast once a year. There are several Guidance documents from Croydon SACRE on the SACRE pages of the Council website including advice on Ramadan and on Respect for Religious Identity. Members are informed of and invited to various community events during the year.

Section 6 Statutory Responsibilities

The SACRE is supported by a SACRE officer employed for 50 days per year and a clerk to SACRE. The SACRE Officer is part of the Education Directorate at Croydon council and has strong links with Council services and initiatives.

The membership of SACRE is reasonably representative. During the last year meetings have been held online. Some members, while not attending meetings have kept in touch and sent responses to various requests for information. We are actively looking for a further Secondary teacher and a Buddhist representative.

The meetings have been quorate.

Membership of Croydon SACRE 2020-2021 A-Other Faiths B-Church of England C- Teachers D -Councillors. Numbers indicate meetings attended

Grp	Name	Present	Grp	Name	
A	Salvation Army	2	C	Ms Lorna John	3
A	Judaism	3	C	Mrs Sara Bonnick	2
A	Muslim	1	C	Mrs Sonia Clarke	3
A	Sikh	1	C	Mrs Jo O'Reilly	3
A	Catholic	0	C	Mrs Kerry Ann Van Der Berg From July	1
A	Hindu	0	D	Ms Logini Dyges From July	1
A	Humanist Rep	1	D	CLlr Patricia Hay-Justice	1
B	Cheryl Hudson Vice Chair	2	D	CLlr Lynne Hale	3
B	Rev Alan Bayes	2	D	CLlr Richard Chatterjee (Chair)	3
B	Shaun Burns	3	D	CLlr Ola Kolade from May	1
B	Rev Alison Brunt	2	D	CLlr Mike Bonello from May	1
	Penny Smith-Orr SACRE Officer	3		CLlr Shafi Khan until May	2
	Judith Bennett (Clerk)	3		CLlr Bernadette Khan from May	1

CLlr Alisa Flemming and The Rabbi of Croydon Synagogue receive the minutes.

Training is given to SACRE members as necessary. They have been trained on how to deal with a determination and information from NASACRE is forwarded to them each term.

The survey on SACRE provision and budget was filled in and was discussed at a meeting. The council pay for the SACRE Officer and Clerk and the subscription for NASACRE. They also pay for attendance at the NASACRE AGM. The prizes for the Holocaust Competition were paid for by the Anti-Social Behaviour Officer Policy Programmes and Performance.

Section 7 Appendices

Due to Covid 19 there are no public exam results to report.

CPD provided to schools; Termly RE Network Meetings for primary schools, One secondary meeting. Course on Getting Ready for Ofsted. A Teacher working party met several times on the EYFS guidance. Termly newsletter to schools with information on events coming up plus advice and guidance.

SACRE self-evaluation from July 2021

Model RE Policy for Croydon Schools

Suggestions for a Collective Worship Policy taken from the Guidance on Collective Worship document.

SACRE Development plan 2020-2021

The distribution is; Department of Education, NASACRE, School Headteachers, RE Coordinators, Members of SACRE, Croydon Education Directorate, Council website SACRE pages.

Self-Evaluation of Croydon SACRE – July 2021

Number	Key Area	Developing	Established	Advanced
Section 1 Standards and quality of provision of Religious Education				
1a	RE Provision across the LA		X (E/A)	
1b	Standards of achievement and public examination entries		X (E/A)	
1c	Quality of learning and teaching		X	
1d	Quality of leadership and management, including the provision and management of resources			X
1e	Recruitment and retention of skilled specialist RE staff		X	
1f	Relations with academies and other non-LA maintained schools		X	
Section 3 Collective Worship				
3a	Supporting pupil entitlement		X ((E/A)	
3b	Enhancing the quality of provision of collective worship		X ((E/A)	
3c	Responding to requests for determinations			X
Section 4 Management of the SACRE and partnership with the LA and other key stakeholders				
4a	SACRE meetings			X
4b	Membership and training		X	
4c	Improvement/development planning		X	
4d	Professional and financial support		X	
4e	Information and advice		X (E/A)	
4f	Partnerships with key stakeholders		X	
4g	Relations with the Academies sector		X	
Section 5 Contribution of SACRE to promoting cohesion across the community				
5a	SACRE's membership			X
5b	SACRE's understanding of the local area		X (E/A)	

