

Barking & Dagenham

London Borough of Barking and Dagenham

ANNUAL REPORT 2021-22

**STANDING ADVISORY COUNCIL on
RELIGIOUS EDUCATION
(SACRE)**

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Section 1 Introduction

SACRE have made great progress this year. Despite the challenges of meeting via Zoom, meetings were used effectively and remained quorate, enabling great progress in several areas of RE. The challenges of meeting remotely have not distracted from the progress that has been made throughout the borough, as well as moving SACRE forward as an advisory body.

Continuing our link with schools across the borough we were able to run a Places of Worship competition. Members met remotely to judge the entrants and were able to hold a prize giving ceremony for the winners with children from a wide age range who had produced truly inciteful and inspiring work in a number of mediums from poetry to artwork and sculptures.

B&D SACRE members, including myself were able to present at the annual NASACRE conference with regards to the success from securing the Westhill/NASACRE grant and the links that were strengthened with schools and across RE throughout Barking and Dagenham.

A significant success has been the RE advisor/consultant to SACRE mentoring one of the School Leaders in Education (SLE) so work can be continued during 2022-2023. In addition to this, network meetings with RE leaders have continued, strengthening the confidence of teachers and their subject knowledge, building on the achievements of the project funded by the Westhill/NASACRE grant.

Continuing to reflect the diversity of members and B&D, the members of SACRE worked together to renew the visions and purpose of the group to best serve the needs of teachers and RE across schools. With all these small steps we continue to grow and assist the progress of RE within Barking and Dagenham.

Randip Kaur Sahota– B&D SACRE chair

Section 1 Overview

Since 1988, it has been a requirement that every local education authority (LA) has 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 (CW) - in practice every SACRE has developed its own particular style and character.

B&D SACRE, which begun its work in 1989, has certainly developed its own particular style and character as this report will testify.

Some of the notable features of SACRE's work during 2021-2022 are included in this report, namely its support to schools and its involvement with our strategic vision of SACRE advising the LA around Religious Education (RE) and Collective worship (CW). Both sides of this work has involved SACRE working with different religion and worldview leaders and teachers across all key stages.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is sent to the Department for Education (DfE), NASACRE, to local schools and to other interested parties. B&D LA makes this report available publically through their website.

SACRE met three times across the academic year 2021-22. Due to the pandemic these meetings were held on zoom in accordance with the LA procedures. This has ensured that SACRE has continued to be active and discharge its responsibilities fully.

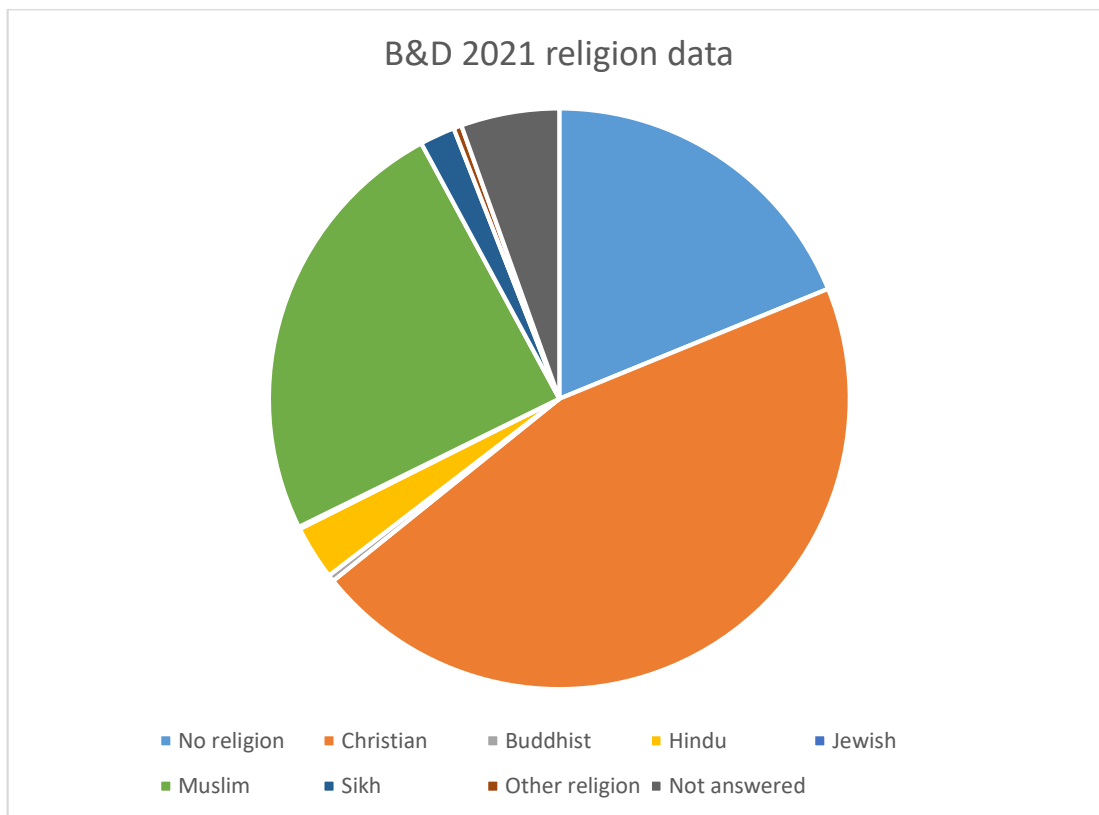
November 2021 via Zoom
February 2022 via Zoom

