

HSACRE



HILLINGDON STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: Thursday 14 November 2024

Members

Time: 6.00 pm

Venue: Committee Room 5 - Civic Centre

Meeting: The public and press are welcome to attend and observe the meeting. For safety and accessibility, security measures will be conducted, including searches of individuals and their belongings. Attendees must also provide satisfactory proof of identity upon arrival. Refusal to comply with these requirements will result in non-admittance. This meeting may be broadcast on the Council's YouTube channel. You can also view this agenda online at www.hillingdon.gov.uk

Ria Searle
 Tim Wright
 Sumen Starr (Chair)
 Alice Vahdat
 Balmukund Prasad Joshi
 Alavari Jeevathol
 Dorothy Sadlik
 Angela Lount
 Naseem Bint Amir
 Ninette Fernandes-Viana
 Jasvir Singh Rayat
 Pauline Byles
 Melanie Dring MA BA(Hons) PGCE
 Keith Lunn (Vice-Chair)
 Hedson De Castro
 Councillor Kishan Bhatt
 Councillor June Nelson
 Councillor Jagjit Singh
 Councillor Shehryar Ahmad-Wallana
 Jenna Nauls
 Waheeda Rehmanji
 David Beeston

Published: Wednesday, 6 November 2024

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Future Hillingdon SACRE meetings are currently scheduled for:

- 27 March 2025

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Minutes

HILLINGDON STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

26 June 2024



Meeting held at Committee Room 5 - Civic Centre

	<p>Committee Members: Sumen Starr (Chair, Secondary) Keith Lunn (Vice-Chair, Church of England) Alice Vahdat (Bahai) Alavari Jeevathol (Humanist) Dorothy Sadlik (Jewish) Naseem Bint Amir (Muslim) Angela Lount (Methodist) Dr Ninette Fernandes-Viana (Roman Catholic) Jasvir Singh Rayat (Sikh) Tim Wright (Church of England) Pauline Byles (Church of England) Melanie Dring (Church of England) Ria Searle (Secondary) Hedson De Castro (SEND Secondary) David Beeston (Primary) Jenna Naulls (Primary) Waheeda Rehmanji (Primary) Councillor Kishan Bhatt Councillor Jagjit Singh Councillor Shehryar Ahmad-Wallana</p> <p>Also Present: Sheikh Muffadal Gulamali (Mosque Member)</p> <p>LBH Officers Present: Stacey Burman, HSACRE Advisor Head of the School Improvement Team Rebecca Reid, Democratic Services Apprentice (Clerk)</p>
33.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p>
	<p>Apologies for absence were received from Councillor Shehryar Ahmad-Wallana.</p>
34.	<p>DECLARATIONS OF INTEREST (<i>Agenda Item 2</i>)</p>
	<p>There were no declarations of interest.</p>
35.	<p>MEMBERSHIP (<i>Agenda Item 3</i>)</p>
	<p>Following a discussion, the Committee agreed to vote in new Group C Members to SACRE: Jenna Naulls (Primary Teacher) and David Beeston (Primary Teacher).</p> <p>After confirming the current Islamic representation on SACRE (Sunni or Shia) to ensure specific Islamic representation, the importance of having Islamic representation on</p>

SACRE was emphasised.
While the fundamental principles were the same across denominations, there were distinct celebrations and practices within different branches of Islam.

Waheeda Rehmanji (Primary Teacher) would be considered for election as a new SACRE Member.

In addition, questions were raised about including Sentientism in Group A.

Currently, there were two vacancies available in Group A (representing other faiths and worldviews within the LA).

The Committee considered inviting a representative of Sentientism to join SACRE under Group A.

It was noted that Sentientism was a non-religious worldview, and there was a question about how many students identified as sentientists.

Members observed that Sentientism was a subgroup of Humanism, which was already represented in Group A.

The Committee agreed not to immediately invite a representative of Sentientism to join SACRE under Group A but to invite them to share their views during future SACRE's planned activities.

A Member volunteered to provide the HSACRE Advisor with the name and contact details of persons representing the Jainism and Buddhist faith groups to be invited to further enhance SACRE's understanding.

36. **MINUTES OF PREVIOUS MEETING** (*Agenda Item 4*)

RESOLVED: That the minutes of the meeting dated 05 March 2024 be agreed as a correct record.

37. **DETERMINATIONS** (*Agenda Item 5*)

It was noted that there had been no requests for determinations.

38. **NATIONAL UPDATES (VERBAL UPDATE)** (*Agenda Item 6*)

Agenda item 6.1

Members heard that an Ofsted Report on RE had been published on 17 April 2024, which recorded findings on the common strengths and weaknesses of religious education (RE) in the schools visited.

Student access to RE was reported to be statistically low. Members observed that there was limited access to research for teacher development to shaping the RE curriculum, which was one of the recommendations cited. Utilising videos for staff training in RE development was suggested.

Members emphasized the significance of the three types of knowledge given in the report. They acknowledged the need for further support for teaching staff who lacked confidence in teaching RE in accordance with the syllabus. The importance of nurturing

children's personal voice and philosophy was underscored. Philosophy for children was recognised not only as acquiring knowledge and key concepts but also integrating personal perspectives at the primary level. It was agreed learning RE extended beyond factual knowledge to include reflecting on and sharing experiences related to religious education content.

The HSACRE Advisor had noted in the report instances where RE lessons focused more on literacy skills rather than specific RE content.

It was emphasised that additional support was necessary for subject deliverers beyond exclusively for RE specialists.

Members were informed that the LA through the HLP was providing CPD sessions which were currently free to all schools, and this initiative was set to continue.

Regarding secondary schools, it was reported that fewer than one-fifth of students, who did not take RE at A-levels, had studied any RE content in KS4 or KS5.

The Head of Education & Lifelong Learning (MH) explained that during Ofsted inspections, inspectors would assess whether the curriculum distinguished between primary and secondary education, and appropriately incorporated RE. He explained that the Ofsted report provided guidance on three key strands:

Intent - the intended outcomes and goals of the curriculum.

Implementation - how effectively the curriculum was delivered.

Impact - what students could discuss based on what they had learned.

It was noted from the Ofsted Report that feedback from young people indicated they lacked access to preparation for adult life.

Suggested recommendations as a SACRE, in line with the launch of the 'universal promise' to prepare children for adulthood, included communicating this message to schools via a bulletin*.

The HSACRE Advisor shared that in another borough she was intended to work on borough-wide training for school governors, focusing on essential knowledge for effective school governance.

A Member highlighted the need for varied training for school governors, drawing from their experience as school governor at Harmondsworth Primary School. This would enable the Chair of Governors to provide feedback that could be considered in ongoing discussions.

The Head of Education & Lifelong Learning approved of a similar plan for Hillingdon.

Agenda item 6.2

It was shared that the RE Hub website was operational with over 500 school speakers and places of interest for school visits registered.

The Borough of Hillingdon was currently underrepresented on the website, with only one Member registered.

The HSACRE Advisor reiterated the importance of all SACRE faith representative Committee Members to register as faith speakers on the RE Hubs website.

Councillors who were practicing believers could also register as faith speakers.

Teacher representatives in Group C encouraged Members to sign up as faith speakers on the RE Hubs website to widen the values and representation of faith groups.

