

# Public Document Pack



## **Standing Advisory Council on Religious Education (SACRE)**

**Date:** Thursday 11 July 2024

**Time:** 4.30 pm

**Place:** Gurdwara Sahib Miri Piri House - Gurdwara Sahib Miri Piri House

**Governance Officer:** Phil Wye **Direct Dial:** 0115 876 4298

**Local Authority Officer for SACRE:** Heidi Shewell-Cooper **Phone:** 0793 067 0537

**Email:** Heidi.Shewell-Cooper@nottinghamcity.gov.uk

**1 Welcome and introduction to the Gurdwara**

**2 Apologies for absence**

**3 Declarations of interest**

**4 Minutes**

To confirm the minutes of the meeting held on 14 March 2024

3 - 10

**5 Matters arising**

- All Members: To reach out to their relevant contacts and encourage them to get accredited and listed with the RE Hubs project.
- Councillor Cheryl Barnard: To write to David Wand to formally thank him for his years contributing to SACRE.
- Heidi Shewell-Cooper: For meetings to be scheduled outside of Ramadan and Purim from the next academic year.

Proposed Dates 2024/5 *Avoid – 2 October - 28 June 7/8 days*

Autumn: Thursday 17 October

Spring: Thursday 27 February: joint meeting with Nottinghamshire SACRE at Central Library, Nottingham

Summer: Thursday 17 July

All checked against a calendar of religious festivals

- To arrange for roundtable discussions in smaller groups at the next meeting, as part of the SACRE self-evaluation. Item 6
- To set up the Monitoring Sub-Group. See Item 9: LA Officer's Report

<b>6</b>	<b>SACRE self-evaluation exercise</b>	11 - 18
<b>7</b>	<b>Constitution</b>	19 - 30
<b>8</b>	<b>The future of the Religious Studies Resource Centre: Ken Johnson</b>	31 - 32
<b>9</b>	<b>LA officer's update</b>	33 - 48
<b>10</b>	<b>Date and venue of next meeting</b>	

SACRE is the 'Standing Advisory Council on Religious Education'. Since 1944 every Local Authority is required by law to have a SACRE. Its role was further strengthened in the Education Reform Act of 1988 and most recently in 1996.

The responsibilities of SACRE are:

- to provide advice to the Local Authority (LA) on all aspects of its provision for RE in its schools (this does not include Voluntary Aided Schools);
- to decide whether the LA's Agreed Syllabus for RE needs to be reviewed and if so, to ensure that this is completed;
- to provide advice to the LA on Collective Worship in its schools (this does not include Voluntary Aided or Voluntary Controlled Schools);
- to consider any requests from Headteachers to hold Collective Worship that is not of a broadly Christian character;
- to advise on matters relating to training for teachers in RE and Collective Worship;
- to publish an Annual Report of its work.

## Nottingham City Council

### Standing Advisory Council on Religious Education (SACRE)

Minutes of the meeting held at Huntingdon Academy, Alfred Street Central, St Anns, Nottingham, NG3 4AY on 14 March 2024 from 4.25pm to 5.55pm

<b>GROUP A - Representatives of Christian denominations and other religions/faith</b>		
	Martin Bennett	Salvation Army
	Vacancy	Methodist Church
	Moira Dales	Roman Catholic
	Krishna Dasi	Director of Hinduism Education Services
	Chris Richards	Humanist
✓	Deb Martin	Quaker
	M Qasim Hussain	Islam
	Ezekiel Alawale	Majority Black Led Churches
✓	Pvail Singh	Sikhism
✓	Norman Randall	Jewish
	Dr Irfan Malik	Ahmadiyya Muslim Association
	Vacancy	United Reformed Church
✓	Anna Ratcliff	Baptist Church
	Vacancy	Greek Orthodox Church
<b>GROUP B - Church of England representatives</b>		
	Anne Lumb	Southwell and Nottingham Diocese
	Alison Milbank	University of Nottingham - Theology & Religious Studies
✓	Andrea Burrows	Lowdham Primary and Trinity Church
	Kirsty Lacey	Bluecoat Aspley Academy (Secondary)
	Sarah Peek	St. Stephen's Primary
	Vacancy	
<b>GROUP C - Teacher representatives</b>		
	Louise Regan	National Education Union
	Nazia Iqbal	Chair of Governors, Middleton Primary
✓	Emmanuel Ofori	Governor, Berridge Primary & Bluecoat Aspley (Secondary)
✓	Fiona Maciel	Governor, Carrington Primary
	Leanne Harwood	Governor, Dovecote Primary
	Samia Ishaque	Governor, Middleton Primary
	Ambreen Razak	Chair of Governors, Snape Wood Primary
	Claire Al-Hussaini	Leader of SEND and Safeguarding (Djanogly City Academy)
<b>GROUP D - Elected City Council representatives</b>		
✓	Councillor Cheryl Barnard	Bulwell Forest Ward
	Councillor Angela Kandola	Berridge Ward
✓	Councillor Neghat Khan	Dales Ward
✓	Councillor Farzana Mahmood	Radford Ward
✓	Councillor David Mellen	Dales Ward
✓	Councillor Sajid Mohammed	Mapperley Ward

### Others in Attendance

Mike Carey	- Governance Officer, Nottingham City Council
Nick Lee	- Director of Education, Nottingham City Council
Lucy Moss	- Fernwood Primary
Rebecca Riley	- Head of School, Huntingdon Academy
Councillor Naim Salim	- Hyson Green & Arboretum Ward
Heidi Shewell-Cooper	- SACRE Lead Officer
Deborah Yeomans	- East Midlands, RE Hubs Lead

## **16 Welcome**

In the absence of Councillor Cheryl Barnard, Councillor Neghat Khan took the Chair, welcomed everyone to the meeting and thanked Huntingdon Academy for hosting the meeting.

## **17 Apologies for absence**

Martin Bennett  
Samia Ishaque  
Councillor Angela Kandola – other Council business  
Sarah Peek  
Ambreen Razak  
Louise Regan  
Chris Richards

## **18 Declarations of Interest**

None.

## **19 Minutes**

With amendments to the list of attendees, the minutes of the meeting held on 19 October 2023 were confirmed as a true record. The attendees added for the 19 October 2023 meeting are Andrea Burrows, Fiona Maciel, Dr Irfan Malik, and Emmanuel Ofori.