Background to the Borough

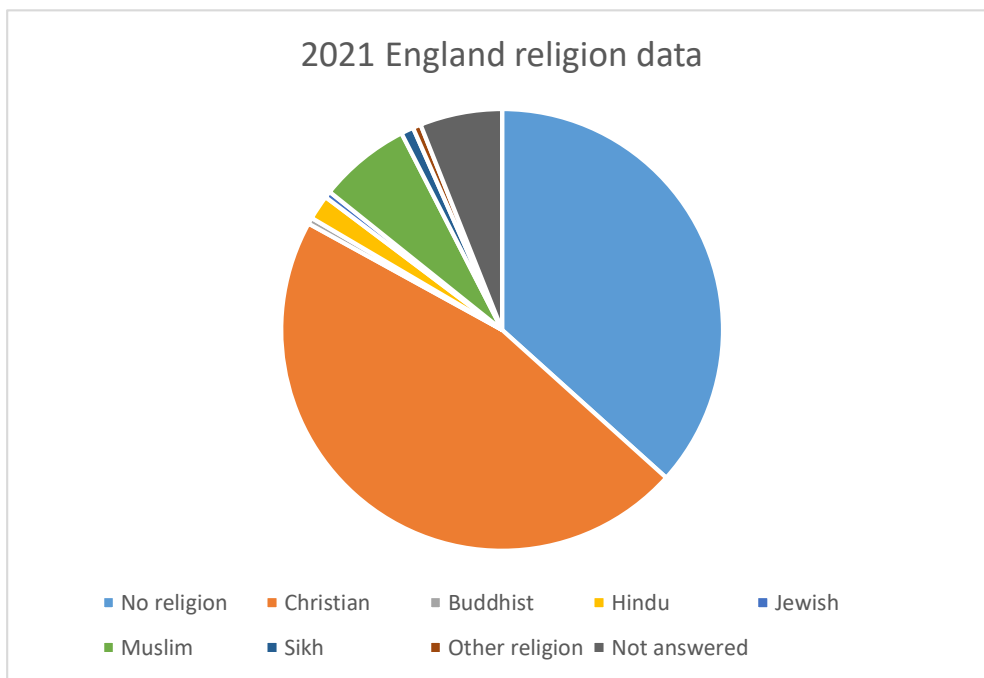
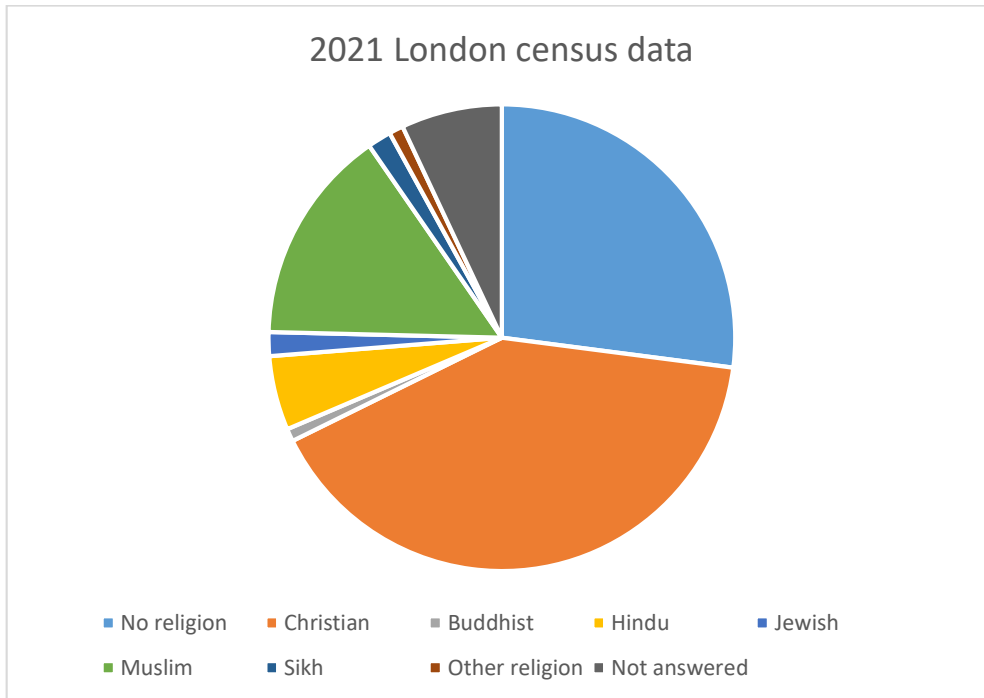
In the 2021 Census, figures clearly indicate that Barking and Dagenham is a multi-faith Borough; after Christian people (45.4%) the largest religious group in the Borough is made up of Muslim people (24.4%), then Hindu people at 6596 (3%), Sikh people at 4284 (2%), Jewish people at 272 (0.1%), Buddhist people 821 (0.4%) and other religions at 981 (0.4%). More recent data indicates that there will continue to be demand for religious meeting places in particular for Churches, Mosques, Mandirs and Gurdwaras. 18% of Borough state they have no religion, a similar figure to ten years ago.

2021 Barking & Dagenham religion data

No religion	41191	18.80%
Christian	99342	45.40%
Buddhist	821	0.40%
Hindu	6596	3%
Jewish	272	0.10%
Muslim	53389	24.40%
Sikh	4284	2%
Other religion	981	0.40%
Not answered	11991	5.50%



When comparing B&D with London and England census results, SACRE would like to underline the big shift that has taken place in the borough over the last ten years in terms of the religious nature of the borough and the importance for the LA to ensure all teachers have access to strong subject knowledge around religion and worldviews.



According to the 2022 school census there were 44,939 (Source: School Census, January 2022). This includes pupils attending school-based nurseries and 6th forms in Barking and Dagenham. Children aged between 0 and 15, equating to circa 26% of the population, the highest proportion of all local authorities in England and Wales.

There were 137 different languages spoken in Barking and Dagenham according to the 2021 census. The ten most spoken languages in schools were English, Bengali, Urdu, Romanian, Lithuanian, Yoruba, Albanian, Portuguese, Panjab and Polish. Understanding and appreciating difference and diversity is an important value to support in schools.

Language	Number
English	29,391
Bengali	3150
Urdu	2399
Romanian	2236
Lithuanian	1239

Yoruba	1116
Albanian/Shqip	908
Portuguese	723
Panjabi	649
Polish	549

This diversity is seen within schools and again highlights for SACRE the importance of having well supported staff to be able to help pupils make progress academically as well as learn to live well with difference and diversity.

Section 2 Standards and quality of provision of Religious Education (RE)

- 2.1 Within Barking and Dagenham, advice is available to schools around RE through four forms:
- The B&D Agreed Syllabus <https://bdsip.co.uk/resources-download/re-agreed-syllabus-for-barking-and-dagenham/> and support schemes of work
 - the SACRE RE consultant
 - regular CPD opportunities for RE and
 - SACRE documents being sent electronically into every school.
- 2.2 The RE consultant to SACRE has given advice to the local authority on a number of occasions in 2021/2022. Some of these have fallen into assistance with parental objections to a part of the school curriculum on the basis of religion. The meetings often have to unpack cultural rather than religious objections, offering a great learning experience for parents as well as school leaders. Members of SACRE play a vital role here as a bridge between the community and schools – often helping parents and carers to understand what a school can or cannot do in terms of religious provision for their child/children.

A larger piece of work for SACRE and the RE consultant was organising and running out first SACRE place of worship competition. This was done to compliment the new agreed syllabus – which emphasizes the opportunities provided for schools to take pupils out of learning in a range of places, and from visiting speakers coming into schools. SACRE for the first time produced a place of worship and school speaker database for B&D schools, which schools have greatly valued. The RE consultant led training to faith leaders, representatives and school speakers on receiving visits from schools and being a high quality speaker for the first time too.