Agenda item 6.3

Key highlights from the NASACRE Conference in May, shared by SACRE Member Keith Lunn, included a review of the year's significant developments in RE, such as the publication of the National Content Standard for RE, a new Religion and Worldviews Handbook, an OFSTED review (as per above), and a House of Lords debate.

Three SACREs received awards, including projects in other boroughs supported by current HSACRE Advisor, Stacey Burman.

Lat Blaylock of 'RE Today' presented 35 ways SACREs could enhance their impact, including raising the profile of RE, securing funding, providing CPD, hosting annual conferences, and recognising good practice in schools.

Suggestions from the conference, included breakout groups, focused on strengthening SACRE foundations through increased collaboration, frequent meetings, and cross-border events.

The conference featured several uplifting presentations, emphasising the importance of listening to diverse perspectives, especially young people, on contemporary faith-related issues.

A Leicester initiative to link Peace Studies with the RE curriculum showed ways in which local contexts can be sensitively harnessed, e.g. around Remembrance Sunday.

A subsequent workshop for SACRE chairs and vice-chairs on 'How SACRE's can get more active' offered practical ideas for increasing SACRE activity, such as introducing members, utilising NASACRE resources, and ensuring inclusive and effective meetings.

In light of the above, the HSACRE Advisor shared her eagerness to also advance SACRE's work. One suggestion was building an increased presence through a dedicated webpage, to include statements from SACRE (as per the above* 6.1), as well as developing resources for schools that promoted interfaith dialogue by involving various religions.

The HSACRE Advisor described a previous project creating real video clips addressing questions like "What happens when we die?" featuring diverse responses from SACRE Members to spark interfaith discussions in classrooms.

In response to the suggestion of increasing understanding of SACRE members' worldviews and religions, it was suggested that the next SACRE meeting would be held in person to best facilitate an interfaith dialogue exercise to be arranged by the HSACRE Advisor. (See item 10.2)

Agenda item 6.4 / item 6.5

NASACRE aimed to gain recognition as a charitable organisation.

They had drafted a proposal and were seeking feedback from all SACRE members. Members of HSACRE were asked to respond directly to the contact at NASACRE if they desired. Details had been provided.

39. **LOCAL UPDATES (VERBAL UPDATE)** (*Agenda Item 7*)

Agenda item 7.1

The HSACRE Advisor proposed organising an art competition for schools in November 2024 instead of creating a calendar of religious festivals.

Members supported the idea, suggesting that students created artwork answering the question, "What is the most important day of the year and why?"

Members shared their experience with a similar project in schools, where students created Easter-themed artwork and wrote about their interpretations. The idea of teaching RE through art was well-received.

The Committee agreed that completing the artwork by early November 2024 was feasible.

The HSACRE Advisor planned to hold a network meeting at a school, followed by a SACRE meeting on the same day, where teachers could bring the students' artwork. If students couldn't attend in person, their artwork could be mailed in. The HSACRE Advisor will arrange the artwork competition accordingly.

Agenda item 7.2

Two teacher sessions had been conducted so far, with excellent attendance and participation from dedicated teachers. The secondary group had particularly fruitful discussions.

For the primary group, the HSACRE Advisor hoped to hold the next teacher session in person on 14 November 2024, coinciding with a SACRE meeting on the same day. If hosted at a school, pupil's work samples could be shared with SACRE to showcase ongoing school activities.

Members commented that the CPD teacher sessions were very successful, with beneficial overlap between primary and secondary teachers, enhancing development.

Members added that CPD sessions were most effective in critically analysing the syllabus and identifying areas where it needs improvement.

Members praised the sessions, emphasising that CPD teacher sessions provided valuable input for RE development.

Ruislip Gardens Primary School offered to host the next teacher session on 14 November 2024, starting with the primary school group, followed by the secondary school group.

Agenda item 7.3

An electronic survey had been drafted by the HSACRE Advisor and was ready to be distributed to schools via the bulletin.

The HSACRE Advisor suggested sending these surveys out before the end of the summer term and repeating them after the autumn term to reflect school needs. This will be included in the schools' bulletin.

The Committee unanimously agreed to this approach.

40. **HSACRE ACTION PLAN (VERBAL UPDATE) (Agenda Item 8)**

Agenda item 8.1

The HSACRE Advisor explained the action plan for the Committee's consideration over the upcoming months which would be updated to reflect the key action points proposed to Members.

Below listed are some of the agreed actions approved by the Committee:

- The Muslim representative in Group A to be contacted again to confirm their affiliation (Sunni or Shia) to ensure specific Islamic representation within SACRE.
- Faith Representatives on the Hillingdon SACRE Committee to register themselves as Faith Speakers on the RE Hubs website.
- The Member who volunteered, to provide the HSACRE Advisor with the name and contact details of persons representing the Jainism and Buddhist faith groups to enhance SACRE's understanding.
- The Member who volunteered, to provide the HSACRE Advisor with a list of Sikh holidays approved by government departments.
- HSACRE Advisor to invite on behalf of HSACRE the representative of Sentientism to participate in SACRE's scheduled activities to share their perspective.
- The HSACRE Advisor and Head of Education & Lifelong Learning to draft a school bulletin statement for upload to the Hillingdon Council website and send to schools.
- The HSACRE Advisor to organise an art competition for schools in November 2024.
- A designated representative from Group A-D to collaborate with colleagues in their Group to compile self-evaluation responses and send them directly to the HSACRE Advisor.
- The Head of Education & Lifelong Learning to consult the legal team to address any missing elements within the guidance paper on school absence due to religious observance.
- The next SACRE meeting would be held in person to best facilitate interfaith dialogue.

Agenda item 8.2

It was agreed to be beneficial for HSACRE to complete a self-evaluation form as an opportunity to express individual opinions.

NASACRE had developed its own self-assessment form. The HSACRE Advisor proposed that each HSACRE group completed their respective sections for self-evaluation, assessing whether the SACRE group was developing, established, or advanced.

Each section of the self-evaluation form consisted of only a few questions.

Each group needed a designated representative to collaborate with colleagues in compiling self-evaluation responses and send them directly to the HSACRE Advisor:

Section 1 was to be completed by one representative of the LA Councillors.

Section 2 was to be completed by The Head of Education & Lifelong Learning.

Section 3 was to be completed by a teacher representative in Group C.

Section 4 was to be completed by a Church of England representative in Group B.

Section 5 was to be completed by an Other Faiths and Worldviews representative in Group A.

The Members agreed to share their contact information to their group's representative solely for the purpose of collaborating on compiling self-evaluation responses.

41. **DATES OF FUTURE MEETINGS** (*Agenda Item 9*)

It was agreed that the next meeting of HSACRE would be scheduled for:

- Thursday 14 November 2024

42. **AOB** (*Agenda Item 10*)

Members were informed of a query being raised regarding pupils being allowed time off from school to participate in religious observance. This was in relation to a particular 9-day festival, noting that for many Shia Muslims, this had a different significance to other Muslims.

A member of a mosque in Northolt was invited to share their views from a Shia Islamic perspective, including information about requests from Shia families and guidance about a 9-day religious observance period in other councils.

In response, a guidance paper on school absence due to religious observance had been drafted for Committee discussion. The HSACRE Advisor suggested sending this guidance to schools for headteachers on authorising days for religious observance.

Some Members expressed concern that requesting 9 days off would be disruptive to children's education.

Members raised concerns about compromising education for religious observance, highlighting the need to balance various faiths' needs.

