

<b>Subject:</b>	<b>Standing Advisory Council for Religious Education (SACRE) Annual Report</b>		
<b>Date of Meeting:</b>	<b>15 January 2018</b>		
<b>Report of:</b>	<b>Executive Director Families, Children &amp; Learning</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Hilary Ferries</b>	<b>Tel: 01273 293738</b>
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<b>Ward(s) affected:</b>	<b>All</b>		

**FOR GENERAL RELEASE**

**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 Since 1988 local authorities (LA) have had a duty to establish a Standing Advisory Council for Religious Education (SACRE).
- 1.2 The SACRE advises the LA on matters relating to spiritual, moral, social and cultural (SMSC) development, collective worship in community schools and on religious education given in accordance with the locally agreed syllabus. The locally agreed syllabus has to be reviewed every five years. The last Brighton & Hove syllabus was written in 2011, reviewed in 2013 and has been re-developed for launch in 2018. Religious education is a statutory part of the basic curriculum for all pupils, but it is not a National Curriculum subject.
- 1.3 The Education Act 1996, Section 391 (6) and (7) requires that each year the Standing Advisory Council on Religious Education (SACRE) from each Local Authority will 'publish a report as to the exercise of its functions and any action taken by the representative groups on the Council during the last preceding year'.
- 1.4 This report outlines the work of SACRE during the academic year 2016-2017.
- 1.5 SACRE also deal with complaints about RE. No formal complaints have been received this year.

**2. RECOMMENDATIONS:**

- 2.1 That the Committee notes the SACRE report;
- 2.2 That the Committee considers how it can offer support in raising the profile of the teaching of RE in Brighton & Hove schools.

**3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1 SACRE believes that all children and young people need to acquire core knowledge and understanding of the beliefs and practices of the religions and

world views which not only shape our shared history and culture but which guide their development. The modern world needs young people who are confident in their own beliefs and values so that they can respect the religious and cultural differences of others. The effective teaching of a quality programme of RE is a good way of achieving these outcomes and schools require support with this.

- 3.2 SACRE has continued to support development opportunities for staff and promote good practice.
- 3.3 Secondary school RE subject leaders share and develop good practice through their termly subject network meetings, with the majority of RE teachers attending training on Joint Practice Development Day in January 2017.
- 3.4 15 primary school teachers attended an RE network meeting in Autumn Term 2016 delivered by consultant Lilian Weatherley. This network was positively evaluated by those who attended and launched some assessment materials for primary schools. Following this network meeting primary RE Co-ordinators were offered further networks.
- 3.5 Following the DfE guidance '*Promoting fundamental British Values as part of SMSC in schools*' November 2014 and the national and local focus in this area, the RE consultant and School Partnership Adviser led staff training for senior leaders in all schools to raise awareness of the importance of this subject.
- 3.6 The *Faith and Belief in Educational Settings Guidance* along with the *Advice for schools and colleges on supporting pupils and students during Ramadan* has continued to be promoted to schools over the last academic year. We are aware that at least three schools marked Eid. For example, Carden Primary School held an Eid picnic where food was shared and year 6 pupils displayed their work following visits to a Church, a Mosque and a Synagogue.

### **SACRE**

- 3.7 SACRE has in place a clear constitution which sets out a programme of meetings and the membership.
- 3.8 The 2016-2017 focus for Brighton & Hove's Standing Advisory Council for RE (SACRE) has been on increasing active membership and ensuring the members have a good understanding of their role. This has been successful. The first meeting of the year provided training on the role of SACRE, using the National Association of SACREs (NASACRE) materials, and set priorities for the year.
- 3.9 SACRE consists of members from different faith groups. The range of faith groups represented at meetings in the last year include:  
  
Church of England, Buddhist, Religious Society of Friends, Methodist Church, Salvation Army, Catholic Church, Sikh, Muslim and Jewish faiths. Meetings are held in different faith centres and these have included a Methodist Church, the Buddhist Centre and a Mosque
- 3.10 Councillors from Conservative, Green and Labour Parties have attended meetings over the last year.

- 3.11 Teacher representation on SACRE has improved, but it remains difficult to recruit via the teaching unions as described in the constitution.
- 3.12 Over the last academic year SACRE has led the review of the RE Agreed Syllabus.
- 3.13 SACRE has a budget of £1500. This funds time from a member of staff who clerks SACRE, some limited time from an RE consultant, meetings and supply cover to support RE teachers to attend SACRE and contribute to the review of the Agreed Syllabus.