The RE advisor visited a number of head teacher gatherings to understand more of their needs around RE and CW.

The Chair, LA support officer and RE advisor all presented at the national NASACREW conference on the action research B&D SACRE had led the previous year – enabled through a grant from Westhill & NASACRE which B&D SACRE successfully bid for and won.

SACRE revised its terms of reference and code of conduct as a group, which has led to a renewed vision for SACREs purpose and working style. The document can be found in appendix 3

The main outcomes from undertaking this work were found to be:

1. Visits into schools gave adult SACRE members the opportunity to purposely meet with and be involved with schools in B&D.
2. Teachers enjoyed using the place of worship competition as a launch pad to get out of schools and into places of worship – due to pandemic restrictions at time these visits were virtual. The school speaker and places of worship database was crucial in order to help teacher navigate where to go and what to expect.
3. SACRE bid for extra funding with the LA having identified that there was no current advice available to schools on collective worship.

4. The RE advisor/consultant mentored one of the boroughs SLE (school leader in education) to hopefully in 22-23 start to work with schools as an advisory teacher, supporting the work of SACRE.
5. Teacher confidence to ask questions to religious leaders was strengthened through termly network meetings.
6. SACRE sent out updated advice on Ramadan and fasting in schools for pupils in January 2022, which was received well by schools.

2.3 Monitoring of RE in schools

From the LA’s monitoring of schools, we know that 10 pupils have been withdrawn from RE lessons across primary and secondary schools from a total of 44,939 pupils. This means that 99.98% of pupils are in B&D RE lessons. We are grateful for the hard work of schools to explain the purpose of RE and the importance for all pupils to receive education about different beliefs and practices. SACRE is also grateful for working on issues collaboratively with schools, BDSIP and the LA, and to our many local faith leaders being prepared to go into schools and talk about this issue directly with families from their own religion to support understanding around the purpose of RE in our area and keep everyone, as far as possible, receiving RE.

Primary RE

	Outstanding	Good	Needs attention	Inadequate
No. of schools	2	34	5	0
Percentage	5%	83%	12%	%

Secondary RE

	Outstanding	Good	Needs attention	Inadequate
No. of schools	1	7	0	1
Percentage	11%	78%	0%	11%

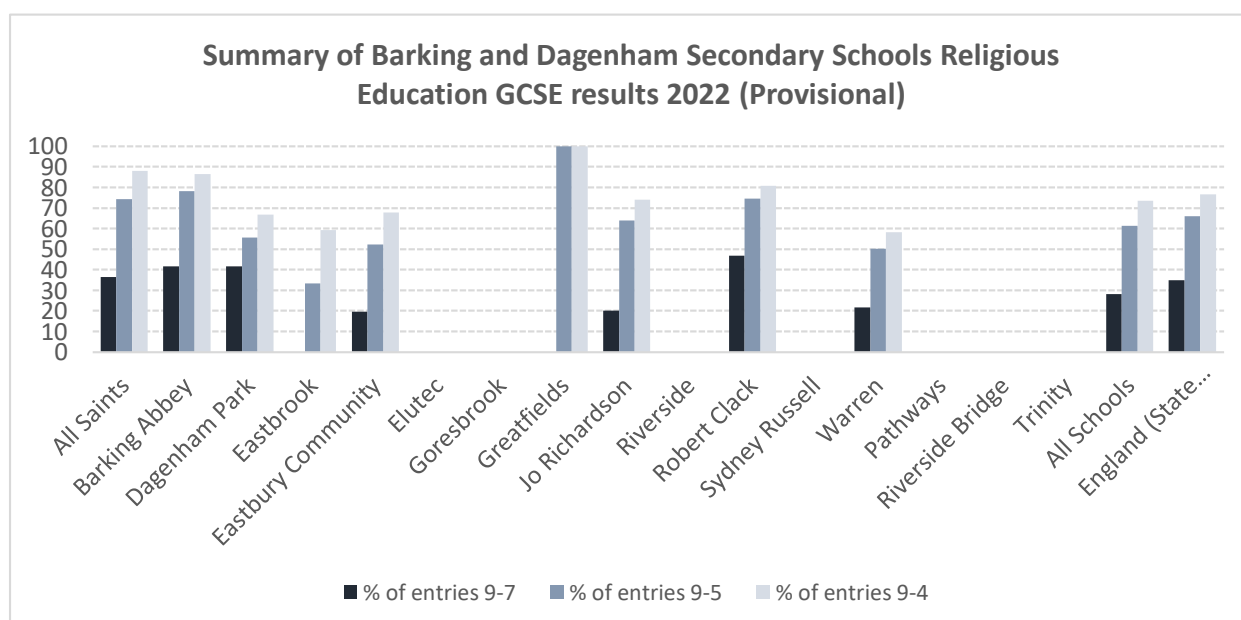
From this data it can be seen that schools judge 88.5% of RE to be good or outstanding.

2.4 Complaints about RE

There have been no formal complaints received about RE from any B&D schools during 2021-22.