Members responded that days off had not always fallen during school time but might sometimes necessitate the need for pupils to have time off school for religious observance.

Members also emphasised the importance of continuity in education and conveyed the challenges of managing long periods of absence.

The Chair noted the impact on resources and student learning of taking numerous days off for religious observance.

Questions arose about whether to publish the guidance policy as is or to amend the policy to specify a certain number of days.

Members suggested seeking clarity from the Head of Education & Lifelong Learning regarding the LA's views and the impact on schools of children taking numerous days off for religious observance.

The HSACRE Advisor clarified that the LA did not have any specific guidance on religious observance leave. The role of SACRE was to advise the LA and schools on matters connected with Religious Education. It was suggested that the guidance paper did not specify, for any religion or world view, a fixed number of days. Several reasons were given for this, including reference to content within the guidance paper itself.

The Head of Education & Lifelong Learning confirmed that the responsibility for granting children time off for religious observance lay with the discretion to headteachers on the number of authorised days for religious observance. However, additional days could be taken under specific circumstances, such as fasting periods. The guidance paper was advisory and allowed headteachers to consider various factors.

It was suggested the Head of Education & Lifelong Learning could consult the legal team to address any missing elements within the guidance paper. He added that the law was intentionally vague to support religious freedom, making the guidance document useful.

The Committee approved the guidance paper to be sent to the legal team for their view before distributing the document to schools and posting it on the Council website.

Members mentioned that there was a Sikh celebration taking place on 1 September 2024 and offered to send a list of Sikh holidays approved by government departments to the HSACRE Advisor.

(Agenda Item 10.2)

Members also highlighted the importance of getting to know each other as a SACRE and understanding different religions.

The HSACRE Advisor therefore suggested that HSACRE Members could share artwork or photos from their own lived experiences for the 14 November meeting, with the intention of recording this to share in schools.

A Member mentioned that Hillingdon does not recognise Black History Month and highlighted the interrelationship between religion and culture. It was noted that all religions were influenced and affected by culture, and the importance of learning about

beliefs through real believers was stressed as an important part of RE.

Members recommended featuring HSACRE's work in the Hillingdon magazine monthly. It was suggested that the HSACRE Advisor could support this. The relevant member agreed to contact the HSACRE Advisor accordingly.

Members learnt that in another SACRE borough, the activities of SACRE had been captured in a video published on the Council website to be shared with the local Councillors. This activity, led by the HSACRE Advisor, could be something to consider themselves in the future.

The meeting, which commenced at 6.00 pm, closed at 8.00 pm.

These are the minutes of the above meeting. For more information on any of the resolutions please contact Clerk to HSACRE - Email: democratic@hillingdon.gov.uk. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

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Hillingdon SACRE Self Evaluation 2024

Section 1: Management of SACRE and partnership with LA and other key stakeholders	
a) How well supported and resourced is SACRE?	Established: SACRE is supported by a new RE Specialist as Advisor and senior LA representatives regularly attend and contribute to meetings and in the completion of agreed actions, now set out in an action plan. SACRE is supported with sufficient funding/resourcing, used to support SACRE activity, including attendance to conferences by multiple members, as well as developing additional guidance for schools over and beyond the usual order of business. The clerk maintains communication with the Chair and other members between meetings as needed. <u>However, it has been mooted that further opportunities for members to communicate with each other in between meetings could be investigated.</u>
b) How purposeful, inclusive, representative and effective are SACRE meetings?	Established: Meetings are well organised with the support of a dedicated clerk. They are well attended with SACRE members from all 4 groups/committees and members are beginning to consider wider issues and opportunities to support agreed priorities and actions beyond the scope of only monitory exercises.
c) To what extent is the membership of SACRE able to fulfil SACRE's purpose?	Established: Membership reflects the diversity of the local community, and all SACRE members are now being invited to be involved in and/or attend training opportunities.
d) How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?	Established: We now have a development plan which is reviewed regularly and updated, providing an effective focus for the SACRE's work. We are now also undertaking an annual self-evaluation. SACRE has awareness of national projects or initiatives and is regularly represented at national events relevant to its work; for example, NASACRE.
e) How well informed is SACRE in order to be able to advise the LA appropriately?	Established: SACRE now has an excellent relationship with the LA following the development of working relationships by the new RE Advisor. The LA respond immediately to requests for information and to actively promote SACRE initiatives. SACRE is a member of NASACRE, and information is provided about wider national and local developments via the new Advisor. <u>In the coming year we will hopefully see an increase in the level of data being requested re more detailed examination data.</u>
f) What partnerships does SACRE have with key local and national stakeholders?	Developing: SACRE members attend the annual NASACRE conference and have engaged with other training opportunities (e.g. RE Hubs) following raised awareness from the RE Advisor, who also has already established relationships with Ofsted and national organisations such as Faith Belief Forum and Culham St Gabriels Trust, which all inform her support of SACRE. She has also now connected with the Church of England Diocese Advisors. The Advisor has also set up teacher networking and CPD groups to build relationships with schools, and established strong working relationships with the LA. <u>However, there are further opportunities to be explored to expand the scope of SACRE in making further connections with other groups in the area, and perhaps with other SACREs.</u>
g) How effectively is SACRE encouraging academies etc to see themselves as stakeholders in their local area, specifically devising ways in which their presence is incorporated into SACRE itself?	Established: Academies are now attending and contributing to teacher network meetings set up by the SACRE Advisor. <u>However, further opportunities and communications with schools could be explored to ensure messages and initiatives promoted through the LA are being accessed by these academies. It has also been muted that more rigorous monitoring could take place to check if these schools are engaging, or indeed to develop initiatives and projects that would enhance their working relationships with SACRE (e.g. faith schools) in the future.</u>

Section 2: Standards and quality of provision of RE

<p>a) How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support delivery of pupil entitlement?</p>	<p>Established: The new Advisor has now set up teacher CPD networks, which attracts approximately half of all schools, including special schools and academies. SACRE is beginning to get a picture of what some schools are delivering, and Ofsted reports are read and any comments on RE noted and brought to SACRE.</p> <p><u>In recognition that there is a need to becoming more systematic to ensure we have a clear picture across all schools, we shall be disseminating an online survey from which to glean further information via the communication pathway to schools now established through the LA.</u></p> <p><u>The Advisor will also be encouraging the development and adoption of a scheme of work for schools, which will also allow a more consistent benchmark in future.</u></p>
<p>b) How does SACRE use information about standards and examinations to target support and training for schools?</p>	<p>Developing: Prior to the new Advisor no examination or other data had been included in the SACRE Annual Reports.</p> <p><u>The LA will be providing examination data, and an analysis will be presented as part of the upcoming/future Annual Reports.</u></p> <p><u>In addition, the Advisor has now set up CPD teacher networks to find out more about how well learners are doing.</u></p>
<p>c) How well does SACRE use knowledge of quality of learning to target support appropriately?</p>	<p>Developing: Teacher networks have now been set up, where schools have been able to identify areas of concern and training has been delivered to address these specified needs. <u>However, there is much room for improvement going beyond anecdotal feedback from staff. A school survey has been developed and will be launched in the next academic year.</u></p>
<p>d) To what extent does SACRE have and pass on information that supports high quality RE in schools?</p>	<p>Developing: Key messages are now being shared via the weekly education bulletin through the LA. There has also been some development of the SACRE and RE pages (LEAP) for schools. The Advisor is now also able to identify schools engaging - or not- with the new termly CPD sessions, through which to give advice on curriculum and teaching resources. Direct communication direct from the SACRE will also be shared via newsletter to schools in the new academic year.</p> <p><u>However, SACRE have expressed wishes to develop opportunities to gain a better understanding of effective RE/RWs prior to the review of the Agreed Syllabus in the near future. The SACRE Advisor is beginning to put into place appropriate learning opportunities and experiences for SACRE members.</u></p>
<p>e) To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</p>	<p>Established: Advisor has set up teacher regular network/CPD sessions and regular advice/other communications which are fully funded by the LA, and which is open to all schools. Academies are offered and are part of the same standards review as maintained schools. By and large, academies co-operate with SACRE at this level. <u>SACRE will keep under review the ongoing situation, and the Advisor will continue to work with SACRE to ensure there is uniformly good communication. A number of our academies are faith schools, meaning further opportunities could be developed to support other areas of SACRE work in the future.</u></p>