5c	SACRE's engagement with the community cohesion agenda		X (E/A)	
5d	SACRE's role within wider LA initiatives on community cohesion		X (E/A)	

Model Religious Education Policy for Croydon Schools

(Policies are supposed to match within each school so this would have to be revised to match the other policies you have)

Introduction This policy is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at **xxxxxxx School**. It was developed on **xxx date** and agreed upon by the teaching staff and approved by the governing body on **xxx date**.

This policy will be reviewed **on xxx date**

The Legal Requirements

The 1988 Education Act states that every maintained school must provide a balanced and broadly based curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.'

All maintained schools must teach religious education according to the locally agreed syllabus. We are using the Croydon Agreed Syllabus 2018.

All agreed syllabuses must 'Reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain.' Pupils in maintained schools must take part in religious education unless withdrawn by parents, on grounds of religious conscience. Parents have a right to withdraw their children from R.E. Parents requesting withdrawal should inform the head teacher in writing. Pupils who withdraw from R.E. will be expected to study books about their own religion provided by the parents and no cost shall be incurred by the school.

Teachers have a right to withdraw from the teaching of R.E. Teachers considering withdrawal should inform the head teacher in writing. It is the teacher's responsibility to ensure R.E. is taught in their class.

Aims At **xxxxxxx** School pupils come from a rich diversity of ethnic, cultural, religious and linguistic backgrounds. Through the study of religious education, pupils' understanding of the multicultural and multifaith society that we live in today is promoted. Sensitivity to the differences of faith, culture and practice within our school leads to an atmosphere of tolerance to others and goodwill.

At **xxxxxx school** we additionally believe: Children should be encouraged to develop an understanding of the importance of creating a community that works in harmony. We work with the children to develop a sense of community that engages both attitudes and understanding of:

- Forgiveness • Fairness • Love/friendship • Empathy/compassion • Respect/tolerance • Awe and wonder • Right and wrong

To create this community, children need to: • Develop a willingness to ask questions and explore. • Respect and value the views and opinions of other children's faiths. • Respect the right of others to hold their own religious views without ridicule or embarrassment. • Recognise that everybody is unique and has something to offer to R.E. • Appreciate the impact that beliefs, values and traditions have on lifestyle. • Have time to reflect and appreciate all of the above.

Principles of teaching and learning (*the principles that are suitable and matching to your syllabus and school circumstances*) The two attainment targets are AT1 Learning about Religion and AT2 Learning from Religion. The areas of study through which pupils will be working are: Which year groups learn which religions and which theme unit is for each year group

Learning Experiences These may include:

- Handling artefacts. • Sharing personal experiences. • Visiting local places of worship. • Listening and responding to music. • Making and tasting food e.g. from religious festivals. • Looking at, and

wearing clothes worn for a variety of religious occasions or within a variety of cultures. • Role play. • Meeting members of different faiths in school. • Enjoying time to reflect and evaluate.

Differentiation and Special Educational Needs

Although the learning objectives are statutory, we acknowledge that when taking account of these, some objectives may take longer to achieve than others, depending on children's varying abilities. Productive repetition of some ideas will be vital for reinforcing each concept, and vocabulary used when teaching needs to be checked against understanding. We understand that practical experiences are the most valuable educational tool and are essential for pupils with special educational needs.

A wide variety of experiences such as visiting places of worship, receiving visitors, handling religious artifacts, self-expression and role play need to be arranged for these pupils to make the most of their learning.

Resources Xxxxxx has a wide and varied range of resources and artefacts to support teaching and learning in all year groups. They are labelled according to religions and are stored in a central area. Resources are also borrowed from the Croydon collection at St James the Great school Windsor Road Thornton Heath

Assessment of R.E Xxx School will be using the assessment xxxxxxxx as the basis of their assessment. There will be a report on RE at the end of the year.