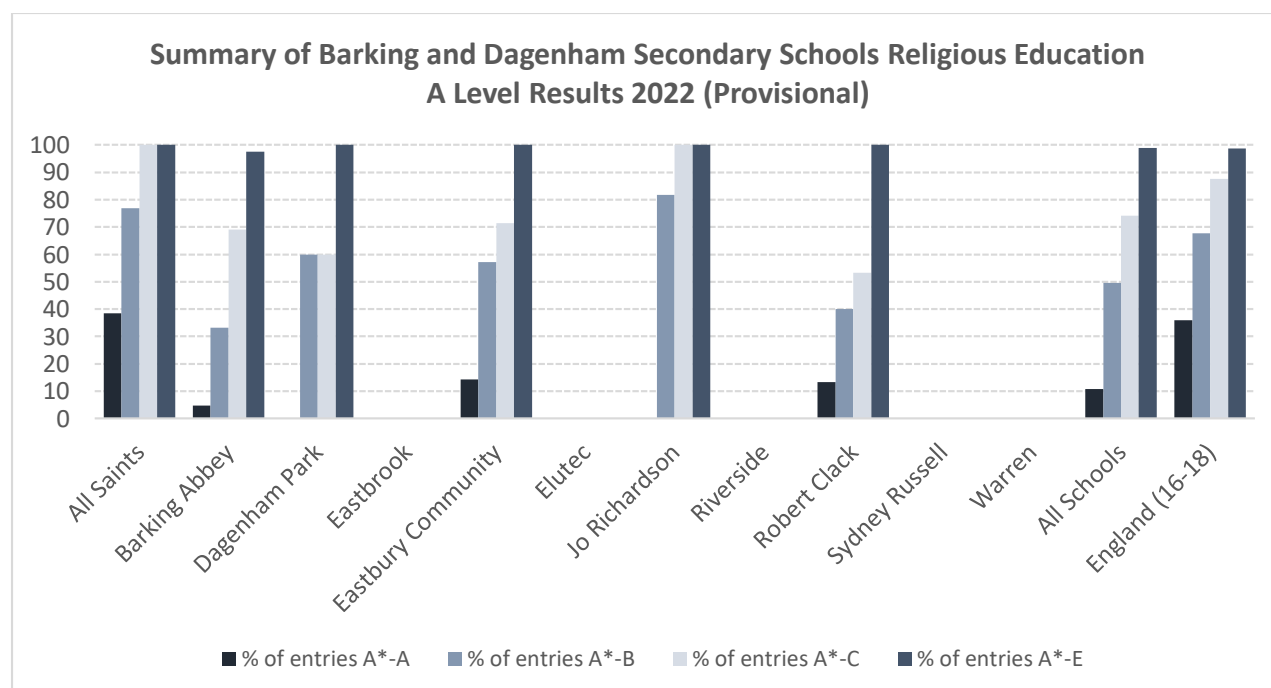
2.5 Public examinations

Summer 22’ was the first year in two years that public exams were sat in schools.



Schools	GCSE % of entries			
	9-7	9-5	9-4	9-1
School A	36.5	74.2	88.0	99.6
School B	41.7	78.1	86.5	100.0
School C	41.7	55.6	66.7	97.2
School D	0.0	33.3	59.3	96.3
School E	19.7	52.2	67.9	98.9
School F	0.0	100.0	100.0	100.0
School G	20.0	64.0	74.0	100.0
School H	46.8	74.5	80.9	97.9
School I	21.8	50.3	58.1	97.8
TOTAL B&D SCHOOL	28.1	61.3	73.6	98.8
TOTAL ENGLAND SCHOOLS	34.9	66.0	76.7	97.9

Looking to national standards, our B&D results sit just below the national average at GCSE as a borough. This is something SACRE recognised before the pandemic. It is within SACRE’s action plan to ensure that some GCSE interventions are prioritized in 22-23 to ensure schools can see our overall grades improving in the subject. SACRE is grateful to the many hard working teachers who along with their pupils have seen our results improve from previous years.



	% of entries			
	A*-A	A*-B	A*-C	A*-E
School A	38.5	76.9	100.0	100.0
School B	4.8	33.3	69.0	97.6
School C	0.0	60.0	60.0	100.0
School D	14.3	57.1	71.4	100.0
School E	0.0	81.8	100.0	100.0
School F	13.3	40.0	53.3	100.0
TOTAL B&D SCHOOL	10.8	49.5	74.2	98.9
TOTAL ENGLAND SCHOOLS	35.9	67.7	87.5	98.7

Looking to national standards, our B&D results sit just below the national average at 'A' Level as a borough, although we did slightly better than the average school for A*-E. SACRE has offered advice to the LA and BDSIP about the need to a 'A' Level conference to share best practice amongst schools within the borough and see even better results in future years.

2.6 Barking and Dagenham Agreed Syllabus

The B&D Agreed Syllabus was published in June 2020 and so this report marks its first year out of the pandemic where schools are using it fully. Schools continue to be very positive about the new curriculum and implementing it successfully.

"The resources were very helpful and provided support for the new topics. On the whole, staff have found the plans and progression for each year group very detailed and helpful."

2.7 Attainment in RE

Schools continue to make use of the Agreed Syllabus steps in assessing pupil's attainment in RE. The RE consultant has worked with primary and secondary subject leaders through network meetings on grading and assessing pupils work in 2021-22.

Ofsted reports have mentioned in 21-22 the following around RE and CW, and SACRE have been pleased to have reports from schools in our SACRE meetings:

Gascoigne: Pupils appreciate the varied experiences and opportunities the school offers them. They enjoy visits to London museums, local places of worship, and theatres. Pupils' learning is organised logically, and teachers know how to build pupils' understanding over time. For example, in religious education, leaders have identified precisely the subject-specific knowledge and skills pupils will learn in each topic. This helps teachers to check that pupils are gaining knowledge and remembering what they should be.

Northbury Primary: This is an inclusive, Rights Respecting School that promotes and celebrates diversity. Pupils understand equality. They are respectful of, and to each other, 'no matter their race, nationality or religion'

Eastbury Community School: Secondary pupils go on team-building residential trips and, on the day of the inspection, a large group of Year 9 pupils visited the National Holocaust Museum and Centre in Nottinghamshire.

Thames View Junior: The provision for pupils' personal development is shaped by the school's values. These values, such as perseverance and compassion, are woven through lessons and assemblies. Pupils aim to put these values into practice. For example, they behave well and try hard in lessons. They are also keen to help others by organising fundraising events for charities. Pupils also learn about their rights and responsibilities, both in school and beyond, for instance through learning about democracy and respecting others' views.

Eastbrook: Leaders provide many opportunities for pupils to take on responsibilities. For example, pupils lead focus groups on topical issues such as diversity. Teachers teach all pupils 'character education' through the personal, social, health and economic education curriculum and through other subjects. Pupils learn about differences, mutual respect and tolerance. Leaders encourage pupils to be kind and work together. For example, pupils in Year 11 volunteer to read with pupils in Year 7.

Henry Green Primary: Pupils said they like finding out about new places across the world and how people celebrate different festivals.

Five Elms Primary School: Pupils show respect towards adults and each other. Teachers encourage pupils to form opinions and debate issues such as equality and discrimination. This also includes discussions about democracy and tolerance.

Section 3 Standards and quality of provision for Collective worship (CW)

- 3.1 Within B&D advice is available to schools around CW through the SACRE RE consultant. It is recognised by SACRE that there is a need to develop advice and support for schools in this area. It is part of our development plan and we will start this work in 22-23.
- 3.2 The RE consultant to SACRE has given advice to schools on a number of occasions in 2021/2022. Some of these have fallen into assistance with parental objections to a part of collective worship. The meetings often have to unpack cultural and religious objections, offering a great learning experience for parents as well as school leaders.
- 3.3 Compliance with the statutory requirement

Collective Worship has been reviewed and monitored in B&D through the collection of relevant data from schools, which has shown:

Primary CW

Outstanding	Good	Needs attention	Inadequate
4	30	8	6
8.5%	62%	17%	12.5%

Secondary CW

Outstanding	Good	Needs attention	Inadequate
2	6	2	0
20%	60%	20%	0%

From this data it can be seen that 75% of schools judged that their acts of collective worship were good or outstanding.