Section 3: Effectiveness of the Locally Agreed Syllabus

<p>a) How does SACRE review the success of the existing Agreed Syllabus?</p>	<p>Established: RE Advisor in the last year has created and put in place arrangements to monitor the impact of the Agreed Syllabus (AS) and to source opinions of schools and RE teachers in several ways. This includes creating a school online survey as well the set-up of teacher networks. The RE Advisor will also continue to share recent RE national guidance, research and developments, and has built a good idea of the strengths/areas of weakness of the current AS.</p> <p><u>However, it is clear that SACRE members would like to increase their knowledge of what effective RE/RWVs looks like prior to the review of the AS, which will begin in earnest in the next couple of years. This will include more regular feedback between schools/SACRE to support expectations in the curriculum, particularly in light of the Ofsted review in 2024, and allow teachers and members of SACRE to voice from their own perspective what they actually think of RE. SACRE is now in a much stronger position to work collaboratively towards an AS.</u></p>
<p>b) How well does the Agreed Syllabus promote effective teaching and learning in RE?</p>	<p>Developing: Feedback conducted in the past year has shown that schools do not feel the current AS sets out clearly enough what is to be learnt at each Key Stage. Though progression in RE is stated, this does not link directly to the learning and there is no clear consistent or coherent understanding of the expectation of quality learning in the AS across schools.</p> <p>The Advisor has started to work collaboratively with schools through the networks a framework, a pedagogical model and some samples of planned learning to help clarify expectations. In addition, online surveys have now been developed and due to be launched in the Autumn term to allow further research based on people’s ideas on how they think a religious education curriculum should be taught.</p> <p><u>In the coming academic year, the Advisor will continue to support schools and SACRE in developing the framework and examples of the pedagogical model, hopefully with samples and further materials providing a clearer picture of progression in the subject, which will be included in the AS when it is under official review. SACRE will endeavour to make sure the framework, values, intended impacts on learning/wider issues in school through the new agreed syllabus, is maintained and balanced between both expectation and school needs.</u></p>
<p>c) How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?</p>	<p>Developing: The RE Advisor provides excellent CPD to RE leads, however for the past five years there has been no training or outreach from Hillingdon or SACRE. Schools have made clear they wish for more regular updates and continued CPD. The LA have committed to this, and systems are now in place for this continued support to be made available to all schools. In addition, efforts are now being made to increase clarity and access to the SACRE website on LEAP.</p> <p><u>It is unclear what processes and support were put in place for the launch of the current AS. However, structures are now in place to ensure that SACRE and schools will be able to work more effectively and collaboratively in the future when the revised syllabus is launched.</u></p>
<p>d) To what extent is membership of the Agreed Syllabus Conference able to fulfil its purpose?</p>	<p>Developing: SACRE meetings are well supported by a capable, proactive and efficient clerk. They are attended with strong representation from all 4 groups, and following actions by the Advisor this year, teacher representation from next academic year will be improved for Primary and Secondary schools, as well as with increased diversity within particular religions (e.g. Islam). Members have been made aware of training opportunities (e.g. RE Hubs) by the Advisor this year, and following agreement from the Chair, will be purchasing the NASACRE package for members.</p> <p><u>However, the Advisor is aware of the need to build members’ understanding and agreement of what effective RE might look like in advance of the Agreed Syllabus Review to be conducted by the Agreed Syllabus Conference (ASC). Plans for appropriate learning experiences have begun to be put in place and shall always continue.</u></p>
<p>e) How robust are the processes for producing a strong educational Agreed Syllabus?</p>	<p>Developing: The syllabus was renewed and published in April 2022 with no apparent consultation with schools. This seems to be the same case as with the syllabus when republished in 2015. Feedback from schools has surmised that it is at best vague and has not kept up with trends and changes in the subject nationally, as it makes little reference to worldviews paradigm and no reference or concept of disciplinary lessons. For use in schools it feels out of date. It needs to align with the Ofsted review and include disciplines and worldviews approach.</p> <p>Having said this, over half the schools in the borough have been able to access CPD and voiced their opinions, with further opportunities on specific AS feedback planned. Many schools have committed to working collaboratively on the revision of the AS in due course, and with the structures and systems for SACRE not set up with the LA, we can ensure the review process this time will be engaging our schools.</p>
<p>f) How well does the Agreed Syllabus make use of national documents?</p>	<p>Developing: RE Advisor is familiar with national documents, including Ofsted and guidance from DfE and local Diocese materials. Some of these have been shared with SACRE members and schools via the CPD networks set up. There has also been some wider school communication systems set up, including revisions to the school SACRE website and a newsletter devised, to further promote awareness of national developments and documents.</p> <p>However, SACRE will have the opportunity to grasp a stronger understanding of the national picture and position of RE as the RE Advisor will ensure this is included in the programme for reviewing the AS.</p>

Section 4: Collective Worship

a) What strategies are in place to enable SACRE to support the delivery of pupil entitlement in LA's schools?	<p>Acquiring: Apart from certain members of SACRE attending particular schools, there is very little knowledge of collective worship (CW) taking place in schools across the borough in general. A school survey has just been developed, which will be shared with schools in the next academic year. This will hopefully provide some further information from schools.</p> <p><u>It is clear that further systems of sharing information and communication with and between SACRE members could be devised. Opportunities for developing materials for schools, or at least hosting quality-controlled resources on the SACRE website could also be considered. However, these would need to be considered as part of a budget action plan.</u></p>
b) How does SACRE seek to influence the quality of collective worship in the LA's schools?	<p>Acquiring: Whilst some members of SACRE may have hands on experience of CW, it is not obvious that all members are clear of expectations or knowledgeable about what effective collective worship can look like in schools.</p> <p><u>It has been mooted by a couple of members that a regular item on the agenda could include CW. However, the purpose and availability of the Advisor and SACRE would need to be clarified so that any time in meetings can be spent productively and without detriment to other areas of focus where the remit of SACRE is clearer i.e. the Agreed Syllabus.</u></p>
c) How robust are SACRE's procedures for responding to requests from schools for a determination?	<p>Established: The RE Advisor has supported SACRE with change of denomination documents and application materials, which are now in place.</p>