## **20 RE HUBS**

Deborah Yeomans, East Midlands RE Hub Lead, delivered the presentation on RE Hubs, highlighting the following points:

- (a) now in its second year, the RE Hubs project is the culmination of several projects aimed at supporting the RE community, improving interaction between research providers, teachers, and the community. Its goal is to provide a service for teachers, enabling access to knowledge, training, and resources in their region to enable them to teach great RE;
- (b) Claire Clinton is the Lead Director for England & Wales, and there is a named Lead for each region in England & Wales. All dedicate around two days a month to the project, and all are RE professionals in different ways. The

project's Steering Group is comprised of some of the major organisations in RE;

- (c) the project offers free monthly training to support school speakers and people that represent places of interest for RE, RVE and R&W, to help them understand best practice when going into schools or welcoming school groups to their sites. Trained speakers and representatives are accredited and their details hosted on the website, giving schools assurance. Additionally, the project offers free training for people who run local groups;
- (d) SACRE members were given a tour of the RE Hubs website, available at <https://www.re-hubs.uk/>, and were shown how to access the list of accredited school speakers and places of interest, along with other resources.

In the discussion which followed, and in response to questions from SACRE members, the following points were made:

- (e) once they have taken part in training, accredited speakers can be listed in both the school speakers section and as representatives of places of interest, depending on which category is accurate for them;
- (f) there are a number of school speakers and places of interest already accredited for Nottingham and the East Midlands, but it would be useful for SACRE members to reach out to their contacts and encourage more local speakers and sites to get accredited.

SACRE members thanked Deborah for her presentation.

## **21 Matters Arising**

Heidi Shewell-Cooper, SACRE Lead Officer, gave a verbal update on the actions agreed at the last meeting:

- (a) members who have not attended or responded for some time have been contacted, and this has led to some new people being appointed;
- (b) Group D confirmations will be noted in a later item;
- (c) contact has been made with the Nottinghamshire County SACRE Officer to plan a joint meeting in the next academic year, looking at a date in Spring at the Central Library;
- (d) an update on revising the Constitution will be noted in a later item.

Additionally, SACRE members requested that future meetings are scheduled outside of Ramadan and Purim.

## **22 Response & Recovery: Critical Incidents**

Councillor Cheryl Barnard, Chair of SACRE, joined and took the Chair for the remainder of the meeting. Councillor Sajid Mohammed joined the meeting.

Rebecca Riley, Head of School for Huntingdon Academy, delivered a presentation on Huntingdon Academy's response to the 2023 Nottingham attacks, in which Ian Coates, who worked at Huntingdon Academy and was well-known in the community, was killed. She raised the following points:

- (a) Huntingdon Academy is a multicultural school, comprising many beliefs and faiths, and staff do a lot of work to promote tolerance, acceptance, and curiosity about different faiths;
- (b) the attacks in 2023 caused panic and confusion. It was crucial to think carefully about how to communicate with the children, the staff team, the parents, and with the community. Huntingdon's leadership team drew on the Trauma Council's Critical Incident guidance to develop the school's response, resting on five principles: safe, calm, connected, in control, and hopeful;
- (c) safety is the first principle, both in the lockdown of the school, but also the need foster a feeling of safety when this is threatened by a traumatic incident. Even though it was difficult for the team, it was important that the school gates opened the next day, giving people routine, stability, and enabling the children to see trusted adults. The incident was difficult for parents who had experienced trauma themselves, particularly those who came to the UK seeking safety. Staff were supported in their own response, and were given a script to support age-appropriate conversations with the children;
- (d) calmness is the second principle. It was important to ensure the team kept gathering together and communicating, and that the leadership team listened to staff about their needs at different moments. Lisa DeSouza, Senior Educational Psychologist, supported the school through the process, helping to create a safe space to talk for staff and parents;
- (e) connection is the third principle, and is crucially important for reaching the stages of feeling in control and hopeful. It is important that the children do not feel the world is just a dangerous place, but to show that there is kindness in it, and the school took 'Love Wins' as its slogan;
- (f) the school hosted a community event centred on Ian, to raise money for a memorial garden, and many members of the community supported it and gave their time, making it the biggest event the school had ever held. At Christmas, the school continued Ian's tradition of making festive displays, with children and their families contributing sections of the display.

Nick Lee, Director of Education, spoke about the Educational Psychology team and made the following points:

- (g) the Educational Psychology service has been working on improving the Education Department's understanding of trauma and the impact on children, and does a lot of work with refugee and asylum seeker children, as well as work with the Mental Health in Schools team. The City has developed real expertise in dealing with trauma;

- (h) the team's approach is to work with schools to build capacity and skills to respond to traumatic events, building scripts to help support staff themselves, as well as to guide interactions with children and young people, and parents when appropriate;
- (i) this is not core funded, but reliant on grant funding and other funding streams, including a traded offer with schools. It has a huge number of benefits, attracting, developing, and maintaining the core Educational Psychology service, which is a statutory service.

In the discussion which followed, and in response to questions from SACRE members, the following points were made:

- (j) intrusive media attention made the situation harder and complicated the school's communication with the children. Colleagues at the Council, including Community Protection, supported the school around this;
- (k) due to the range of individual needs and communication styles, it was decided that it would be most appropriate to support parents in communicating the news to their children rather than having teachers delivering the news in classes. Parents fed back that they were very glad it was communicated in this way, due to the need to tailor communication to the individuals. Guidance was provided for parents in how to have this conversation, and teachers facilitated further conversations afterwards;
- (l) there were concerns that false media reports that it was a terror attack might divide the children and the community, but this did not occur. The school's focus was on hope and kindness, and the community response was about togetherness in the face of the tragedy rather than division;
- (m) SACRE members discussed how RE is strongly placed to help equip schools with the skills to respond to distressing incidents and events that may divide the community, building a respect for different faiths and traditions, and helping children to practice skills at discussing complex issues in a respectful and healthy way. For instance, Black Theology can be useful to spark conversations around race, and themes in the Nottinghamshire Violence Against Women and Girls Strategy can be woven into RE. Good RE helps to build the potential for wonder and joy, and teaches children about how to build healthy relationships;
- (n) Huntingdon Academy is an RSE school, and conducts RSE assemblies in which children sit in circles to discuss something relevant from the news, which builds skills for healthy debates and discussion.

