

## NASACRE questions on table cards

- I don't feel we addressed our concerns on collective worship
- Can we have an Activist/Champions Network for SACRE for e.g. Cllrs, governors, teachers, Group A leaders – to be a continuous space for developing socio-cultural & political consciousness to tackle pressing issues, like friendship, toolkits which can be developed as we go along?
- Maybe speaking to the converted – those attending are maybe activist SACREs and always look to improve and do more. How do we engage with those not here?
- Within the diversity of faiths and worldviews, what is the authority that underlies and validates so called 'British Values'?
- What are the subject enhancement opportunities for Secondary colleagues?
- Why do we not have a National Curriculum for RE? How can we ensure equity of access to high quality RE otherwise, in different parts of the country?
- How can volunteer SACRE members be up to date with all current issues and initiatives?
- How can we bring in more faith reps to SACRE, with an interest in RE and education and community relations?
- Consider the impact of each SACRE meeting on outcomes for children and the people we represent.
- What powers does SACRE really have? e.g. monitoring surveys, etc.?
- What is the point of SACRE when so many schools are disassociated?
- How can SACRE gain an overview of current RE practice in light of academisation?
- Why is antisemitism rife, from Primary schools to universities?
- Where can sustainable funding for SACRE's work come from?
- What measures can we suggest to Ofsted to hold schools accountable for RE? e.g. Deep Dives, supporting SACRE
- How do we attract the right people to SACRE, particularly volunteers, to create a strong activist SACRE?
- Pupil conferences – cross phase
- Newsletters – to remind of SACRE's function/work, giving examples of RE
- How do we engage with schools who are not engaging with anything RE?
- What's the one idea that a SACRE hasn't done yet?

*Question regarding CIO status: Don't you need a separate equalities statement and an assessment of the challenges in inclusivity?*