Section 5: Contribution of SACRE to promoting cohesion across the community

a) How representative is SACRE's membership of the local community?	<p>Established: We have regular representation from all major local religious communities and following a recent review of membership by the Advisor, this now includes different groups within the same religious tradition of Islam, as well as Christianity. The constitution has now also been updated to reflect this diversity, and new systems have been put in place with the clerk to continue monitoring and supporting attendance and representation.</p>
b) How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	<p>Developing: SACRE is now in a better position to respond to community requests of representation, as demonstrated via the recent discussion and inclusion of other groups of Muslims.</p> <p><u>However, it has been voiced that SACRE members themselves would like to learn more about each other and their beliefs, and so the Advisor is now planning opportunities to model and experience effective learning of RE and RWVs in future meetings.</u></p>
c) How much does SACRE understand the contribution that RE can make to schools' provision for community cohesion?	<p>Developing: SACRE are keen to contribute to support schools in promoting community cohesion, but in recent years have not been able to access opportunities to do so. However, members have now been made aware and are engaging with RE Hubs. In addition, the working relationship now established with the LA has meant SACRE have been able to provide specific CPD and guidance for schools in the last year, particularly in light of the situation in the Middle East.</p> <p><u>Moreover, the Advisor is planning opportunities for members to develop their own awareness of other cultures and religions during upcoming SACRE meetings, which may in turn, lend themselves to developing even further support in the form of guidance and perhaps resource materials for schools.</u></p>
d) How well is SACRE linked to LA initiatives promoting community cohesion?	<p>Developing: In the past year, SACRE have been active in developing guidance and materials supporting community cohesion, which have been endorsed and promoted by the LA. Whilst SACRE now has a strong working relationship with one department within the LA, <u>it has also been suggested that increased knowledge of wider LA initiatives may help SACRE in identifying further opportunities to support community cohesion.</u></p> <p><u>Moreover, the opportunity to make links and connect with other departments and Councillors in the LA could be further enhanced. One idea is to promote the work of SACRE in the Councillors' newsletter.</u></p>

Hillingdon SACRE Annual Report 2023-2024

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1. Introduction

Hillingdon Standing Advisory Council on Religious Education (SACRE)

Every Local Authority is required to have a SACRE which is made up of four groups: (A) Faith representatives, (B) The Church of England, (C) Teachers and (D) Councillors and Local Authority representatives.

SACREs have responsibility for advising a Local Authority (LA) on religious education and collective worship in its schools. SACREs have a duty to publish an annual report. The main purpose of the annual report is to hold the LA to account, by informing the Secretary of State and key partners what advice SACRE gave the LA during the year and how that was responded to; this includes advice on RE and Collective Worship in those schools for which the LA has responsibility.

Hillingdon SACRE is a member of the National Association of SACREs (NASACRE). A copy of this report, which covers the academic year 2023-2024, will be sent to NASACRE.

Contacts

SACRE Chair

Sumen Star
starrsumen@gmail.com

Clerk to SACRE

Liz Penny, Hillingdon Council
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1a. Chair's Introduction

1b. Overview of academic year 2023-24

Hillingdon SACRE met three times online during the academic year 2023-24. Each meeting was quorate, and further details of attendance can be seen in Appendix 1.

The RE Advisor, with the support of the LA, ensures all materials and minutes are updated regularly. All agendas and approved minutes of these meetings are saved regularly and made accessible to the public via the Hillingdon Council [website](#), with further resources and supporting information for Hillingdon schools on the LEAP [website](#).

Agenda items for these meetings included (in no particular order):

- Engagement and Training of primary teachers and support for Secondary teachers
- Communication with schools, including newsletters supported by LA
- Borough RE Calendar Competition
- Accommodation for SACRE meetings and the move from solely online meetings
- Budget and Advisory support for SACRE and support from the LA
- Website access to SACRE information
- Attendance and membership to SACRE, including updating the constitution
- Discussion around Sentientism and wider Muslim (Shia) representation on SACRE
- Determinations and Declarations of Interest of members
- SACRE action planning and self-evaluation
- Ofsted updates and subject reports, including of May 2021 and April 2024
- NASACRE AGM and conference
- Opportunities for members' development in understanding other worldviews and religions
- Development of the subject following national research, including the National Content Standard
- Connecting with other organisations, including RE Hubs
- Locally Agreed Syllabus
- Opportunities for members to support schools in delivering high quality RE
- Creating additional guidance materials for schools, including 'religious observance'
- Aligning SACRE works with LA initiatives e.g. Universal Offer

The support work of SACRE is recorded in an action plan which is continually updated by the Advisor. Please see Appendix 2. This action planning takes into account awareness of national developments raised via the Advisor, and any feedback received from teachers in schools, including those shared through the Teachers' Network Groups. All support work is continually logged and shared with Members via a detailed action plan. From academic year 2024 onwards, members have agreed to complete an annual self-evaluation, which will then be used to inform this support work.

2. Standards and quality of provision in RE

When the Adviser took over the role in the previous academic year, it was agreed that the main priorities for SACRE was to establish links with schools, and to open lines of communication in order to ascertain the provision and standards of RE in schools.

2a. School Support

Teacher Sessions

During the academic year of this report, the Advisor, with support of the LA and liaising with the Hillingdon Learning Partnership, has coordinated, successfully planned and delivered 3 termly networks CPD sessions with subject leaders from primary and secondary schools, including academies, faith schools and community schools. These have been provided at no additional costs to Hillingdon schools.

The information/evidence referenced throughout this report information has been gleaned by the RE Advisor through conversations, visits and reports from schools as part of or following these sessions (see section 2b).

Sessions have included clarification and haring of research around of what high quality, meaningful RE can look like in schools, with opportunities to share and discuss planning documents to support this type of RE. Teachers are clear about Ofsted expectations around the including of different types of knowledge and have even been able to take part in a national research project themselves around one of these, led by the University of Huddersfield.

Schools Website

In addition, the LA has supported the development and revising of the SACRE pages for schools on their website, which now include updated resources and information, as well as guidance documents to support the delivery of RE as a subject as well as including guidance documents for headteachers to support their pupils on matters relating to whole school issues and concerns beyond the RE curriculum. SACRE will endeavour to continue adding support materials to this website.

School Communication

Further to this, the LA has supported the development and sharing of bulletins and newsletters devised by the Advisor, meaning that all schools have been receiving national and local updates and been notified of the support available (including the networks, above). This has not only ensured schools are reminded of the importance and relevance of the statutory subject but have been continually informed as to how they are able to provide it.

Advise to Schools

Throughout the academic year of this report the RE Advisor liaised with the Councils' Democratic Services to respond to one Freedom of Information request, as well as 3 individual schools' requests. These were in relation to the grating of authorised absence for certain festivals.

Subsequently, Hillingdon SACRE has devised, approved and shared some written guidance on this for head teachers, which has now also been included in the exemplar materials on the NASACRE [website](#) under 'Other Guidance from SACREs to Schools.'

In addition, in response to the situation in the Middle East sparked by the events of 7th October, SACRE commissioned the Advisor to devise a guidance paper for schools, which was supported and promoted by the LA.

2b. The Agreed Syllabus

When the current Advisor began the role in supporting SACRE, the purchase of a Syllabus had already been agreed and [shared](#) with schools in April 2022.

Throughout the academic year of this report, the Advisor conducted informal review and consultation sessions with teachers, via the aforementioned networks (2a), around the Syllabus. Questions included whether subject leaders were:

- able to clarify from the Syllabus what high quality RE could look like
- clear about expectations of what RE should look like in their schools
- aware and confident the RE curriculum in their school was complicit with the requirements in the Syllabus
- were able to plan their RE curriculum from this Syllabus.