## **23 LA Officer's Update**

Heidi Shewell-Cooper, SACRE Lead Officer, presented the Local Authority Officer's Update report, and highlighted the following points:

- (a) the membership is looking healthy, though there are a few resignations to note. SACRE is asked to endorse recommendations for new members, while continuing to pursue other Group A vacancies. Members were encouraged to

make recommendations if they know individuals who may potentially fill the vacancies;

- (b) the nominated Councillors for Group D have been confirmed by the Local Authority;
- (c) it is noteworthy that David Wand has resigned after over eighteen years on the group, and it would be recommended to write formally to thank David for his contribution over the years.

SACRE members acknowledged the contribution David made over eighteen years of membership of the group.

**Resolved:**

- 1. to endorse the Local Authority's nomination of Anna Ratcliff as Baptist representative;**
  - 2. to endorse the proposal from the Diocese of Southwell and Nottingham for Emmanuel Ofori to fill the remaining vacancy in Group B, moving from Group C.**
  - 3. to endorse the Local Authority's nomination of Councillor Sajid Mohammed and Councillor Farzana Mahmood as confirmed members in Group D.**
- (d) SACRE members attended two training events in November and December 2023. The first, 'In Conversation', brought representatives of SACREs across the country together to discuss key themes and inform national developments. It was proposed that a self-evaluation process inspired by this meeting should begin at the next meeting, with roundtable discussions in smaller groups.

**Resolved:**

- 4. in light of this training, that SACRE undertake a self-evaluation process to inform the next Annual Report and enable SACRE to determine its priorities and work plan for 2024/25.**
- (e) The second training session outlined the responsibilities of SACRE to monitor schools and the different approaches taken by SACREs across the country to do this;
- (f) this could include research into OFSTED reports, though RE is not always inspected, or observing assemblies, with a randomly allocated audit each term. It is important to being a meaningful discussion without impinging too much on headteachers' and RE coordinators' time, in a way that builds connections and creates value for the schools.

**Resolved:**

- 5. that Nottingham City SACRE convene a 'Monitoring Sub-Group' to progress this area of work;**
- 6. that the membership of this sub-group should include Councillor Neghat Khan, Fiona Maciel, Norman Randall, Anna Ratcliff, and Pvail Singh.**



- (g) OFSTED's Annual Report was published in November 2023, and includes references to individual subjects, including RE.

**Resolved:**

**7. that SACRE take account of this Report in undertaking its role to monitor the quality of RE provision and supporting the professional development of staff.**

- (h) SACRE acknowledged the support from colleagues in Newham in compiling guidance for schools regarding Ramadan. It has recently been reissued with an updated paragraph about music;
- (i) SACRE members agreed that it would be useful to adapt the document for next year to make it more specific to Nottingham.
- (j) work to revise and update the constitution is ongoing, and the document is currently with the legal team for comments. It is intended that the updated constitution will be brought to SACRE in July.

**24 Summary of Actions**

All Members

- To reach out to their relevant contacts and encourage them to get accredited and listed with the RE Hubs project.

Councillor Cheryl Barnard

- To write to David Wand to formally thank him for his years contributing to SACRE.

Heidi Shewell-Cooper

- For meetings to be scheduled outside of Ramadan and Purim from the next academic year.
- To arrange for roundtable discussions in smaller groups at the next meeting, as part of the SACRE self-evaluation.
- To set up the Monitoring Sub-Group.

**25 Date of Next Meeting**

11 July 2024.

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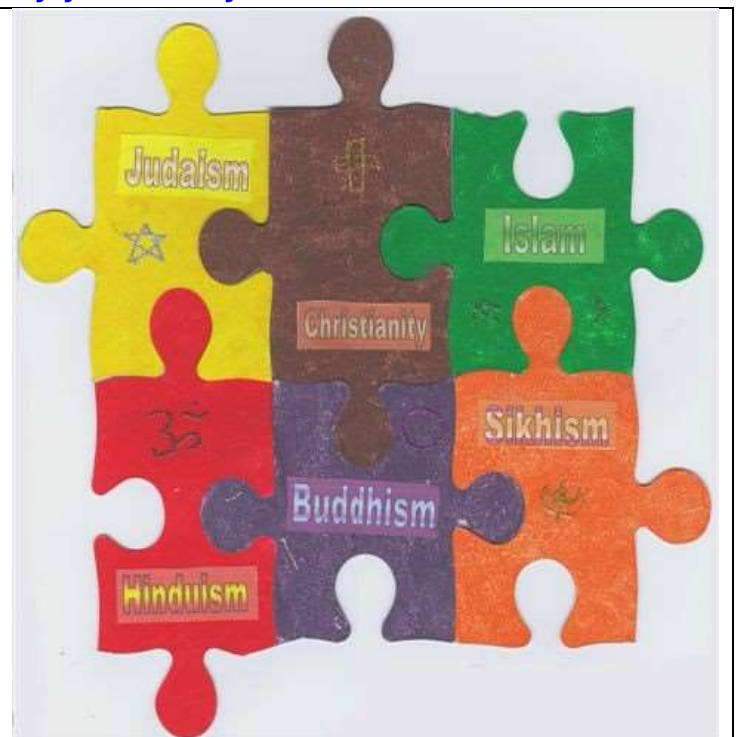
# Activist SACREs in 2024

## 35+ things a good SACRE can do!

Any SACRE could be passive and reactive -some are - but this is a plea for activism from SACREs. I hold the view that any SACRE, large or small, expert or developing, should consider how to take action in pursuit of its mission to guard and develop standards in RE. NATRE has a very strong interest in SACRE effectiveness and is pleased to support our many teacher members who serve on SACREs.

We think that SACREs are more powerful than we have yet seen – statutory bodies, in all local authorities, with representation from religion, professionalism and democratic structure are powerful, but often don't notice their powers. Both dependent upon the LA, and independent of it, the SACREs that do most for RE are powerful indeed.

I like the idea of activism, because it represents the capacity of the SACRE to make a difference, rather than merely maintain itself. Perhaps a rule of thumb for activism might be 'does this SACRE innovate at least one project every year?' Is yours an activist SACRE?



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## 35+ things a good SACRE can do: teacher representatives can initiate any or all of these.

