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CHAIR’S INTRODUCTION

I am pleased to introduce the Annual Report on the work of the Borough of Barking and Dagenham SACRE. This has been an exciting year for Religious Education in the borough. On June 15th we were delighted to welcome guests from the Local Authority, teachers and students from our schools and members of the Faith Forum to the launch of the new Agreed Syllabus, Learning for Life. The new syllabus takes account of the many changes which have taken place in the borough in recent years and responds to developments in education and in RE in particular. Schools are required to implement the new syllabus by September 2013 and training courses have been organised to support teachers in planning their RE in line with the syllabus. A report on the launch is included in this report.

In February we were pleased to collaborate with the National Association of Teachers of RE (NATRE) and the St Gabriel’s Trust to run a conference on the theme Respect for All. The conference was designed for 80 students from primary and secondary schools to work together with their teachers to explore the active, thoughtful and creative elements of RE. As a learning opportunity for both students and teachers the day was a great success and I would like to thank the conference presenters, Lat Blaylock and Deborah Weston for planning such an excellent experience. It is hoped that a similar conference can be organised during the next year.

In September we said ‘Goodbye’ to two long serving SACRE members, Mrs. Margery Hawes, representing the Church of England, and Miss Vera Reynolds, a member of the Other Faiths and Denominations Group. Mrs Hawes has been involved in education in the borough for 42 years. She has taught in several local schools and was Headteacher of William Ford C of E Junior School for 10 years until her retirement in 1990. She was a founder member of SACRE and has served as a representative for 24 years. Miss Reynolds taught at Campbell Junior School for 37 years where she had responsibility for Religious Education and has been a member of SACRE for over 20 years. Members of SACRE expressed their thanks to Mrs Hawes and Miss Reynolds for their dedicated service over so many years.

Finally I would like to thank everyone who has contributed to the development of the new syllabus, especially the teachers and students. I commend both the new syllabus and this annual report to you.

Rev. Roger Gayle

Chair of Barking and Dagenham SACRE
1. Launching Learning for Life: the new Agreed Syllabus for RE in Barking and Dagenham

At the launch on June 15th Mr David Dickson, Headteacher of Eastbury School and member of SACRE, explained the background to the development of a new syllabus.

“The last Barking and Dagenham agreed syllabus for RE was launched in 2002 and was entitled: Faith and Meaning in the twenty-first century. There has been rapid change in the borough since then. A huge rise in the number of primary age pupils and even more pre-school children; many opportunities through re-generation, the Thames Gateway, the Olympics, the development of Barking Town Centre, Dagenham Heathway and library and Barking Riverside. There is increasing diversity of the population, the cultural, ethnic and religious make-up of the borough.

With all the changes in the world, in education and our local community this syllabus comes at an appropriate time. It does not dictate exactly what should be taught and it is hopefully ‘future-proofed’ by providing a strong structure and framework whilst allowing scope to adapt the content to suit the different contexts of the schools. Learning for Life focuses on structuring learning in RE and providing an overview rather than the fine detail – that can be developed through teachers collaborating and sharing resources, and through training both within and between schools.

RE has an essential role in preparing pupils for life, developing their spiritual, moral, social and cultural awareness and supporting and strengthening social and community cohesion.”

David Dickson introduced students from Eastbury School who expressed powerfully why they believe RE is an important subject.
Aliyah
RE gives you the opportunity to express your opinions, faith and beliefs and is unique in this respect. I strongly believe that RE is essential in order to have a peaceful society in which everyone gets on. It develops our understanding and knowledge of other faiths and helps pupils develop respect for and sensitivity to others, in particular those whose beliefs are different from their own. It teaches us to combat prejudice. RE also challenges us to reflect, consider, analyse, interpret and evaluate issues and to communicate our views. In RE we’ve learnt many things this year. The two topics I found most interesting were moral issues and the Holocaust. Moral issues covered topics such as suffering and famine – it really made me think. Some students thought about why God would allow such suffering and came to the conclusion it was to see who would help. This type of suffering also leads people to doubt their belief in God. Learning about the Holocaust was both sad and interesting. I believe it’s important to learn about this event so we do not repeat it ever again, and to show our sympathy and respect.