SACRE have continued to be informed about the feedback received from schools in relation to these questions and have also been made aware of the national research developments and Ofsted publications (see 1b).

Following conversations with both SACRE and schools, it has been agreed:

- to invite more members to join the teachers' group of SACRE to support improved communication
- schools should continue to receive free CPD/ network sessions, which will include...
- updates and discussion around Ofsted and other research (also share with SACRE), which will allow...
- continued support in defining and recognising high quality RE, which can later be...
- included in a revision of the Locally Agreed Syllabus in due course.

In addition, other actions and documents have been developed and agreed in a bid to continue building a solid picture of school provision and review of the current syllabus, including an e-survey to be coordinated in the next academic year. Please see section 2c, below.

2c. School Provision, Attainment and Quality of Religious Education

The setting up of the teacher networks and communications systems (as specified in section 2a) have allowed some initial consultation with schools to determine a picture of RE provision in the Borough.

Primary

Conclusions drawn from the information from schools is that the Syllabus is not as helpful as it could be in defining or planning for high quality RE which reflects the research and other developments in the subject, nor Ofsted expectations.

Schools that have engaged with us have informed us they are predominantly following purchased curriculum packages (of which the RE Advisor is familiar), without awareness or confirmation that these are adherent to the current syllabus.

All schools in the network have been exposed to a range of exemplar curriculum and other planning documents, which reflect the pedagogy of RE being promoted and many of these schools have now recognised where these packages do not and which they would like to be defined in a new/revised syllabus.

With the development and dissemination of the e-survey a more specific picture of school provision can be ascertained, including the format of the RE curriculum (e.g. timetabled or drop-down days). This can then be correlated with the statutory requirements in the syllabus.

Secondary

The Hillingdon Agreed Syllabus recommends that 5% of curriculum time is dedicated to RE, which should equate to approximately 38-45 hours for KS3 and 30-36 hours for KS4. No specific proposal has been included or is made for Key Stage 5. This excludes time allocated for collective worship.

RE (or RS) remains statutory for all pupils in every key stage, whether or not sitting a GCSE or equivalent qualification in the subject. While requirements for some academies may differ, their funding arrangements ensure that they make provision for all pupils in RE.

However, in the recent [Ofsted](#) Report, it is clear that nationally “Fewer than 1/5 schools ... included any discernible RE content at KS4 and in sixth form for those who had not chosen to study the subject at GCSE or A Level.” This number falls to 1/2 with no KS4 RE at all for academies, and 1/3 did not even teach RE in KS3!

In conversation with the secondary schools engaged with the networks, there are similar findings, in which only those pupils who have opted at GCSE actually studying any discernible RE content in KS4.

As a result, all schools have been made aware of their statutory obligations, as well as the Hillingdon ‘Universal Promise’ via the SACRE website and through communication via the LA and with a newsletter.

Subject Leaders in schools have shared with the Advisor some of the barriers to providing an appropriate and sufficient curriculum in line with these requirements, including lack of specialist teachers to deliver or the budget to devise one. Therefore, whilst SACRE is aware that further clarification may need to be provided in a revised syllabus in due course, without additional support or funding, schools themselves are less likely or able to rectify the deficit.

However, the first step of clarifying the current picture of provision in schools can be started with the development of an e-survey to be disseminated this academic year.

In addition, the Advisor is also seeking data collected from the Teaching Hours for RE from School Workforce Census which may also provide some information about the provision of RE in secondary schools in the Borough.

2d. Standards and Quality of Provision of RE - Public Examinations

Due to the Covid-19 pandemic, pupils did not sit formal examinations until Summer 2022. Pupils were instead graded through internal assessment, and therefore no official/verified data was provided.

Public examination information, such as number of entries and results will support SACRE in building a picture of RE provision in the borough, and comparisons with national achievements can be made. At the time of compiling this report, confirmed/validated data for Summer 2024 was unavailable, but can be added once provided.

In the meantime, the below figures for 2023 have been retrieved:

GCSE 2023	Total number of pupils Hillingdon: 1837		A Level 2023	Total number of pupils Hillingdon: 95	
	% grade 4+	% Grade 7+		% A* - C	
	↓ 73%	↓ 30%		↓ 73%	

3. Collective Worship

Hillingdon SACRE supports an inclusive approach to collective worship that promotes spiritual development and contributes to community cohesion.

Following the commencement of support provided by the new Advisor, a full review of policies and school application for changes of determination materials was completed. All documents have been made available on the relevant website and Hillingdon SACRE is now ready should a request be received, but there have been no requests this year.

Whilst there remains a desire to increase this support by updating our guidance and support materials further, the focus has been directed towards schools' provision of RE teaching and learning through a quality RE curriculum aligned to our syllabus. It is hoped that, if funding allows, SACRE will be able to provide further guidance and support in this area to schools in the future.

4. SACRE work with other agencies

We are active members of NASACRE and both the Advisor and a member of SACRE attended the annual conference in 2024. Our Advisor continues to access the latest research and resources through her continued membership with AREIAC and as part of her work beyond the LA. Over the past year, she has also worked in collaboration with national examination boards as well as establishing links with Huddersfield University to provide training and support for Hillingdon schools, who were also able to take part in a national research project (please see section 2a).

We are keen to support all endeavours to expose more pupils to different worldviews and religions with experiences of real believers beyond a textbook as part of effective RE. Hillingdon members have been encouraged to take part in the free training provided through the RE Hubs, so that they may become accredited speakers whom our schools can approach to invite into their schools.

Moreover, we have taken the initiative to build on the links and relationships our members hold with various places of interest and worship in the borough to invite them to do the same. We shall continue to explore strategies to strengthen these relationships and broaden the opportunities for school visits with the RE Hubs.

5. Community Cohesion

Hillingdon SACRE supports RE that meets the needs of all students with or without religious beliefs, and promotes inclusion and religious, non-religious and racial harmony. We believe that RE promotes understanding and respect for all communities and it is even more vital now that we continue to do this, with the rise of fundamentalism and extremism in the UK and worldwide and examples of conflict within our own local community. Through the teaching of RE, negative stereotypes and prejudices can and should be tackled and we should generate understanding, overcome barriers, and promote community cohesion.

In the Autumn term a guidance paper was provided to schools in response to the situation in the Middle East sparked by the events of 7th October. This was shared and supported by the LA, along with in-person training sessions offered to all schools. These activities were achieved and enhanced by deploying the close working relationships and links between the Advisor and several national organisations and charities, including the Faith Belief Forum.

Hillingdon is incredibly proud of the diversity of the community. Following concerted efforts, SACRE now has membership which better reflects the religious and non-religious diversity of the local community, having recently gained a further representative of Shia Islam.

It has also been agreed that we shall now also present attendance at SACRE for each group/committee in the Annual Report, therefore making it easier to identify additional/alternative members to be invited to join SACRE.

Having consolidated our membership, and build working network with our teachers, we have decided next year to focus on a new project to celebrate our community's diversity by engaging pupils in creating artwork for an interfaith calendar. Dates of upcoming religious festivals and secular commemorations will be collated so that schools can use this calendar to support their planning of collective worship and their pupils' spiritual, moral, social and cultural development beyond the Religious Education classroom.