### Flexing the activists' muscles.

- 1. Ask the LA for money – or offer to raise money for your work by being entrepreneurial.** Tackle the question of the SACRE's own funding needs. I think NASACRE has an important role here, to disseminate best practice in funding SACREs. Some SACREs manage without anyone to pay the cost of stamps or web updates, and others can find tens of thousands of pounds of local authority money from a core services budget for working parties and agreed syllabus work. Connecting the work of SACRE with citizenship and community cohesion is a route some have taken here. This is, for some SACREs, the essential first step to becoming activist.
- 2. Monitor and praise.** Monitoring schools' performance through reading OFSTED reports (this data not as good as it was, so needs supplementing by GCSE and provision data from Secondary schools and any possible sources from Primary schools, especially with regard to self evaluation in schools (the 'Watchsted' website is searchable for RE comments.)). Will MATs be able to give us some data as their work unfolds? ASK them!! Celebrate success, and seek to find at least three schools in each key stage that are 'beacons' for quality RE ~ then spread the word about them.
- 3. Information on provision.** Send out questionnaires to schools, or to pupils, (named or even anonymous?) to support teachers in the endless 'status skirmishing' required of RE subject leaders in their battle for more of the buns, rather than just the crumbs. Information is power here – can your schools say 'we know we need to improve, because of what SACRE say'? Can they say that they know how to improve because of their SACRE's advice? If schools ask SACRE for help do they get it? *If not, what's the point?*
- 4. Offer professional development.** Providing or organising CPD and INSET for teachers, with faith communities to the fore (using the expertise of SACRE members?), running conferences for a day, to bring SACRE members, teachers and governors together, or doing courses on new syllabuses, guidance, schemes of work or planning. Staffordshire, Leicestershire, Gloucestershire and Plymouth are just a few examples who do this, along with many others. The training offer should be on every SACRE's agenda, and every SACRE's events

on 'RE Hubs'. Work collaboratively with other local SACREs – good practice in South Yorkshire could be a model.

**5. Inspect the inspectors.**

Monitoring OFSTED inspection performance and complaining to the office of HMCI. (Could we do that 21<sup>st</sup> century Biblical contextualisation activity, where students write up 'the parable of the good OFSTED inspector'?) Why don't they mention RE even if its non-compliant, or if its excellent? This needs challenging locally and nationally. Join in with NATRE's program here, thanks to the indomitable Deborah Weston. SACREs might take this up with inspection contractors or regional commissioners.

**6. Try a resource project.** Activist SACREs offer local religions chances to resource RE in local, authentic and contemporary ways. Make a booklet, website or video of photos, contacts, teaching and learning activities related to a dozen places of worship in the Local Authority area, as Leicestershire, Somerset, Blackburn and Coventry have done. This makes schools grateful to SACREs – and can even attract a grant or produce some revenue!

**7. Give authentic faith community voices an audience among teachers.** Write from faith to school: Redbridge's excellent briefing papers on Sikh dress,

observing Ramadan, Jehovah's Witnesses and RE, and other topics are all good models. And it doesn't have to be written: Video, web, photopack or visiting speaker work even better. Tackle the issues

**8. Tell parents.** Publishing a parents' leaflet, to highlight the value of community involvement in RE. Show off some pupils work! (Barnsley once did this with their SACRE annual report) This could significantly shift one of RE's perennial problems, that parental attitudes always seem at least a generation out of date. DFE's contribution here was nice, but could be bettered! Can NASACRE make your work national?

**9. Gather information.** Monitoring standards and examination results, time for RE, subject leadership and other aspects of provision. Information is power in this context, and local authorities can reasonably be asked to provide information to the SACRE. Northamptonshire's approach is exemplary, among many others. Leicestershire and North Yorkshire did surveys that led to improved budgets for syllabus revision. Easy to use survey software and thus gather all important email addresses for your data sheets and contact listings (*you do have these, don't you?*)

10. **Exemplification.** Get together some pupils' work that exemplifies standards in RE with reference to the local syllabus, at levels 1-8. The exemplification is important to establish standards, and such projects have a powerful impact, specially for those new to an area or new to a syllabus. As for example Warwickshire, Worcestershire, Leicester and Hertfordshire local authorities have all done this, to the great benefit of their teachers.
11. **Run a local parliament of religions** for 14-18 year olds. Can we think of a better way of helping young citizens see the place of faith in the 21<sup>st</sup> century? Inter faith projects model the best of RE and are always exciting. Prince-now-king Charles did one – make him your role model! Dozens of SACREs including Thurrock, Islington, Stoke, Bradford and Lancashire have done these events with some grant funds available and some support from LA budgets for diversity and inclusion.
12. **Organise an arts competition:** RE improves where it gets more creative, and the linked curriculum models increasingly popular in primary schools can make this very useful. Design the cover for the new syllabus ~ as children in Gloucestershire, Lincoln and Hereford have done. Why not relate faith and spirituality to poetry, drama or creative writing too? NATRE's 'Art in Heaven' competition is a model and can be run with a local SACRE round, as Sandwell and Wakefield – who published a booklet of brilliant work and ran an art show in the Minster - have done recently (see [www.NATRE.org.uk/spiritedarts](http://www.NATRE.org.uk/spiritedarts))
13. **Help the SEND schools and teachers.** Some SACREs have used the LA's good offices to give particular support to SEND+ schools and practitioners for RE, and others have made a section of their Agreed Syllabus that addresses this clearly and helpfully. Training and CPD can go with this. Well done Wolverhampton, Doncaster and Lancashire for organising here.
14. **Facilitate some exhibitions.** In Croyden, Wakefield, Newham and Coventry, hundreds of children from dozens of schools attended and learned from exhibitions at the faith community buildings of several religions over a period of years. Copy that. Inter Faith Centres in, for example, Leicester, Kirklees, Lancashire, Derby City, co-ordinate visits and visitors to contribute to this purpose. Or invite the national faith community bodies to mount a 'Jewish Way of life' for your schools to visit. Or similar.