Yolanda
RE lessons prepare us for the future. We learn about religions and in the future we are bound to meet many more people from the same or different religions from us. With this skill we can respect others and also build bridges with them. We not only learn about people with faiths but we also learn about people who are atheists who do not belong to a religion because of their moral view. We cannot judge or defy their views, it is not our place to do that. We all have different views but are still able to welcome each other in an environment where we all learn and work together.
Hakim

RE prepares us for the life ahead by letting us see how others see the world so we can prevent ignorance and build bridges between religions and break down barriers between them. Personally I think RE is vital for me because one of my parents is Muslim and the other Catholic so it helps me understand both religions and helps me find similarities between them, building a bridge to connect them both to me.

Dennis

I enjoy learning about different religions in depth. By teaching us to appreciate and understand different views and feelings about the world and life RE helps us not to offend anyone of a different religion.

2. Religious Education (RE)

2.1. Standards in Religious Education

The SACRE continues to fulfil its responsibility to monitor standards and quality in RE, collective worship and spiritual development. Monitoring draws on information from the most recent Ofsted reports for primary, secondary and special schools, and Local Authority reviews of school provision. In addition, examination results at GCSE, A/S and A level are monitored as part of the Borough’s overall monitoring and evaluation of standards. SACRE members receive regular reports on standards and quality of provision for RE at each meeting.

A detailed report on all aspects of RE is presented annually as an item for the Director’s Report to School Governing Bodies. Governors in maintained schools are reminded of the requirement to adopt the locally agreed syllabus and to receive an annual report on the provision for RE in their schools. The findings of the recent Ofsted report on RE in schools was shared with schools.

SACRE has carried out a survey to identify the models of provision for RE in all the secondary schools in the borough. This information has been discussed with secondary headteachers. The full survey is included as Appendix A.

2.2. Religious Studies examination results 2012

(See Appendix B for summary of results)

Short Course RE

Short course GCSEs count as half a full GCSE course, they are graded A*-G but each grade counts as half the points. These were introduced as a way of accrediting, the broader curriculum at Key Stage 4 when pupils were required to take a range of subjects including a technology subject and a modern foreign language. Short course RE is used by some schools to accredit the statutory RE element of the curriculum. From 2014, short course GCSEs in any subject, will no longer count towards the school performance tables.

Overall entry to GCSE RE in secondary schools

Despite RE not being included as a subject contributing to the EBacc, the overall proportion of pupils taking any GCSE RE (full or short course) has remained the same from 2011 to 2012, both nationally and in Barking and Dagenham. Nearly two-
thirds of pupils nationally take some form of GSCE RE, this is about half of pupils in Barking and Dagenham. The take-up is very different in different schools with four schools where the vast majority take it, four schools where about a quarter to a third of pupils take it, and two schools (one mainstream) where no pupils are entered for any GCSE accreditation in RE.

Nationally the relative entries for short course and full course GCSEs have remained the same from 2011 to 2012. In Barking and Dagenham, there has been an increase in the proportion of pupils taking the full course RE GCSE from about a fifth in 2011 to over a third in 2012. This came from two schools making a substantial shift from short to full course.

School entry policies for GCSE RE will differ, depending on the arrangements for statutory RE within the Key Stage 4 curriculum and the availability of RE within the school’s Key Stage 4 option choices. The comments that follow on achievement will clearly be affected by the overall patterns of entry.

**Achievement at GSCE RE**

Overall achievement for the full course GSCE RE is in line with national with about three-quarters of those entered achieving a grade A*-C. Five schools exceed or match this national picture. Two schools have a lower proportion with only about half of those entered achieving a grade A*-C. Three schools have no pupils entered for full course GCSE RE. Achievement at the higher grades (A*/A) for full course GCSE RE in Barking and Dagenham is lower than achievement at this level nationally.

In relation to RE at KS4, governors will generally want to satisfy themselves that:

- the statutory requirements for the provision of RE are being met at Key Stage 4;
- the overall proportion of pupils being entered for any accreditation in RE at GCSE (full or short course) are appropriate;
- the plans the school has from 2014 when short course RE no longer ‘counts’ in the school performance tables are suitable;
- the achievement of pupils in RE at A*-C and A^+/A is sufficiently good.

2.3. **Information provided for SACRE**

National reports and information and resource materials produced by NASACRE are discussed by SACRE.

2.4. **Governor Training**

No governor training on RE or collective worship was held during the year but all Governing Bodies have received the report on Religious Education in Barking and Dagenham Schools.