- 3.3 Determinations: There were no requests for a determination from schools in 2021-2022, and there were no renewals. SACRE advised the LA that they needed to create a determination formal process that can be shared with schools going forward. The LA has provided finances to SACRE in 22-23 for this document to be produced and published to schools.
- 3.4 Complaints about collective worship: there were no complaints received by the LA or SACRE about collective worship in 2021-22.

Section 4 SACRE links with other bodies

Nationally: B&D SACRE is a part of NASACRE and the LA consultant is a member of AREIAC, NATRE and the NASACRE executive. SACRE members attended the NASACRE virtual conference in May 2022, and it's monthly webinar programme throughout the academic year. From these individual members gained a lot of ideas to bring back to what we could do as a SACRE in B&D.

We have had William Crossman (B&D Community Engagement coordinator), Claire Clinton (SACRE consultant) and Himanshu Jain (Faith Forum chair) all involved with B&D Faith Forum, ensuring there are positive links between the work of SACRE, the LA and the local faith community.

Section 5 SACRE’s contribution to support schools through events and training

Many SACRE members have hosted school visits to their places of worship throughout the year, or gone into schools as virtual speakers. SACRE members have also virtually gone into schools to lead collective worship times.

SACRE ran for the first time a borough wide arts based competition – Visit a place of worship – entries were judged by SACRE members and prizes awarded to winning schools at a school based celebration in July 2022. SACRE hopes to build upon this work in 22-23 and see even more engagement from B&D schools.

Section 6 SACRE’s own arrangements

SACRE has been quorate for all of its meeting in the year September 2020-August 2021.

Chart of SACRE attendance 2021-2022

		2/11/2021	8/12/22	17/5/22
Alison Carter	Member - Teacher	apologies	apologies	y
Avril Cernelley	LA representative	y	y	y
Billy Crossman	LA representative	y	x	y
Claire Clinton	RE consultant	y	y	y
Clare D'Netto	Member - Teacher	y	y	y
Councillor Dorothy Akwaboah	Member - LA - VICE CHAIR	x	x	y
Councillor Elizabeth Kangethe	Member - LA	x	y	y
Councillor Muhammad Saleem	Member - LA	x	y	y
Emma Anderton	Member - CofE	y	y	y
Fran Jeens	Member - Other faiths	y	y	y
Gail McBride	Member – Other faiths	n/a	x	x
Himanshu Jain	Member – Other faiths	x	x	x
Jackie Day	SACRE clerk	y	y	y
Loz Counsell	Member – Other faiths	y	apologies	y
Lizzie Bird	Member – Teacher	y	n/a	n/a
Margaret Haig	Member – LA (School Governor)	y	y	apologies
Nadia Nadeem	Member – Teacher	y	y	y
Pastor Ade Adesina	Member – Other faiths	x	x	apologies
Paul Wallis	Member – Teacher	apologies	y	apologies
Randip Sahota	Member – Other faiths – CHAIR	y	y	y
Rani Maan	Member - Teacher	x	apologies	y
Rev Katie Miller	Member – CofE	y	y	y
Rev Martin Court	Member – CofE	apologies	apologies	y
Rev Ray Descombes	Member – CofE	x	apologies	apologies
Ruth Everett	Member – CofE	y	x	y
Shelina Khatun	LA representative	y	y	x
Shaheena Khan	Member – Other faiths	apologies	x	y
Subhash Nair	Member – Other faiths	x	x	x

SACRE costs

During the year 2021-2022 three LA officers supported SACRE professionally and administratively:

- Claire Clinton as the Professional RE advisor;
- Stephen Noon from BDSIP, Avril Carnelley as the Local Authority link office, and
- Jackie Day as Clerk to SACRE.

Finance

The sum of **£17,255** was made available through the LA to support the work of SACRE during the year. The sum covered the cost of employing an RE consultant, the cost of clerking SACRE, membership of NASACRE and attending conferences and refreshments. (These figures break down to: £1550 for the clerk to SACRE; NASACRE membership £95; RE Advisor consultant £10,500; NASACRE conference £60; NASACRE webinar programme £50; BDSIP management £5000).

Appendix 1

Barking and Dagenham SACRE membership

SACRE support

Mrs A Carnelley, Local Authority Representative
Ms C Clinton, RE Consultant
Mr B Spinks (BDSIP rep)
William Crossman (LA community team)
Shelina Khatun, Prevent Team
Miss J Day, Minute Clerk

CofE group

Reverend Martin Court
Ms Ruth Everett
Ms Emma Anderton
Rev Ray Descommes
Reverend Katie Miller

LA group

Councillor Dorothy Akwaboah (**Vice-chair**)
Councillor Muhammad Saleem
Councillor Elizabeth Kangethe
Ms Margaret Haig (Governor rep)

Teacher group

Mrs Clare D'Netto (Primary headteacher rep)
Ms Lizzie Bird (RE SLE Secondary headteacher rep)
Mr Paul Wallis (NEU Representative)
Ms Nadia Nadeem (RE SLE primary)
Ms Alison Carter (EYFS B&D Advisor)
Ms Rani Maan (Academy schools rep)

Other faiths group

Ms Randeep Sahota (**Chair**) (Sikh rep)
Ms Fran Jeens (Jewish rep)
Mr Himanshu Jain (Jain community)
Pastor Ade Adesina (Pentecostal Christian community)
Ms Shaheena Khan (Muslim rep)
Louise Councill (Humanist UK rep)