15. **Do an essay competition.** RE today and partners promoted an essay competition on the spiritual principles for life in conjunction with the Templeton Foundation. Thousands entered. A SACRE would be an ideal local partner for this. We may even be able to put you in touch with a grant to provide the money for prizes and administration.
16. **Book the stage.** Arrange a pupil performance, like those hundreds inspired by the long-ago RE Festival of 1997, or the JC 2000 millennium arts festival or the RE Council's more recent promotion. NATRE has a display which we hire out! Linking this to a syllabus launch, or an annual lecture is powerful, and involves the interaction of pupils and teachers with SACRE members.
17. **Get lecturers.** Set up an annual lecture series for all those interested in RE, as happens in Hounslow, Redbridge, Westminster or Kent for example. Link it to the publication of the annual SACRE report, and invite the director to preside: directors need to know about RE at its best. Hounslow get about 60 to theirs. *I can't imagine any reason why a SACRE wouldn't at least run an annual lecture.*
18. **Be the voice of religion in the Local Authority.** Contribute to civic inter faith work, e.g. in inter-faith forums with the local Catholic or Anglican Diocese or other faith and belief groups. Send and ask for representatives. Ask Leicester City about this. Wandsworth SACRE give multicultural and community cohesion guidance to the schools too. Some SACREs have even widened the net to advise the police or social workers about local religion and worldviews.
19. **Celebrate the grassroots.** Make a presentation to the Education Cabinet or Committee about the SACRE's grass roots work with pupils, teachers and schools. Make them proud of the religious and belief communities involved, and the sense of inclusion SACRE can create. Most LAs aspire to be more religiously inclusive than they are. *Be the solution to their perceived needs.*
20. **Smoke out the key voices.** Invite key people to speak to the SACRE's annual conference: would this invitation to speak help the Chair of the Education Committee or the new Education / Children's Services director to clarify his / her own thinking on RE? What about locally prominent religious leaders? Politicians? Nothing concentrates the mind like having to speak thoughtfully to a plural audience. Norfolk SACRE had a significant influence on Rt Hon Charles Clarke (a local MP in Norwich) when he was Secretary of State. Plymouth had a hotline to

the RE-committed Luke Pollard MP. The APPG for RE in Parliament has over 100 interested MPs – yours?

21. **Listen to teachers.** Ensure that serving RE teachers are heard every time SACRE meets: do the LA and Union seats get filled by people with RE expertise, or without? Can the SACRE arrange to have more in-touch voices present? Could half day cover be paid, or could it be a standard item on the agenda to hear a report of good practice from the classroom? *Some SACREs have a representative from NATRE on the Teachers' Committee. Yours? Why not?*
22. **Serve 16-19s.** Run an active learning day conference for post sixteen students, to model for schools great ways of providing RE for all in the sixth forms. Link it to tertiary college students as well, to show them what they're missing. Ask in Lancashire, Cumbria, Hertfordshire or Gloucester for experience. The 'dare2engage' initiative, hosted by Youthscape, a Christian agency, is a way to get started with this.
23. **Every year, innovate.** Make sure there's an annual working party of teachers and faith representatives on a key topic: current favourites might include special needs and RE, RE and adaptive learning, assessment, RE three to sevens, RE and PSHE / RSE, British Values, GCSEs and A levels or citizenship.
24. **Go visiting.** Arrange your meetings around the faith communities: Three meetings a year could enable six religions to host your SACRE over two years. Hospitality always develops community, as Westminster's SACRE might testify. Lancashire SACRE have met at a Hindu Temple and then at a Mosque.
25. **Get well advised.** Use the RE adviser, and if no adviser is available, explore the use of an RE consultant for briefing and supporting the SACRE and pursuing its business. Many SACREs from Tower Hamlets to Newcastle have done this and been pleased with the increased professionalism resulting. 15 days of real professional time is worth more than the cash it costs to the activist SACRE.
26. **Draw attention to yourself ~ be noisy!** If the local authority is being inspected, aim to get a paragraph in the report, praising the best of your work. Ask for an appointment with the inspectorate, and supply your SEF, development plan annual report and syllabus as required. Expect to be noticed in any other ways too: in any local government re-organisation SACREs must be recognised as a core service. Blowing the trumpet will help RE. If they ignore you, play a noisy attention seeking game.



27. **Be publicists.** Let schools and teachers know about prizes and awards for RE, e.g. fellowships from Farmington, science and religion awards from the Faraday Institute or the Templeton Foundation, the Church College Trusts or the Sandford St Martin Trust Award for media excellence in religion and belief. Or set one up of your own, and *ask some local firms, or the library service, to sponsor the prizes and exhibit the winners.*
28. **Tackle the GCSE / KS4 illegality in some schools, praise the provision in others.** Use Freedom of Information requests to get information about excellent and non-compliant schools (NATRE holds this from its FOI requests program). I'm interested currently to provide a planned course of 10 6 hour non-examined RE units for 14-16s. Quality costs – I am looking for SACREs who will invest a couple of thousand pounds in this together.  
[lat@retoday.org.uk](mailto:lat@retoday.org.uk)
29. **Check RE on school websites.** Write to heads about the provision of RE described on their websites. Praise the good ones, and ask for more from the weaker examples. *Every school is required by law to specify its curriculum – obviously including RE – on its website.*
30. **Advice on withdrawal.** Draw attention to advice from e.g. NAHT and NATRE on withdrawal from RE, published in 2018 and supported by the DfE
31. **Support local groups.** NATRE has a link network of over 370 groups for teachers of RE. But many SACREs could really help these often small and struggling but professionally friendly groups. Can you grow one or more in your area? Can the Clerk to SACRE help just a little with publicity or administration? Have a joint SACRE / teachers' group meeting?
32. **Lobby nationally.** Every meeting of a SACRE could (should?) result in a letter to DfE! Or some other nationally powerful institutions (Unions? Faith community bodies?) which need (honestly) the benefit of your experience and grass roots local knowledge. *Activists propose such letters at SACRE meetings, and follow up the replies.*
33. **Tackle the teaching shortage.** Don't give up on teacher supply. If the SACRE asks the local authority who is teaching RE, or uses inspection reports to identify shortfalls in specialist teaching, then it can take action to improve the most intractable problem RE faces. Does the local ITT course or training school provider speak to the SACRE? Contact the University, and see if joint training is a good idea.

34. **Education Sunday:** this annual opportunity for faith to remember education could be taken up at the civic level and among inter faith groups much more than it is. Details are published annually by the Churches' Joint Education Policy Committee. Your chance to get involved? Other national marker days, such as for holocaust remembrance or inter faith week are suitable foci too.

35. **Check your own pulse.** Use the evaluation toolkit to work on yourselves as an effective SACRE. Audit the effectiveness of your own work, and seek to develop the role and influence of the SACRE every year. If this feels out of date, ask NASACRE to update...

Most of these ideas, in one form or another, are culled from my years of SACRE engagement and from RE Today's wide experience of working with SACREs. Therefore they are all already happening somewhere. Making more happen in more places is a definite possibility. It may suggest some new directions for some SACREs. Get active, all you SACRE members.