2.5. **Teacher Training**

Specialist advice and support is available for schools from the RE consultant. Termly meetings are held for secondary Heads of RE. A successful conference for teachers and 80 students from key stages 2 and 3 was held in February. Training on implementing the new Agreed Syllabus is being offered to all schools in the borough. This training is funded by the Local Authority.
2.6. Complaints concerning RE
No formal complaints were made about religious education under the local statutory complaints procedure during 2012.

2.7. Requests for information under the Freedom of Information Act
SACRE responded to requests for information regarding the funding arrangements for SACRE and SACRE’s stance on the inclusion of teaching about Paganism as a part of religious education.

3. Collective Worship

3.1. Determinations
There were no applications for determinations to alter the character of collective worship for all or some pupils in a particular school during 2012.

3.2. Complaints concerning collective worship
No formal complaints were made about collective worship under the local statutory complaints procedure during 2012.

4. Links with other agencies

4.1. National
Barking and Dagenham SACRE is a member of the National Association of SACREs (NASACRE). Members attend conferences and other events and report to full SACRE meetings.

4.2. Local
During the year SACRE meetings have been held at the Westbury Centre and in two local schools including the newly opened George Carey Church of England Primary School and at Dagenham Park C of E Secondary School. Meetings in schools have included contributions from the Headteachers and teaching staff followed by opportunities for members of SACRE to discuss their provision for RE and collective worship.

5. Other issues

5.1. Budget
The Local Authority has allocated a sum of money to SACRE to enable the group to function independently and effectively. The funds are allocated carefully. Expenditure includes national association affiliation fees, specialist consultant fees and incidental expenses, for example, travel and venue costs. Funding has been available to cover the costs of producing and disseminating the new agreed syllabus.
### Appendix (A)

**Fulfilling statutory responsibilities for RE in Barking and Dagenham schools 2011-12**

<table>
<thead>
<tr>
<th>School</th>
<th>Key Stage 3</th>
<th>Key Stage 4</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Saints</td>
<td>10% of curriculum time. All do full GCSE.</td>
<td>10% of curriculum time. All do full GCSE.</td>
<td>All students have 1 day of retreat each year. 6\textsuperscript{th} form -1/2 hour per week plus retreats. Regular masses.</td>
</tr>
<tr>
<td>Barking Abbey</td>
<td>1 hour per week for all</td>
<td>120 students study full GCSE. All students part of Ethics/Citizenship for one hour per week</td>
<td>KS5 – all students one hour per week as part of Ethics/citizenship. Plus one assembly all students per week –multi faith</td>
</tr>
<tr>
<td>Dagenham Park</td>
<td>Year 7 and 8 RE 1 hour per week</td>
<td>Years 9,10,11 GCSE RE 5 hours each fortnight Leading to a full qualification. Compulsory for all students.</td>
<td>PDE 1 hour per week for all students at KS3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PDE 1 hour per week for all students at KS3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastbrook</td>
<td>Y7, Y8, Y10 (all students) 2 hours each fortnight PSHRE – PSHE including RE – approximately 50% RE based = 1 hour RE each fortnight, meeting the locally agreed syllabus</td>
<td>Y11 all students 1 discrete RE lesson and 1 PSHE each fortnight KS4 Option (choice) GCSE RE 5 hours each fortnight</td>
<td>Assembly programme (one year group assembly each week) including calendarised programme of RE focus Optional Christian and Islamic lunch clubs as part of enrichment offer</td>
</tr>
<tr>
<td></td>
<td>Y9 One planned Theme Day with RE/Social Cohesion/Peace focus in July</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastbury</td>
<td>RE Taught explicitly for one hour a week as part of Humanities</td>
<td>RE Taught for one hour a week leading to part GCSE qualification.</td>
<td>Assembly broadly Christian nature with explicit spiritual dimension. Multi-faith assembly programme in place and delivered to students on weekly basis. Aspects of Religion also taught throughout the curriculum as appropriate.</td>
</tr>
<tr>
<td>Jo Richardson Community</td>
<td>RE taught as a discrete subject – one hour per week</td>
<td>RE taught as a discrete subject – one hour per week on either short</td>
<td>Religious Studies is offered at KS5 – five hours per week.</td>
</tr>
<tr>
<td>School</td>
<td>RE Taught</td>
<td>GCSE RE Offered</td>
<td>Assembly Themes</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------</td>
<td>---------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Sydney Russell</td>
<td>RE taught as a discrete set of modules within our Civics programme – 1 hour per week.</td>
<td>Full course GCSE RE offered within options system.</td>
<td>Assembly themes are pre-planned programme that includes discussion of spiritual and moral issues.</td>
</tr>
<tr>
<td>Robert Clack</td>
<td>RE taught as a discrete subject for 1 period (50 mins) per week. All students receive education about SMSC (spiritual, moral, social and cultural) through assembly and form period.</td>
<td>Full course RE is taught as an optional subject, during three periods per week. All students receive education about SMSC (spiritual, moral, social and cultural) through assembly and form period.</td>
<td>RE is taught for one hour a week leading to a short course or full course GCSE qualification.</td>
</tr>
<tr>
<td>Warren</td>
<td>RE Taught explicitly for one hour a week as part of Humanities</td>
<td>We have a pastoral programme in place which works in conjunction with the moral decisions element of the RE Curriculum.</td>
<td>All Key Stages have two assemblies per week.</td>
</tr>
</tbody>
</table>
## Appendix (B)