6. Management of SACRE

The Chair of SACRE remains Sumen Starr from the Teachers/Schools representative Group C. The Vice Chair is currently Keith Lunn, from Group B.

We have a solid [membership](#), which is continuously being monitored, and recent revisions to the constitution has allowing us with more opportunities for additional members as our community expand and should the need arise. We have also continued to increase the teachers' representation, gaining additional primary teacher members and a further secondary representative to Group C.

A detailed action/development plan is produced for SACRE each year aligned with the financial year of the council and is regularly updated by the RE Advisor and revisited by SACRE in meetings. A copy of the action plan for the academic year of this report can be found in Appendix 2.

From academic year 2024 onwards, members have agreed to complete an annual self-evaluation, which will then be used to inform this support work. The RE Advisor will then provide recommendations based on these comments, from which the following year's action plan can be derived.

The LA continues to be invaluable in the support of the work of our SACRE, by providing an RE Specialist to advise SACRE, deliver teacher training and support, and lead on the Agreed Syllabus. A senior member of the LA's Education Improvement and Partnerships (EIP) not only attends our meetings, but continuously provides any required support to achieve all agreed SACRE actions. They also share contributions and suggestions for how the work of SACRE may align with other LA priorities and initiatives, strengthening the impact of all.

The LA continues to receive all the SACRE funding, and in the last academic year used this to provide/support:

- The provision of a SACRE / RE Advisor 9 days including...
- CPD and support materials for staff in Schools on RE teaching and learning with the HLP
- SACRE and Religious Education website development and maintenance
- Networking and training opportunities for SACRE Advisor and members (e.g. NASACRE conference)

As well as...

- Providing Hybrid SACRE meetings with IT support and hosting at the Civic Centre
- Administrative Clerking support for the SACRE from Democratic Services
- Maintaining the SACRE/RE website of resources for teachers

7. Summary

With an enthusiastic Advisor and a supportive LA, Hillingdon SACRE is now in a strong position to not just report on the RE in the borough, but to actively contribute to the provision with innovative and creative strategies and resources devised by keen SACRE members themselves.

Meeting 21.11.23

Meeting 5.3.24

Meeting 26.6.24

Ria Searle	Committee Member	Present	Ria Searle	Committee Member	Apologies	Ria Searle Group C - Secondary PE Teacher	Committee Member	In attendance
Tim Wright	Committee Member	Present	Tim Wright	Committee Member	Present	Tim Wright Group B - Church of England	Committee Member	In attendance
Stacey Burman (HSACRE Advisor)	Advisor	In attendance	Stacey Burman (HSACRE Advisor)	Advisor	In attendance	Stacey Burman (HSACRE Advisor)	Advisor	Present
Sumen Starr	Chair	In attendance	Sumen Starr	Chair	In attendance	Sumen Starr Group C - Secondary Head Teacher	Chair	Present
Alice Vahdat	Committee Member	Present	Alice Vahdat	Committee Member	In attendance	Alice Vahdat Group A - Bahai	Committee Member	Absent
Balmukund Prasad Joshi	Committee Member	Present	Balmukund Prasad Joshi	Committee Member	Absent	Balmukund Prasad Joshi Group A - Hindu	Committee Member	In attendance
Alavari Jeevathol	Committee Member	Present	Alavari Jeevathol	Committee Member	In attendance	Alavari Jeevathol Group A - Humanists UK	Committee Member	In attendance
Dorothy Sadlik	Committee Member	Present	Dorothy Sadlik	Committee Member	Apologies	Dorothy Sadlik Group A - Jewish	Committee Member	In attendance
Angela Lount	Committee Member	Expected	Angela Lount	Committee Member	Absent	Angela Lount Group A - Methodist	Committee Member	Absent
Naseem Bint Amir	Committee Member	Present	Naseem Bint Amir	Committee Member	Absent	Naseem Bint Amir Group A - Muslim	Committee Member	Absent
Ninette Fernandes-Viana	Committee Member	Present	Ninette Fernandes-Viana	Committee Member	Absent	Ninette Fernandes-Viana Group A - Roman Catholic	Committee Member	Absent
Jasvir Singh Rayat	Committee Member	Present	Jasvir Singh Rayat	Committee Member	Present	Jasvir Singh Rayat Group A - Sikh	Committee Member	In attendance
Pauline Byles	Committee Member	Present	Pauline Byles	Committee Member	Present	Pauline Byles Group B - Church of England	Committee Member	In attendance
Melanie Dring MA BA(Hons) PGCE	Committee Member	Present	Melanie Dring MA BA(Hons) PGCE	Committee Member	Absent	Melanie Dring MA BA(Hons) PGCE Group B - Church of England	Committee Member	Absent
Keith Lunn	Committee Member	Present	Keith Lunn	Committee Member	Present	Keith Lunn Group B - Church of England	Vice-Chair	In attendance
Hedson De Castro	Committee Member	Present	Hedson De Castro	Committee Member	Present	Hedson De Castro Group C - SEND Secondary School Teacher	Committee Member	In attendance
Councillor Kishan Bhatt	Committee Member	Present	Councillor Kishan Bhatt	Committee Member	Absent	Councillor Kishan Bhatt Group D - Local Authority	Committee Member	Present
Councillor June Nelson	Committee Member	Apologies	Councillor June Nelson	Committee Member	Present	Steven Clarke	Secretary	Expected
Councillor Jagjit Singh	Committee Member	Present	Councillor Jagjit Singh	Committee Member	Present	Rebecca Reid (HSACRE Clerk)	Secretary	Present
Councillor Colleen Sullivan	Committee Member	Present	Councillor Colleen Sullivan	Committee Member	Apologies	Wahneeda Rahmanji	Committee Member	In attendance
Michael Hawkins	Officer	In attendance	Michael Hawkins	Officer	In attendance	Jemna Nauls	Committee Member	In attendance
Rebecca Reid	Secretary	In attendance	Rebecca Reid	Secretary	In attendance	David Baeston	Committee Member	In attendance
						Councillor Shehryar Ahmad-Wallana	Committee Member	Apologies

1.		SACRE Meetings and Development	
Focus	Actions	Timing	Outcomes
Advisor	MH confirm vendor arrangements for SB	Autumn 2023	Advisor receiving payment for support from relevant budgets
	SB to suggest amendments to constitution/members groups required SB create audit of members. SACRE members complete audit.	Autumn 2023	
Members	RR amend/update on website. SB source new members if needed. SACRE members vote new members if needed.	Spring 2024 Summer Meeting 2024	Vacancies filled with consistent and high attendance
	RR maintain register of attendance to be included in future Annual Reports	Autumn 2024	
NASACRE	RR renew membership of NASACRE RR confirm booking of attendance to NASACRE conference	May 2023 Summer Meeting 2024	Passwords received from NASACRE/confirmation of membership SACRE attendance to NASACRE
	SB include NASACRE updates on agenda SB liaise NOF/MG to update SACRE webpage	Autumn 2023	Improved communication with schools and within SACRE
Meetings and Training	SB/Chair/MG attend RE Hubs/NASACRE meeting. Feedback to SACRE SACRE faith group members (A+B) registered on 'RE Hubs' website for teachers SB share new research in RE, inc. Ofsted expectations and syllabus examples.	November 2023 Spring Meeting 2024 Ongoing	Agenda and dates agreed for year ahead. Members informed of all national and local updates, including regional/pan London. SACRE attendees recognise good quality RE in syllabi including own