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From the NATRE Spirited Arts competition:



**RE Today**  
Services

**Isabelle, Charlotte and Astrid (all age 12) entered a group piece of artwork titled 'Mother Earth'.**

**The religions that inspired our work were Hinduism and Paganism. Hinduism inspired us because of the Hindu belief that Brahman, the Hindu God, is in everything and is. But the original idea of Mother Earth came from the Pagan religion, based on the worshipping of nature and that God is like a mother because she has given us life and continues to sustain us.**

**This work is spiritual because it may remind people that the earth is a gift to us, we belong it and should look after it. This, therefore, is very relevant at the moment because humans are at a stage in their existence in which they really need to start caring and putting the earth and others before their own desires.**

## **NOTTINGHAM CITY COUNCIL**

### **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)**

#### **1 Introduction**

1.1. The Local Authority is required by the provisions of Section 390 – 397 of the 1996 Education Act to constitute a Standing Advisory Council for Religious Education (SACRE). These arrangements set out the framework within which the SACRE should function, and the content of this Constitution meets the requirements of the 1996 Act. The constitution also reflects the requirements of Circular 194 for the SACRE to broadly represent the proportionate strength of local religious groups.

#### **2 Functions of the SACRE**

The SACRE has a range of advisory and executive functions as follows:

##### 2.1 Advisory Functions

2.1.1 To advise the Executive Board upon such matters connected with religious worship in City Schools as the Executive Board may refer to the SACRE or as the SACRE itself may think fit.

2.1.2 To advise the Executive Board upon such matters connected with the religious education to be given, in accordance with an 'Agreed Syllabus' that the Executive Board may refer to the SACRE, or as the SACRE itself may think fit. This could include methods of teaching, the choice of the materials and the provision of training for teachers.

##### 2.2 Executive Functions

2.2.1 To consider and determine, in accordance with Section 390 – 397 of the Education Act 1996, applications from City Schools in relation to the requirement of Christian collective worship to apply at that school.

2.2.2 To consider a review of any 'Agreed Syllabus' adopted by the Executive Board.

2.2.3 To publish an annual report on its work, especially where advice has been given to the Local Authority, including reasons for that advice.

#### **3 Membership of the SACRE**

3.1. There are two kinds of SACRE membership:

- Those nominated by the appropriate sponsoring Groups and formally appointed by the local authority, and who work within one of the 4 Groups (A-D)
- Those co-opted by SACRE

3.2. The SACRE shall include representative members as detailed in section 4.3 below and may also include co-opted members (see section 4.8).

## 4 Representative Members

4.1 The number of representative members in Groups A, B and C in 4.3 below shall be determined by the Corporate Director for Children and Education Services, in consultation with the Executive Member responsible for education. The individual appointments shall be made by the SACRE after taking all reasonable steps to assure itself that the individual is representative of the denomination or association concerned.

4.2. Nominations of elected members from Nottingham City Council are made by the Corporate Director for Children and Education Services, in accordance with the wishes of the majority group.

4.3 Membership of SACRE consists of the four groups of representative members ('representative groups') as below. Elected members from Nottingham City Council must include the Executive member with responsibility for education matters.

### **GROUP A (17) Christian denominations, other than Church of England, other religions and their denominations reflecting the principal religions & worldviews in the area**

Baptist	1 member
Buddhist	1 member
Greek Orthodox	1 member
Hindu	1 member
Humanism	2 members
Islam	1 member
Jehovah Witness	1 member
Jewish	1 member
Majority Black-Led Churches (MBLC)	1 member
Methodist	1 member
Quaker	1 member
Roman Catholic	1 member
Salvation Army	1 member
Seventh Day Adventists	1 member
Sikh	1 member
United Reformed Church	1 member

**GROUP B (6)** - Church of England.

**GROUP C (6)** - Teacher and Head Teacher Associations, and others representing educational interests, including when possible two teachers of religious education

**GROUP D (6)** – The Local Authority: Elected members of Nottingham City Council.

4.4. The representative members shall hold office for a period of four years from appointment. They can be reappointed for a further term or replaced.

4.6 An individual representative member may be removed from membership by the SACRE if in its opinion (s)he ceases to be an appropriate representative.

4.7 Any individual representative member who has failed to attend meetings of the SACRE for a continuous period of 12 months, beginning with the date of a meeting shall, on expiry of that period, be deemed to be no longer representative and will cease to hold office forthwith. They may be reappointed.

#### **4.8 Co-opted Members**

4.8.2 Co-opted members shall be appointed only by members of the SACRE who have not themselves been co-opted, that is, the representative groups. No representative group shall be entitled to co-opt additional members, but the whole SACRE can

4.8.3 Co-opted members shall hold office on such terms as may be removed at any time by the representative members, and hold office at the pleasure of, and may be removed at any time by, the representative groups.

4.8.4 Co-opted members shall not be entitled to vote.

#### **4.9 Substitute Members**

In order to promote elective representation at meetings, a named substitute member may attend meetings in place of a representative member of the SACRE in accordance with the following provisions:

a) a substitute member may only attend a meeting in place of a relevant representative member.

b) the substitute must be notified to the Lead Officer for the SACRE at least 1 hour prior to the published commencement time of the meeting.

c) It shall be the responsibility of the relevant representative member:

- To determine whether or not it is necessary for the relevant named substitute to attend a meeting in their place.
- To notify the named substitute of the time and place the proposed meeting.
- To notify the Secretary in advance of the meeting that the named substitute will attend the meeting in their place.
- To brief the named substitute on the proposed meeting

d) a substitute member may only attend a meeting in place of a relevant representative member.

e) a named substitute shall have the same voting rights as the representative member in whose place (s)he is attending.

#### **4.10 Resignation**

Any representative or co-opted member of the SACRE may at any time resign his/her office.

### **5. ADMINISTRATION**

5.1. SACRE will usually meet three times a year. Meetings are administered by Constitutional Services and supported by the LA SACRE Officer. Meetings are attended by the Director of Education or an appropriate representative.

#### **5.2 Chair and Vice Chair of the SACRE**

5.3 The Chair of the SACRE shall be the Nottingham City Council Executive Member with responsibility for education matters.

5.4 The Chair shall preside at meetings of SACRE. The Vice Chair of the SACRE shall preside at meetings of the SACRE during the absence of the Chair. In the absence of both the Chair and the Vice Chair at a meeting of the SACRE, the members of the SACRE shall elect one of their number who is a member of a representative group to preside at the meeting during such absence.

5.5. The person presiding at a meeting of the SACRE shall have a second or casting vote but only in relation to questions concerning co-opted members in accordance with paragraph 7.3 below

5.6 The Vice-Chair shall be elected every two years by the SACRE from among the representative members of groups A, B and C.

5.7. The office of Vice-Chair shall rotate between the representative groups as follows:

- Group A in the first year.
- Group B in the second year.
- Group C in the third year.