### Summary of Barking and Dagenham Secondary Schools Religious Education

#### GSCE Results 2011-2012

#### 2011

<table>
<thead>
<tr>
<th>School</th>
<th>No. at the end of KS4</th>
<th>No. entered</th>
<th>% of cohort entered for any RE</th>
<th>A*-C as % of entries</th>
<th>A*/A as % of entries</th>
<th>A*-C as % of the whole cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Short course</td>
<td>Full course</td>
<td></td>
<td>Short course</td>
<td>Full course</td>
<td>Short course</td>
</tr>
<tr>
<td>All Saints</td>
<td>176</td>
<td>4</td>
<td>128</td>
<td>75.0</td>
<td>25.0</td>
<td>91.4</td>
</tr>
<tr>
<td>Barking Abbey</td>
<td>281</td>
<td>0</td>
<td>82</td>
<td>29.2</td>
<td>75.0</td>
<td>93.9</td>
</tr>
<tr>
<td>Dagenham Park</td>
<td>146</td>
<td>0</td>
<td>30</td>
<td>20.5</td>
<td>10.0</td>
<td>46.7</td>
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<tr>
<td>Eastbrook</td>
<td>233</td>
<td>123</td>
<td>0</td>
<td>52.8</td>
<td>44.7</td>
<td>8.1</td>
</tr>
<tr>
<td>Eastbury</td>
<td>264</td>
<td>248</td>
<td>0</td>
<td>93.9</td>
<td>49.2</td>
<td>12.5</td>
</tr>
<tr>
<td>Jo Richardson</td>
<td>227</td>
<td>104</td>
<td>97</td>
<td>88.5</td>
<td>49.0</td>
<td>2.9</td>
</tr>
<tr>
<td>Robert Clack</td>
<td>271</td>
<td>0</td>
<td>70</td>
<td>25.8</td>
<td>95.7</td>
<td>57.1</td>
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<tr>
<td>Sydney Russell</td>
<td>269</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
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<tr>
<td>Warren</td>
<td>190</td>
<td>111</td>
<td>24</td>
<td>71.1</td>
<td>47.7</td>
<td>9.0</td>
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<td>Trinity</td>
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<td>198775</td>
<td>194700</td>
<td>62.5</td>
<td>50.6</td>
<td>73.7</td>
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#### 2012

<table>
<thead>
<tr>
<th>School</th>
<th>No. at the end of KS4</th>
<th>No. entered</th>
<th>% of cohort entered for any RE</th>
<th>A*-C as % of entries</th>
<th>A*/A as % of entries</th>
<th>A*-C as % of the whole cohort</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Short course</td>
<td>Full course</td>
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<td>Short course</td>
<td>Full course</td>
<td>Short course</td>
</tr>
<tr>
<td>All Saints</td>
<td>180</td>
<td>1</td>
<td>143</td>
<td>80.0</td>
<td>100.0</td>
<td>90.9</td>
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<tr>
<td>Barking Abbey</td>
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<td>0</td>
<td>73</td>
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<td>97.3</td>
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<td>71.1</td>
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<tr>
<td>Eastbrook</td>
<td>187</td>
<td>55</td>
<td>0</td>
<td>29.4</td>
<td>40.0</td>
<td>9.1</td>
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<tr>
<td>Eastbury</td>
<td>272</td>
<td>7</td>
<td>254</td>
<td>96.0</td>
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<td>51.6</td>
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<tr>
<td>Jo Richardson</td>
<td>218</td>
<td>95</td>
<td>97</td>
<td>88.1</td>
<td>27.4</td>
<td>83.5</td>
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<tr>
<td>Robert Clack</td>
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<td>91</td>
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<td>91.2</td>
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<tr>
<td>Sydney Russell</td>
<td>263</td>
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<td>0</td>
<td>0</td>
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<tr>
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<td>50.1</td>
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<td>199032</td>
<td>195100</td>
<td>62.8</td>
<td>51.0</td>
<td>74.0</td>
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</tbody>
</table>
Appendix (C)