Date of Policy

Date of next review

A Collective Worship Policy

As with any other school policy the collective worship policy should be devised to suit your school and its needs while also adhering to the legal requirements that are specific to collective worship.

Collective worship should have its own policy and be treated as a separate issue to the religious education carried out in school.

The policy needs to be a working document that is practical, relates to and has a similar format to other school policies. It should not be too long a document and should consist of:

- A philosophical statement
- The legal requirements, including the right of withdrawal by parents and teachers
- Time: at what time each day will collective worship take place and for how long? *
- Content of each day and approach i.e. praise through song, visitor, teacher led, praise, class presentation etc.
- Planning: who plans the worship, is there a specific co-ordinator, what are the themes used and what resources and books will be used?
- How staff, pupils and visitors contribute to collective worship
- Music: planning and what type? Live music, selection of CDs classical, modern, jazz, religious etc.
- How a record of the themes and content will be kept?
- Information for parents on the right to withdraw their child from collective worship, what provision the school is able to make and what the parent might provide for the withdrawn child
- Information on the staff right of withdrawal
- Future plans and date of review
- Evaluation to consider the impact of CW
- Not essential, but helpful as an appendix, is a planning pro-forma for members of staff so that planning and delivery are consistent.

***There is no nationally agreed length of time for collective worship, but 15 minutes is usually a suitable length. It can be held at any time during the school day.**

SACRE Development Plan 2020-2021 Adviser time 50 days.

Objective	Key Tasks	Who	Success criteria Monitoring Deadline / Time		Resources	Progress
To prepare agenda, respond to any action from previous meetings and plan an ongoing programme for SACRE committee meetings.	Arrange and attend 3 pre agenda meetings per year Write papers and reports for the meeting to LA timetable Attend 3 SACRE meetings per year	Clerk Chairman RE Adviser RE Adviser All members of committee	3 pre agenda meetings 3 Termly meetings Effective meetings with by Members between	10 days Adviser time	Meeting venues Clerk at pre agenda Clerk at Meetings	Virtual meetings continue
SACRE consider reports and initiatives from NASACRE, the RE Council and AREIAC	Consider relevant material from AREIAC Conference and NASACRE AGM and the Commission on RE	RE Adviser/ Chairman and any other rep	As required and as Follow up to NASACRE AGM business	2 days adviser time to attend meetings and write reports	Adviser or member of SACRE	Virtual NASACRE meeting attended in November 2020 Annual meeting 2021 to be held in May and attended
To work towards being an advanced SACRE	Each committee to meet and monitor one section of the SACRE self-evaluation document annually	Members of all 4 committees plus Adviser	A series of proposals to be put into action to ensure that SACRE moves forward Using information from self-evaluation	2 days adviser time Monitoring of the proposals to be looked at each termly meeting and updated in	Time of members Time at meetings	July 2021 updated

				summer term		
Training for SACRE members on quality RE and Collective Worship	Time during Meetings for a short training session	Adviser to prepare training or invite outside speakers.	SACRE committee to understand RE and Collective Worship in schools more comprehensively	3 days adviser time	Meeting time	Some training carried out through the year
Monitor Collective Worship through Covid	Ask RE Coordinators what has been happening in their schools. Possibly write to Head Teacher in schools	Adviser to write	Knowledge of collective worship practices in schools in 2020/21 Help to schools who ask. Direct them to the SACRE Guidance	1-2 days as required	Adviser to report at meetings	Report at Spring meeting on conversations held with teachers
To continue to promote The WIRE award for schools.	Coordinate entries and give advice to teachers	RE Adviser SACRE members at end of process	Schools entering the award and widening inclusivity in RE	Any 12-month period	Adviser and SACRE members to look at evidence at each meeting	Extensions given - 1 school achieved in spring. Four more schools have achieved the award in summer
To report annually on the work of SACRE.	Collect information on exam data (if available) and SACRE work RE Adviser to write an	RE Adviser to write, Chairman to read, Clerk to circulate.	Completed on time and copies provided for SACRE members, Director's, libraries, schools etc	Deadline end December 2021 RE Adviser time 3 days	Adviser	Will use the new NASACRE template to report on 2020-21