In succeeding years, the rotation shall continue through the representative groups in alphabetical order, with Group A following again after Group C.

<b>Academic Year</b>	<b>Vice-Chair Group</b>
2024/5	A
2025/6	B
2026/7	C
2027/8	A

5.8 A person nominated for Vice-Chair shall be a representative member of the SACRE but need not be a member of the nominating representative group.

5.9 If at any particular time, the relevant representative group is unable or unwilling to nominate a person as Vice-Chair of the SACRE, the representative group shall lose the right of nomination and it shall be passed in accordance with these rotation arrangements.

5.10 If a casual vacancy arises in the office of the Vice-Chair, the representative group which nominated the Vice-Chair shall be entitled to nominate a person in his/her place for the remainder of that year.

## **6. Chair and Vice Chair of Representative Groups**

6.1 The Chair of each representative group shall be appointed annually by the members of that representative group from amongst their number to take office on 1 September each year.

6.2 Each representative group may appoint a Vice Chair on similar terms as its Chair. The provisions of paragraph 5.5 above shall apply to meetings of representatives groups, such as if they were meetings of the SACRE.

6.3 The person presiding at a meeting of a representative group shall have a second or casting vote.

## **7 Voting at SACRE meetings**

7.1. SACRE will endeavour to achieve consensus on its work and come to agreement about issues without the need for a vote, except in very rare circumstances.

7.2. All members are entitled to speak and vote on any issue as invited by the Chair, but substitute or Co-opted members may speak but not vote at any meeting. Any questions to be decided by the SACRE shall require a majority of votes cast by those present and entitled to vote.

7.3 Only the representative groups shall be entitled to vote on any question and each such group shall have a single vote.

7.4 The Chair presiding at a meeting of the SACRE shall have a second or casting vote, but only in relation to questions concerning co-opted members.

7.5 If the question before the SACRE is concerned with the appointment of a co-opted member then the Chair shall be entitled to a second or casting vote in the event of a tie.

## **8. Voting at Meetings of the Representative Groups**

8.1. Any questions to be decided by a representative group shall require a majority of the votes cast by those present and entitled to vote.

8.2 Each member of a representative group shall be entitled to one vote.

## **9. Proceedings**

9.1 No issue shall be discussed at a meeting of the SACRE unless notice of the intention to discuss that issue is given in the agenda for the meeting.

9.2 The quorum for a meeting of the SACRE shall be three named members (consisting of one member from each of the three different representative groups).

9.3 If within a period of fifteen minutes after the published start time of a meeting a quorum is not present, the meeting shall not formally be held. However, those present may continue with an informal meeting, but no decisions can be taken.

9.4. If during the course of a meeting, a quorum is no longer present, the meeting shall be terminated at the point it becomes inquorate. However, those present may continue with an informal meeting, but no decisions can be taken.

9.5 A meeting of the SACRE shall be convened by the Lead Officer for SACRE after consultation with the Chair, but the Lead Officer for SACRE shall comply with any direction given by the SACRE at a previous meeting, or with any direction (which is not inconsistent with a direction of the SACRE) given by the Chair, or in his/her absence, the Vice-Chair of the SACRE.

9.6 A meeting of the SACRE may be called in writing, specifying the business to be transacted, by any three representative groups and the Lead Officer for SACRE shall proceed to convene such a meeting.



9.7 Every member (including every named substitute) of the SACRE shall be given, not less than five clear working days before the date of the meeting, written notice of the meeting, provided that where the Chair, or in his/her absence, the Vice-Chair, so directs on the grounds that there are matters demanding urgent consideration, it shall be sufficient if the written notice convening a meeting is given within such shorter period as (s)he specifies.

9.8 Notice of a meeting may be given to members by sending an email.

## **10. Minutes**

10.1 Minutes shall be kept of all meetings of the SACRE.

## **11. Validity of Proceedings**

11.1. The validity of the proceedings of the SACRE shall not be affected:

a) by any vacancy in the office of a representative.

b) on the grounds that a member of the SACRE appointed to represent any: denomination or association does not at the time of the proceedings represent the denomination or association in question.

c) by reason of an individual not having received notice of a meeting or an agenda.

11.2 The validity of the proceedings of the SACRE shall not be affected by the failure of any representative group to agree on how its vote should be cast on any particular issue before the SACRE.

## **12. Advice, Guidance and Determinations**

12.1. SACRE guidance will be disseminated to schools by the Local Authority through regular mailings and meetings with schools as appropriate.

12.2 All maintained schools must provide 'daily collective worship for all registered pupils' and that this 'must be wholly or mainly of a broadly Christian character': Department for Education Circular 1/94 (1994). Maintained schools under the control of the Local Authority may apply to the local SACRE for a 'determination'. The determination lifts or modifies this requirement for some or all pupils, while safeguarding the interests of children from Christian families. Applications for a Determination should be made to the Director of Education.

12.3. Academies should apply for a 'determination' directly to the DfE.

**13. Code of conduct;** All members of SACRE are expected to follow the Code of Conduct (Appendix 1)

## **14 Approval and amendments of arrangements**

14.1 SACRE members have been consulted on this Constitution, it was approved by legal services and adopted by the Local Authority on XXX and is due for review in the academic year, 2027/8.



15.2 These arrangements may not be amended so as to make them inconsistent with provisions of the Education Act 1996.

15.3 To the extent that these arrangements may be amended, those arrangements which relate to SACRE may only be amended by a decision of the SACRE

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# Nottingham City SACRE



## Code of Conduct

**General principles** [The Seven Principles of Public Life - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Members are reminded that all public officeholders are both servants of the public and stewards of public resources. As such the members of SACRE are expected to work according to the seven principles of public life, (The Nolan Principles)

**1.1. Selflessness:** Holders of public office should act solely in terms of the public interest.

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

**1.3 Objectivity:** Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

**1.4 Accountability:** Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

**1.5 Openness:** Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

**1.6 Honesty:** Holders of public office should be truthful.

**1.7 Leadership:** Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

**Nottingham City SACRE encourages all its members to:**

- attend all SACRE meetings and take a full and active part in its work
- participate in and review the work of SACRE for the benefit of the whole community
- listen with respect to the views of other members and where a situation of disagreement occurs, disagree respectfully
- express views and opinions openly, honestly and sensitively, always recognising others may have views different to one's own
- assume at all times that other members of SACRE are honourable and concerned with the best interests of SACRE

- seek reasoned consensus where views diverge and never disrespect the views of other SACRE members or seek to convert them to a different belief stance
- actively consult with, and report back to, the membership body which they represent so that debate is fully informed
- actively challenge and resist stereotyping

Remember that the central aim for the SACRE is to improve the quality of provision in RE and collective worship for all pupils in Nottingham City.