Terms of Reference and Constitution

Mission Statement
To act as a forum bringing people together from a variety of communities to discuss and debate the issues RE raises in the modern world in order to support the teaching and resourcing of RE in the area. To strive, in its own working and style, to be a model of co-operation between people of varying religious, political and educational backgrounds. The SACRE is a broadly based community consultative organisation and should be representative of the diverse community of Barking and Dagenham.

Function and purpose
The SACRE provides an opportunity for people from the educational and faith communities to work together in an imaginative and creative way to help develop the religious education of young people in Barking and Dagenham. It can provide an interfaith forum focused on the educational needs of the area. To this end SACRE will:

- Encourage the implementation of the Agreed Syllabus and in this regard to monitor the production of teaching resources and support material.
- Review the provision for RE and Collective Worship in county schools within the Borough.
- Giving advice on methods of teaching Agreed Syllabus RE including the choice of teaching materials.
- Advising the LA on the provision for training for teachers.
- Monitoring inspection reports on RE, Collective Worship and SMSC.
- Considering complaints about the provision and delivery of RE and collective Worship 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 three-year 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 the Chief Executive’s Office and QCA.
- Demonstrate to OFSTED or any other Government body how SACRE supports RE as well as general policies of religious inclusion.
- Meet at least 3 times each year.

Membership of SACRE
Membership of SACRE is at the discretion of the LA following national guidance. The pattern is that which is laid down for membership of the Agreed Syllabus Conference (ASC). This makes it possible for the SACRE to become an ASC as and when needed. Nominating bodies ‘approval’ for new members will be sought for membership of the ASC when an ASC is set up to review and develop a new Agreed Syllabus. The total number of SACRE members could be up to 30 (see below).

Membership Bodies and Numbers of Representatives possible on SACRE

**Church of England** - up to 6 Representatives forming Committee A of the Agreed Syllabus Conference (ASC) see next section.

**All other religious communities and belief systems** – up to 14 representatives forming Committee B of the ASC

**Teachers Professional Associations** – up to 4 representatives forming Committee C of the ASC

**Local Authority** – up to 4 representatives forming Committee D of the ASC

**Additional nominated members on the advice of the LA through the Education Division** - 2 representatives who would not have any voting rights during an ASC

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 based at Chelmsford
- 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
- The local secretaries of all teachers unions
- The local council
- 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 chaired by a Council Member. 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.

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 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.

It will meet in a variety of venues to increase awareness of SACRE and its work.

In addition to the above the SACRE may set up a small sub committee to advise the whole SACRE on matters of policy and development.

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 QCA 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’.

Our SACRE is so constructed as to enable it to form an ASC however nominated members will not have a vote.

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 Associations
• 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.
• Give political support to the teaching and resourcing of RE.
• 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.
• 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.
• Annual reports to be sent to faith communities represented on the SACRE.
• 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.
• Meetings are open to the public and notice of SACRE meetings should be published.
Appendix (D)

Members of SACRE 2012

SACRE MEMBERS:

Group A - Representing the Church of England
Reverend Roger Gayler
Reverend Lyn Hillier
Mrs Janet Hoepelman

Group B - Representing other Christian denominations and other religions/belief systems:
Dr B Beheshti (Baha’i faith)
Mr P N Fing (Hindu Community)
Shaheena Khan (Muslim)
Reverend Stewart Myers (Jewish Community)
Vacancy (Christian)

Group C - Representing teachers
Mr David Dickson (Secondary Headteachers)
Mr Martin Nicholson (Primary Headteachers)
Mr Joseph Sowerby (Professional Associations, ATL)

Group D - Representing the Local Authority
Alderman Frederick C Jones

Local Authority Representative:
Anne Pepper

RE Subject Adviser:
Janet Dyson

Clerical support:
Joanne Atkinson
Jackie Day