Appendix 2 21-22 SACRE priorities

Key:	■ Task completed
	■ Task to do
	■ Task started

No	Priority	Date	Process	Outcomes	Cost/resource implications
1	Annual report produced	February 2022 February 2022 Nov onwards 2022 Sept 2022 December 2022	<ul style="list-style-type: none"> Discuss 2020-2021 Annual report Publish 2020-2021 report to schools & on LA website RE Advisor to write draft Annual Report from September 2022, ready for review at SACRE Jan 2023 meeting RE Advisor to liaise with LA data team to get 2022 GCSE, A/S exam analysis for RE 2022 Send final Annual Report 2022 to DFE and NASACRE 	<ul style="list-style-type: none"> Both the LA & SACRE will know that they are discharging their legal duty to produce an annual report by 31.12.22 LA & SACRE will have an overview on the implementation of the Agreed Syllabus in schools & school needs around RE and CW 	Total cost of this work to be met from RE Adviser's commissioned time budget, paid by LA
2	Compliance in RE	February 2022 May-July 2022 July 2022	<ul style="list-style-type: none"> Pass new draft monitoring form for sending out to schools RE Advisor to e-mail RE subject leaders new 2021 monitoring forms, BDSIP to send out to headteachers and ask for monitoring survey to be completed by mid - Nov 2021 (review dates around COVID pressures) Make sure governors know about the report coming – clerk to ensure it is in the governors briefing papers RE Advisor to collect returns from schools – have a system to chase schools for the document agreed by LA and BDSIP 	<ul style="list-style-type: none"> SACRE becomes clearer on what RE and CW is going on within its schools 	Cost of this work to be met from RE Adviser's time paid by LA
3	Membership of SACRE	Feb 2022 On-going Feb 2022	<ul style="list-style-type: none"> RE advisor and SACRE members to suggest new recruits: ongoing Ensure each group is quorate Work with council for new appointment of councillors Recruit a Buddhist rep for SACRE 	<ul style="list-style-type: none"> a good breadth and diversity of faiths established on B&D SACRE SACRE as far as is possible is representative of B&D population 	No cost implication

No	Priority	Date	Process	Outcomes	Cost/resource implications
4	Supporting good RE in schools	January 2022 onwards Ongoing Ongoing Ongoing	<ul style="list-style-type: none"> • BDSIP along with SACRE provide a primary and a secondary termly network meeting to support the teaching of RE in its schools • Consider new ways in which SACRE can support excellent RE in B&D schools – using modern ways of support • SACRE members help with SACRE POW competition • Circulate best practice examples in RE via Ofsted, RE Today, REC to schools regularly 	<ul style="list-style-type: none"> • Members develop a vision and ownership for how SACRE can support good RE in schools 	Total cost of network meeting work to be met from RE Adviser's time paid by LA
5	Links to best practice in RE and CW	June 2022	<ul style="list-style-type: none"> • SACRE to become aware of what the requirements are for collective worship in schools • RE consultant and SACRE develop advice to B&D schools to ensure this aspect of the school day is understood by schools and SACRE has discharged its legal duty to support and monitor this aspect of a school's work • Develop SACRE working group to work on BDSIP advice and best practice examples from schools 	<ul style="list-style-type: none"> • Fulfil legal requirement to have a SACRE running correctly • Reflect on best practice from other authorities and use in B&D 	Cost of this work to be met from RE Adviser's time paid by LA – EXTRA costings from LA need to be secured
6	SACRE CPD	January 2022 onwards	<ul style="list-style-type: none"> • Provide finances for consultant and SACRE member to attend National SACRE AGM May 2022 • Provide finances for being a member of NASACRE • <i>Understand what SACREs role is – annual briefing - and providing to new members as they join.</i> • <i>Skills audit for SACRE members – identifies gaps - annual</i> • <i>SACRE CPD to be trained in the focus for the year: SACRE have paid for NASACRE national training programme for all members</i> • <i>SACRE CPD to know how to evaluate what we have seen</i> 	<ul style="list-style-type: none"> • Enabling SACRE to keep up to date with national best practice • Enabling SACRE to reflect on its own practice and procedures 	Funding provided by LA annually to SACRE budget

Barking and Dagenham SACRE Annual Report 2021-22

No	Priority	Date	Process	Outcomes	Cost/resource implications
7	Quality of teaching and leadership and management of RE	January 2021 onwards	<ul style="list-style-type: none"> • Providing SLT in schools with statutory requirements for RE as a reminder each year • Work with headteachers and governors to help SACRE support high quality teaching, leadership and management in B&D schools • Look to train up RE SLE (senior leaders in education), so that we have a work force to support high quality RE at primary and secondary • Highlight to schools REQM as a way to reflect on their own practice 	<ul style="list-style-type: none"> • SACRE is able to support schools that are weaker in their teaching of RE • SACRE and LA SLE's are able to understand what high standards look like in RE with confidence 	RE advisors time covered by LA budget
9	Work with B&D Faith Forum	January 2021 onwards June/July 2021 onwards	<ul style="list-style-type: none"> • To have a SACRE rep officially on B&D Faith forum • RE Advisor to offer training to faith leaders so they understand our new syllabus as well as top tips for receiving school visits 	<ul style="list-style-type: none"> • SACRE becomes a helpful and supportive partner for schools by providing appropriate links into local communities 	No costs involved
11	SACRE budget	October 2021 onwards	<ul style="list-style-type: none"> • Set up a SACRE finance plan – working party set up for this (Avril, Randip, Dorothy, Lizzie, Nadia, Margaret) • Ask LA for extra funding and invite LA to SACRE meeting 		

Appendix 3: B&D SACRE terms of reference

Barking & Dagenham

London Borough of Barking and Dagenham
Standing Advisory Council
on Religious Education
(SACRE)
Terms of Reference and Code of Conduct

April 2022



Terms of Reference and Constitution

Mission Statement

Under the 1988 Education Reform act every Local Authority (LA) is required to set up and run a SACRE. The remit is to advise the LA upon matters connected with the religious education (RE) and collective worship (CW) to be given in accordance with an agreed syllabus and in particular, as to methods of teaching, the choice of books and the continuing professional development (CPD) for teachers. SACRE is a broadly based community consultative organisation and should be representative of the diverse community of Barking and Dagenham.

Composition

SACRE is made up of four panels/groups:

- LA Panel – up to 6 representatives appointed to represent the LA made up from councillors, governors and the education department.
- Church of England Panel – up to 6 representatives of the Church of England (the established church of England).
- Other Faiths' Panel – up to 14 representatives of local faith representatives apart from the Church of England, and representatives of other religions in the area.
- Teachers' Panel – up to 6 representatives from Barking & Dagenham schools representing primary and secondary as well as maintained and academy schools.