### **Future Plans**

- 3.14 In 2017-2018 SACRE plans to:
- Review and update the SACRE constitution to enable a 'rolling chair'.
  - Launch the reviewed Agreed Syllabus for RE in accordance with its legal requirements and use this as an opportunity to raise the profile of teaching and learning in the RE in Brighton & Hove.
  - Develop an area on BEEM where RE teachers can share planning and resources in order to support the delivery of the Agreed Syllabus.
  - Continue to support schools with their development of spiritual, moral, spiritual and cultural development and the values framework.
  - Liaise with the Brighton & Hove Teaching Schools to see if they can support delivery of training opportunities for those teaching RE.
  - Continue to promote to schools national developments in the teaching of RE using an enquiry based approach, for example 'Understanding Christianity'.

## **4 ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS**

- 4.1 SACRE is a statutory function.

## **5 COMMUNITY ENGAGEMENT & CONSULTATION**

- 5.1 SACRE has members from different faith groups in Brighton & Hove. SACRE members and teachers from a range of schools have been involved in the development of the Agreed Syllabus.

- 5.2 SACRE Membership 2016 – 2017

Chair of SACRE Rev Derek Bastide (Church of England) – stood down from post in June 2017 after many years of service and SACRE have recorded their thanks to him for his leadership.

Committees

Representatives of other faiths and Christian denominations other than the Church of England

Michael Hickman- Methodist Church  
Dr Winston Pickett - Jewish Community

Sarah Feist (replaced Peter Ward during the academic year) –Catholic  
Michael Bray – Baptist Union  
Rachel Shepherd - Salvation Army  
Carolyn Drake – Buddhist Community  
Lisa Compton (replaced Harvey Gillman during the academic year) – Society of Friends  
Fariba Taheri-Westwood – Baha’l Faith  
Surinder Singh-Parmar – Sikh faith  
Muslim Faith - Imam Uthman

Vacancies: representatives from: Jain, Russian Orthodox, Hindu faith and United Reform Church

#### Church of England

Reverend Derek Bastide (resigned June 2017)  
Linda Dupret  
Iain Parks  
Mandy Watson (replaced Ruth Cumming during the academic year)

#### Councillors

Leslie Hamilton  
Amanda Knight  
Nick Taylor  
Michael Inkpin- Leissner

#### Teaching Unions

Hannah Kitchin-Frost (replaced Laura Wells during academic year) – NUT  
Alison Haining - NASUWT

#### Co-opted Members

LA Officer – Sam Beal  
University Representative – Tom Newlands (University of Brighton)  
Special School Representative – (vacancy from December 2016)

## **6. CONCLUSION**

- 6.1 RE is important to the education of young people in schools and across the city to improve community cohesion and respect, identity and to raise awareness and understanding of similarities and difference. ‘Studying religion and belief has a claim to be an indispensable part of a complete education because of the influence of religions and beliefs on individuals, culture, behaviour and national life. Most religions and beliefs offer answers to life’s deepest questions. And most young people are seeking answers to those questions, as they grow into independence and work out how to live a good life’. (Teach RE)
- 6.2 SACRE requests that Committee notes the report considers what support they can give to the effective support of RE in Brighton & Hove.

## 7. FINANCIAL & OTHER IMPLICATIONS:

### Financial Implications:

- 7.1 There are no financial implications as a result of the recommendations of this report.

*Finance Officer Consulted: Andy Moore*

*Date: 27/11/17*

### Legal Implications:

- 7.2 As stated in the report sub-sections 391(6) and (7) of the Education Act 1996 requires that each year the Standing Advisory Council on Religious Education (SACRE) of each Local Authority shall 'publish a report as to the exercise of its functions and any action taken by the representative groups on the Council during the last preceding year'.

*Lawyer consulted: Serena Kynaston*

*Date: 27/11/2017*

### Equalities Implications:

- 7.3 SACRE seeks to ensure quality RE teaching to encourage knowledge of and respect for all religions

### Sustainability Implications:

- 7.4 There are no sustainability implications

### Any Other Significant Implications:

- 7.5 There are no other significant implications.

Crime & Disorder Implications:

- 1.1 Community cohesion, respect and tolerance contribute to community.

Public Health Implications:

- 1.2 SMSC can contribute to pupil's wellbeing.

Corporate / Citywide Implications:

- 1.3 A successful RE curriculum will contribute to raising standards and pupils' achievement. SMSC and community cohesion support the respect of diversity and understanding of all thus contributing to the priority of 'a good life' and community wellbeing.