	annual report by December on the previous academic year.					
To respond to requests for help and advice from teachers	RE Advisor to visit schools, or do virtual meetings, which request help using the Croydon syllabus	RE Advisor	RE Coordinators confident in delivering the RE curriculum in their school	As required – 2 hours per school	Advisor time	continuous
To continue to support teachers through Covid-19	Respond to emails and calls	RE Advisor	Teachers feel supported and helped	As required	Advisor time	Yes. Including extensions for the WIRE
To arrange and lead an RE coordinators meeting each term	Advertise date, plan information (national and local) respond to requests for agenda items Follow up meetings/E mails etc	Adviser	RE Coordinators kept up to date with local and national information and advised on excellent teaching and learning for RE.	4 days adviser time	Adviser time	Three virtual meetings held
To run courses for RE coordinators/ teachers on aspects of the teaching and learning in RE Go to head teachers' breakfast 1x annually	Advertise dates November 17/23/24 2020. Plan courses and deliver. Follow up	Adviser Governor services officer	All schools confident in using the agreed syllabus.	As required (2 days)	Adviser time	Virtual training held in November 2020 And further training in summer 2021 Unable to do this during the year

Find out from teachers if there is any guidance they would like to go with our other guidance documents	Ask teachers at meetings and by email	Adviser	Guidance documents to help schools provide excellent RE	Potentially 4 days	Adviser time and other input as necessary	Coordinators discussed Early Years assessment guidance.
look at Early Years assessment and comparisons of work	Contact a small group of EY teachers Write a guidance		Guidance on EY work scrutiny	As above	Adviser time and other input as necessary	Working party of 5 teachers and adviser 2 meetings held and EY adviser has had input. Document finished and due to be ratified autumn 2021
On behalf of SACRE and education department disseminate information to teachers and members of the public and respond to FOI requests	Answering telephone and email requests from public and education dept. Writing reports as necessary. Keep website relevant for schools	Adviser	Information/help on religious education and collective worship queries given as necessary Update www.reconsultant.co.uk website Ensure Croydon Council website SACRE information correct	Approx 4 days	Telephone/broadband	March 2021 council website corrected and guidance documents all in place
Continue to contact Academy chains in Croydon and inform them of SACRE and	To contact RE teachers in Academies and the leaders of teaching Alliances	Adviser	Support given to Academies and teaching Alliances. These schools knowledgeable on Croydon Syllabus and resources available	2 days	Adviser	Email discussions with a variety of Academies. Teacher group on SACRE has academy

support available	and offer support					representati on.
Council Holocaust Memorial Day event schools' involvement	Attend monthly meetings x6 with Equalities dept of Council to plan event. Discuss themes with schools and encourage participation. Send out information and reminders. Arrange SACRE competition. Report to SACRE.	Adviser Teacher reps	Schools' participation in Council event. Schools marking the day within their Collective Worship, using resources A successful event Schools entering the SACRE competition.	Adviser time. 3 days	Adviser Schools Members	A virtual Holocaust event held successfully- one hour film put together with subtitles and shown on 27 th Jan including participation from schools. Winning schools sent certificates and prizes delivered to schools during spring term 2022 planning meeting in July
To meet with line manager as required	Report on work of SACRE and arrange ways to highlight the work to relevant parties	Adviser	Investigate and undertake means of highlighting SACRE to schools and Governors in Croydon	Adviser time Attendance at meetings and making presentations	Adviser time	Meetings held with new line manager Team meeting attended once a week
To support the work of schools holding Resources Faiths Together in Croydon	Adviser to liaise with St James the Great and Coloma High School Interfaith Week Schools event	Adviser	Adviser to work with schools to ensure quality resources and efficient loan system and liaise between Education dept and schools Adviser to attend and represent SACRE Report on the various events	3 days adviser time Reports to SACRE if applicable	Adviser time Adviser to write reports. 1 day. Members' time	School has been closed for much of the year Online event 5 schools attending