Function and purpose

The SACRE provides an opportunity for people from the educational and religion/worldview communities to work together in an imaginative and creative way to help develop RE and CW of pupils in Barking and Dagenham schools. It can provide an interfaith forum focused on the educational needs of the area. To this end SACRE will:

- Produce and publish an Agreed Syllabus for RE every five years
- Produce an annual report on the work of SACRE for the DfE and the borough
- Encourage the implementation of the Agreed Syllabus and in this regard to monitor the production of teaching resources and support material
- Produce advice for schools on CW
- Review the provision for RE and CW in schools within the Borough
- Give advice on methods of teaching Agreed Syllabus RE including the choice of teaching materials
- Advise the LA on the provision for training for teachers in RE and CW
- Monitor inspection reports on RE, CW and SMSC
- Consider complaints about the provision and delivery of RE and CW referred to it by the LA
- Sponsor or support any activity or project which it deems to be consistent with the other terms of reference mentioned in this document
- Produce a development plan to guide the work and set objectives for future development

Legal Duties

Its main function is to advise the LA on matters related to Collective Worship in community schools and some other schools and on the Religious Education given with the Agreed Syllabus. The SACRE can:

- Keep under review the effectiveness and appropriateness of the Agreed Syllabus until such time (and no later than five years after the publication of the last Agreed Syllabus) it decides to require the LA to convene an Agreed Syllabus Conference to institute a formal review
- Advise on methods of teaching, choice of teaching material and the provision of training for teachers
- To advise on the effective and creative implementation of the collective worship requirements of the Education Act 1996 and consider requests by schools for determinations
- The SACRE must publish an annual report of its work and this to be sent to DfE and NASACRE

- Demonstrate to OFSTED or any other Government body how SACRE supports RE and CW as well as general policies of religion and worldview inclusion
- Meet at least 3 times each year

Bodies and Organisations Responsible for Nomination of Members

The overall purpose of this is to ensure that all key religious groups are represented on the SACRE:

- Church of England
- Diocesan Director of Education, Chelmsford Diocesan
- Barking Council of Churches
- BRES Roman Catholic Education Service.
- Barking Mosque
- Barking Gurdwara
- Muslim, Sikh, Bahai, Hindu, and Jewish Communities plus any other which becomes known
- Humanists UK
- The local secretaries of all teachers' unions
- Head teacher representatives from primary and secondary schools
- The local council
- The local governors' association
- Other local authority organisations which have links with religious communities in Barking and Dagenham. If it is difficult to gain formal nomination then the SACRE, at its discretion can appoint individuals to represent religious communities.

SACRE Meetings

There will be at least three meetings each year. The minutes and agenda will be decided by SACRE and sent out by the council to all SACRE members. For a meeting to be quorate it will need to have present at least one representative from the four committees that would form an ASC. Meetings will be quorate whether virtual, hybrid or face to face.

The Agenda will be agreed by the SACRE and the Chair ensuring that all relevant items are being addressed throughout the year. Notice of meetings, minutes and agenda will be sent out by the LA to representatives. Items on the agenda may include examination of OFSTED reports on the teaching of RE and on matters of Spiritual, Moral, Cultural and Spiritual Development that are raised in reports. It may also consider determinations if a local school requests that its worship provision should not be 'broadly Christian' but represent a dominant religious group within that school. In addition to the above the SACRE may set up a small subcommittee to advise the whole SACRE on matters of policy and development.

Termination of membership

Where a member has not attended two consecutive meetings without giving apologies the SACRE clerk will formally write to them to state that their membership will be terminated, and the clerk will be contacting the members nominating body to ask for a new representative.

Agreed Syllabus Conference (ASC)

An Agreed Syllabus Conference (ASC) is convened in order to produce an Agreed Syllabus for RE. It should take into account any guidelines provided by the DfE or any other statutory or non-statutory guidance. It is a separate legal entity from a SACRE. It contains the same four committees as a SACRE. Also it can be made up from SACRE members but need not do so. There is no provision for co-opted members. The LA can appoint the Chair of the ASC or the LA may allow the ASC to choose its own Chair. The LA's responsibility to convene an ASC implies a duty to provide funds for its work. This is laid down in Education Act 1 '996 Chapter 111 Schedule 31'.

Role of SACRE Members Representing Faith Communities

- Should present a positive image of the religion they represent

- Ensure that other members of their communities including parents with children at school are aware of the work and role of SACRE
- Represent any issues of concern to parents and other community members
- Create opportunities within SACRE meetings to raise awareness of issues of sensitivity in the teaching of RE to the children of their faith community
- Advise on issues relating to the teaching and content of RE supporting schools in their best endeavours to develop their teaching
- Support schools by helping to provide names of people suitable to resource teachers in the classroom or school assembly
- Form Committee A and B during an Agreed Syllabus conference

Role of SACRE Members Representing Teachers

- Ensure that the needs of the schools and teachers are considered by SACRE in their discussions
- Provide information about the context in which RE is taught
- Ensure that the associations they represent are informed about the work of SACRE
- Create opportunities for other teachers to learn about the work of SACRE and give them the opportunity to have their views expressed at SACRE meetings
- Consult other teachers on matters of particular importance to the work of SACRE
- Form Committee C during an ASC

Role of SACRE Members Representing the LA

- Bring to the meeting the breadth of education issues and concerns that elected members have and place the role of RE within it
- Support RE in the various committee and structures of the LA
- Bring the voice of governors to all SACRES considerations around RE and CW
- Give political support to the teaching and resourcing of RE and CW
- Appreciate the issues raised by a multi faith, multicultural society and reflect these concerns within the LA
- Bringing the public dimension to debates about RE provision and support
- Form Committee D during and ASC

Publicising the work of SACRE

- Publish an annual report of its work specifying any matters on which it has advised the LA, broadly describing the nature of that advice, and setting out the reasons for offering advice on any matters which were not referred to it in the first place by the LA
- Ensure proceedings are reported to all appropriate committees of the LA and the office of the Chief Executive
- Meetings are open to the public and notice of SACRE meetings should be published on the LA website, along with its minutes

SACRE may wish to:

- Make an annual presentation to the Assembly of the council on the work of SACRE before presentation of annual Report to Chief Executive.
- To offer a presentation to the Youth Forum as a basis for initiating discussion on RE from the young people involved. This will provide an element of feedback which the schools wish to consider through the work of the School Improvement Service
- Disseminate an understanding of the educational role of RE and Collective Worship and to encourage the active involvement of local religious groups and organisations
- Create a summary of annual report on the work of SACRE to be sent to schools for informing teachers and parents and to be published in the News and other appropriate organs of communication.