2.		School communication and Support	
Newsletter	SB devise newsletter insert for teachers. MH support dissemination to schools SB to obtain email contacts for schools from HSP (DG) and MH	Autumn 2023 Autumn 2023	All schools aware of Advisor, aims of SACRE, CPD sessions available
Teachers' Session 1	RR/SB confirm HLP (DG) + MH notify schools of teacher online session SB to plan and deliver teachers' session	Primary 27/11 Secondary 6/12	Minimum 10 schools attending/communication with Advisor.
	SB confirm HLP (DG) + MH notify schools of teacher session SB to plan and deliver teachers' session	Primary 11/3 Secondary 11/3	Minimum 10 schools attending. Attendees confirm understanding of good quality RE.
Teachers' Session 2	SB confirm with HLP (DG) + MH notify schools of teacher session SB to plan and deliver teachers' session	Primary 3/6 Secondary 3/6	Minimum 10 schools attending and engaging in review of RE Syllabus. Increased picture of school provision of RE.
	SB draft Hubs invitation letter for places of worship, SS sign, RR send. SACRE agree format of above Interfaith support around anti-persecution focus	March 2024	Bespoke Interfaith event/resources or materials for all schools to engage which promotes strong RE (as agreed, above).
Interfaith Events/ Materials	SB confirm with HLP (DG) + notify schools SB run x2 events for schools. SB feedback to SACRE SB prep schools' art competition SACRE faith members re. images of belief MH disseminate second newsletter to schools and upload to HEAP web page	Summer 2024 Autumn 2024	1/4 Hillingdon schools engaged with above to boost awareness of aims of SACRE and examples of strong RE in action.
	MH disseminate second newsletter to schools and upload to HEAP web page School and SACRE sharing 14/11/24 SB collate and prepare and share materials and certificates? from above	Autumn 2024 Spring 2024	Bespoke Interfaith event/resources or materials for all schools to engage which promotes strong RE (as agreed, above).

3.		Monitoring of standards and quality of RE and Collective Worship in Hillingdon Schools	
Collective Worship	SB devise <u>determinations</u> policy and guidance SACRE approve once explained, RR to upload to SACRE website	Autumn 2023	SACRE clear about requirements for CW. Systems in place for requests.
	SB devise e survey for Subject Leaders MH/SACRE approve and share with schools	Summer 2024	
School Survey	SB share with schools and collate/analyse results SB share findings/results with SACRE SB include in Annual Report	Autumn Term Autumn December 2024	SACRE have stronger picture of RE and CW in schools

Achieved Ongoing Not Yet

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1.

SACRE Meetings and Development

Focus	Actions	Timing	Outcomes
Advisor	MH confirm vendor arrangements for SB	Autumn 2023	Advisor receiving payment for support from relevant budgets
Members	SB to suggest amendments to <u>constitution</u> /members groups required	Autumn 2023	Vacancies filled with consistent and high attendance
	SB create <u>audit</u> of members.		
	SACRE members complete audit.	Spring 2024	
	RR amend/update on website.	Summer Meeting 2024	
	SB source new members if needed.		
	SACRE members vote new members if needed.		
	RR maintain register of attendance to be included in future Annual Reports	Autumn 2024	
NASACRE	RR renew membership of NASACRE	May 2023 Summer Meeting 2024	Passwords received from NASACRE/confirmation of membership
	RR confirm booking of attendance to NASACRE conference		SACRE attendance to NASACRE
	SB include NASACRE updates on agenda		SACRE informed of relevant developments from NASACRE
Meetings and Training	SB liaise NOF/MG to update SACRE <u>webpage</u>	Autumn 2023	Improved communication with schools and within SACRE
	SB/Chair/MG attend RE Hubs/NASACRE meeting. Feedback to SACRE	November 2023	Agenda and dates agreed for year ahead. Members informed of all national and local updates, including regional/pan London.
	SACRE faith group members (A+B) registered on 'RE Hubs' website for teachers	Spring Meeting 2024	
	SB share new research in RE, inc. Ofsted expectations and syllabus examples.	Ongoing	SACRE attendees recognise good quality RE in syllabi including own

2.

School communication and Support

Newsletter	SB devise newsletter insert for teachers. MH support dissemination to schools	Autumn 2023	All schools aware of Advisor, aims of SACRE, CPD sessions available
Teachers' Session 1	SB to obtain email contacts for schools from HSP (DG) and MH	Autumn 2023	Minimum 10 schools attending/communication with Advisor.
	RR/SB confirm HLP (DG) + MH notify schools of teacher online session	Primary 27/11 Secondary 6/12	
Teachers' Session 2	SB to plan and deliver teachers' session	Primary 11/3 Secondary 11/3	Minimum 10 schools attending. Attendees confirm understanding of good quality RE.
	SB confirm HLP (DG) + MH notify schools of teacher session		
Teachers' Session 3	SB to plan and deliver teachers' session	Primary 3/6 Secondary 3/6	Minimum 10 schools attending and engaging in review of RE Syllabus. Increased picture of school provision of RE.
	SB confirm with HLP (DG) + MH notify schools of teacher session		
Interfaith Events/ Materials	SB draft Hubs invitation letter for places of worship, SS sign, RR send.	March 2024	Bespoke Interfaith event/resources or materials for all schools to engage which promotes strong RE (as agreed, above).
	SACRE agree format of above Interfaith support around anti-persecution focus		
	SB confirm with HLP (DG) + notify schools		1/4 Hillingdon schools engaged with above to boost awareness of aims of SACRE and examples of strong RE in action.
	SB run x2 events for schools. SB feedback to SACRE		
	SB prep schools' art competition SACRE faith members re. images of belief	Summer 2024	Bespoke Interfaith event/resources or materials for all schools to engage which promotes strong RE (as agreed, above).
	MH disseminate second newsletter to schools and upload to HEAP web page	Autumn 2024	
	School and SACRE sharing 14/11/24		
	SB collate and prepare and share materials and <i>certificates?</i> from above	Spring 2024	

3.

Monitoring of standards and quality of RE and Collective Worship in Hillingdon Schools

Collective Worship	SB devise <u>determinations</u> policy and guidance	Autumn 2023	SACRE clear about requirements for CW. Systems in place for requests.
	SACRE approve once explained, RR to upload to SACRE website		
School Survey	SB devise e survey for Subject Leaders	Summer 2024	SACRE have stronger picture of RE and CW in schools
	MH/SACRE approve and share with schools		
	SB share with schools and collate/analyse results	Autumn Term	
	SB share findings/results with SACRE	Autumn	
	SB include in Annual Report	December 2024	

Achieved

Ongoing

Not Yet

Agenda Item 8

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WORK PROGRAMME 2024/25

Committee name	Hillingdon SACRE
Officer reporting	Liz Penny, Democratic Services Officer
Papers with report	None
Ward	All

HEADLINES

This report is to enable the **Hillingdon SACRE** to review planned meeting dates and the forward programme.

RECOMMENDATIONS

That the Hillingdon SACRE Committee:

- 1. Confirms the dates for Hillingdon SACRE meetings.**

SUPPORTING INFORMATION

The meeting on 14 November 2024 will start at 18:00 in Committee Room 5

Meetings	Room
14 November 2024	CR5
27 March 2025	CR5

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