Appendix 1

The Law concerning LA, SACRE, RE and CW

Taken from 'Religious Education in English schools: Guidance from the DfE 2010'

The role and responsibility of the LA

Each LA must:

- establish a permanent body called a standing advisory council on religious education (SACRE).¹ LAs must appoint representatives to each of four committees, representing respectively:
 1. Group A: Christian denominations and such other religions, worldviews and religious denominations as, in the authority's opinion, will appropriately reflect the principal religious traditions in the area
 2. Group B: the Church of England
 3. Group C: teacher associations
 4. Group D: the LA
- establish an occasional body called an agreed syllabus conference (ASC) to review the agreed syllabus for RE adopted by the LA.² This may have common membership with the SACRE but is a separate entity and must therefore be separately convened
- institute a review of its locally agreed syllabus within five years of the last review, and subsequently every five years after the completion of each further review
- appoint members of the committees represented on the ASC³
- ensure that the composition of Group A on a SACRE and Committee A on an ASC is broadly representative of the proportionate strengths of the denominations and religions in the area. The statutory provisions recognise that there will be occasions when the interest of efficiency overrides the requirement for directly proportionate representation⁴
- take all reasonable steps when appointing a person to be a member of a group on a SACRE or a committee of an ASC to represent any religion, denomination or association, to ensure the person appointed is representative of the religion, denomination or associations in question.⁵
- To ensure that people being considered for appointment to SACREs and ASCs are representative, it is normal for LAs to seek nominations from the organisations that have a right of representation on each of the groups or committees. While LAs should seek nominations separately for membership of SACREs and ASCs, as these are separate organisations with different functions, they may request that consideration be given by nominating bodies to nominating the same individuals for membership of both the SACRE and the ASC. There is nothing restricting membership of the LA group (SACRE) or committee (ASC) to elected members. LAs are free to include senior LA officers or others whom they consider can appropriately represent the authority.
- An LA should fund and support a SACRE and an ASC satisfactorily in line with the duty to constitute or convene each of these bodies and to enable them effectively to carry out their functions.

An LA may:

- decide on matters to refer to its SACRE, including in particular methods of teaching, choice of teaching material and provision of teacher training⁶
- give its SACRE a role in the local statutory complaints procedure under Section 409 of the Education Act 1996.

The role and responsibility of a SACRE

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.⁷

- 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. 8
- send a copy of the report to the DfE and NASACRE. 9
- meet in public unless confidential information is to be disclosed. 10
- 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.11

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.12 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 13
- co-opt members who are not members of any of the four groups 14 – 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.15

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.

The role and responsibility of an ASC

Every LA is required to establish and support an occasional body called an Agreed Syllabus Conference (ASC).

An ASC must:

- produce and recommend to the LA an agreed syllabus for RE which is educationally sound and meets legal requirements – as indicated earlier, this process should take account of the illustrative primary programme of learning and secondary programme of study but is in no way bound by them
- with any sub-committee it may appoint,16 meet in public, subject to exceptions in relation to confidentiality 17
- unanimously recommend a syllabus for adoption by the LA (each committee having a single vote) - there are provisions for the Secretary of State to become involved where an ASC is not unanimous 18

- include on any sub-committee at least one member of each of its constituent committees.

An ASC may specify what must be taught through the locally agreed syllabus.

In recommending a syllabus the ASC may not specify the amount of curriculum time that must be allocated to RE by schools, but they may provide an estimate of how much time their syllabus would require, to help schools to plan their timetable.

Membership of an ASC

- An ASC is required to be made up of four committees¹⁹
- Committee A – Christian denominations and such other religions and religious denominations as, in the opinion of the LA, will appropriately reflect the principal religious traditions in the area;
- Committee B - the Church of England
- Committee C - teacher associations
- Committee D - the LA.

There is no legal provision for an ASC to include co-opted members, but it can seek the advice it considers appropriate from those it considers appropriate, to inform the development of effective RE provision in its area.

The agreed syllabus

The locally agreed syllabus is a statutory syllabus of RE prepared under Schedule 31 to the Education Act 1996 and adopted by the LA under that schedule. It must be followed in maintained schools without a designated denomination.

Once adopted by the LA, the agreed syllabus sets out what pupils should be taught and can include the expected standards of pupils' performance at different stages.

Every locally agreed syllabus must reflect that the religious traditions of Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.²⁰

The law does not define what the principal religions represented in Great Britain are. ASCs can decide which are the principal religions represented in Great Britain, other than Christianity, to be included in their agreed syllabus.

Agreed syllabuses in any community school and any foundation, voluntary-aided or voluntary-controlled school without a religious character cannot require RE to be provided by means of any catechism or formulary which is distinctive of a particular religious denomination.²¹

This prohibition does not extend to the study of catechisms and formularies.

SACRE membership

SACREs have many opportunities to engage all their members as stakeholders and ambassadors of RE. Increasingly, LAs and SACREs are adopting innovative good practice by co-opting representatives of pupils on their SACREs, or by having parallel young people's SACREs. 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.³⁴ 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.

Footnotes references:

1 Section 390, Education Act 1996

2 Schedule 31(2), Education Act 1996

- 3 Schedule 31(4), Education Act 1996
- 4 Section 390, Schedule 31(4), Education Act 1996
- 5 Schedule 31(7), Education Act 1996; Section 392(2), Education Act 1996
- 6 Section 391(1)(a), Education Act 1996
- 7 Section 391(1)(a), Education Act 1996
- 8 Section 391(6) and (7), Education Act 1996
- 9 Section 391(10), Education Act 1996
- 10 Religious Education (Meetings of Local Conferences and Councils) Regulations 1994, SI 1994/1304
- 11 Religious Education (Meetings of Local Conferences and Councils) Regulations 1994, SI 1994/1304
- 12 Section 391(3), Education Act 1996
- 13 Section 391(3), Education Act 1996
- 14 Section 390(3), Education Act 1996
- 15 Section 390(7) and Section 391(4), Education Act 1996
- 16 Schedule 31(6), Education Act 1996
- 17 Regulation 3, S1 1994/1304
- 18 Schedule 31(10), Education Act 1996
- 19 Section 390(2) Education Act 1996; Schedule 31, para 4, Education Act 1996
- 20 Section 375, Education Act 1996
- 21 Para 3 of Schedule 19 to the School Standards and Framework Act 1998

Reviewed January 2022

Barking & Dagenham SACRE Code of Conduct

The central aim for SACRE is to improve the quality of provision in Religious Education (RE) and collective worship (CW) for all pupils in Barking & Dagenham.

We aim to embody The Seven Principles of Public Life (known as the Nolan Principles)

1. Selflessness

Members should act solely in terms of the public interest.

2. Integrity

Members must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity

Members must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

Members are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness

Members should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. Honesty

Members should be truthful.

7. Leadership

Members should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

SACRE Meetings and Membership

Barking & Dagenham SACRE encourages all its members to attend all SACRE meetings and take a full and active part in its work by:

- participating in and reviewing the work of SACRE for the benefit of the whole community in Barking & Dagenham;
- listening with respect to the views of other members and where a situation of disagreement occurs, disagree respectfully;
- express views and opinions openly, honestly and sensitively, always recognising others may have views different to one's own and be open to discuss these, and
- to be mindful that on SACRE, members are at times representing a larger group, not just their own personal view.

**Celebrating
Diversity!**