### **Visiting schools as a representative of a faith or Worldview community**

From time to time, SACRE members may have the opportunity to visit schools. SACRE members should remember that it is a privilege to visit a school. They are there as invited guests, not to make judgements about the school or to “inspect” RE and collective worship.

- inform the Clerk of SACRE and the SACRE’s RE Professional of any invitation received and visits made
- ensure that you do not say or do anything, which could be viewed as denigrating any religion or ethical belief system
- avoid being critical of others or imposing their own views
- any confidential information disclosed should not be passed on but along with any possible concerns or confusions about what may have been seen should be discussed with the LA Officer before being reported back to SACRE

### **Visiting schools as a representative of a faith/World View community**

Some faith community representatives may be more regular visitors to schools and invited to support RE and/or collective worship.

Visitors should be well-supported by the class teacher who should always be present, taking an active role in question-and-answer sessions, and ensuring visitors are well-briefed before a visit.

### **SACRE members visiting a school to share their beliefs, values and experiences should:**

- have a clear, mutually agreed understanding of the purpose of the visit before it takes place
- appreciate that they are not there to convert or proselytise, avoiding being critical of others or imposing their own views
- be familiar with the school’s aims, ethos and policies in RE and collective worship
- have an understanding of where the lesson will fit into the unit of work from the Agreed Syllabus and what the learning objectives are

- use a variety of teaching and learning methods and approaches, but at no time touch pupils or behave favourably towards pupils of particular faiths, ethnic groups or genders
- ensure that pupils understand that the visitor is representing a particular faith view and their own personal interpretation of it and therefore that others from the same faith may not always interpret ideas in exactly the same ways
- ensure that they do not say or do anything, which could be viewed as denigrating
- communicate at an appropriate level for the age group concerned

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## The Nottinghamshire Religious Studies Resource Centre

### Future of the RS Resource Centre

The Religious Studies Resource Centre, which serves schools & communities in Nottinghamshire & beyond, is seeking ways to sustain its work which provides day & half-day *Faith Experience* sessions as well as a loan scheme for educational resources supporting RE.

The centre is not looking for financial assistance but needs further “person-resources” to allow us to continue to offer our services. There is a good level of demand for our *Faith Experiences*, but we are currently only about to offer about one of these a week. With additional volunteers – people with experience in education with the ability to run these day or half day events – more could be offered. All travelling expenses & a sessional honorarium are available.

### What we are and what we do

The RS Resource Centre - a unique multi-faith amenity based in rented accommodation at The Vine Community Centre in Hyson Green. The Centre has the largest collection of Faith resources in Nottinghamshire & serves the whole of the city & county by making these available on loan to schools & interested communities. This includes religious artefacts, books, & posters along with DVDs and CDs.

Through its Centre Manager, Rev. Ken Johnson, the centre also offers day or half-day *Faith Experiences* to schools. In these rich learning opportunities, a room in the school is prepared as a worship space for a faith community chosen by the school so that the pupils can have an authentic experience of the atmosphere of worship for a Buddhist, a Christian, a Jew, a Hindu, a Muslim or a Sikh person and family. The use of authentic artefacts, most of which pupils are encouraged to handle, as well as drama, video & audio recordings, explanation & information posters, the day supports work being done in RE lessons & helps the young people develop a deeper understanding of the faith being studied. Each year we have worked with between 1,500 – 3,000 young people in (predominately primary) schools in Nottingham & Nottinghamshire.

### History of the RS Resource Centre

In 1994, following discussions across City/County, Nottingham Bluecoat School agreed to host a small library of RE resources to be made available to schools, to assist in the delivery of RE & in line with the Agreed Syllabus. We have worked with the Nottingham Inter Faith Council & with funding from the Community Development Fund, made films about places of worship in the locality representing the six major world religions.

The Centre moved to The Vine Community Centre in 2012 & now operate under the guidance of the RS Centre Manager & a small management team. It is a member of the Federation of RE Centres across the country.

### Aims of the RS Resource Centre

We aim to be a key contributor to increasing awareness & understanding of the beliefs & practices of different faiths by providing quality educational support to schools & so help improve community cohesion.

We have also given talks about the work of the RS Resource Centre to churches, Nottingham Rotary as well as Wolverhampton University, along with teacher groups as we try to encourage the wider community by promoting better knowledge and understanding of all faiths.

**Our website** <https://rsresources.org.uk/> hosts a film about the work on the home page

*Ken Johnson, RS Resource Centre Manager*

*June 2024*







1. **Membership:** The current membership (23 June 2024) is as follows:

	Name	Organisation
<b>Group A: Christian denominations, other than Church of England, other religions and their denominations reflecting the principal religions &amp; worldviews in the area (14)</b>		
1.	Martin Bennett	Salvation Army
2.	Moira Dales	Roman Catholic
3.	Krishna Dasi	Director of Hinduism Education Services
4.	Chris Richards	Humanist
5.	Deb Martin	Quaker
6.	M Qasim Hussain	Islam
7.	Ezekiel Alawale	Majority Black Led Churches
8.	Pvail Singh	Sikhism
9.	Norman Randall	Jewish
10.	Dr Irfan Malik	Ahmadiyya Muslim Association
11.	Rev Anna Ratcliffe	Baptist Church
12.	<b>VACANCY</b>	Greek Orthodox
13.	<b>VACANCY</b>	United Reformed Church
14.	<b>VACANCY</b>	Methodist Church
<b>Group B: The Church of England</b>		
1.	Anne Lumb	Southwell and Nottingham Diocese
2.	Alison Milbank	University of Nottingham: Theology & Religious Studies
3.	Andrea Burrows	Lowdham Primary
4.	Kirsty Lacey	Bluecoat Aspley Academy (Secondary)
5.	Sarah Peek	St. Stephen's Primary
6.	Emmanuel Ofori	Governor, Berridge Primary & Bluecoat Aspley (Secondary)
<b>Group C: Teacher and Head Teacher Associations, and others representing educational interests (1-6, plus 1 Co-option)</b>		
1.	Louise Regan	National Education Union
2.	Nazia Iqbal	Chair of Governors, Middleton Primary
3.	Fiona Maciel	Governor, Carrington Primary
4.	Leanne Harwood	Governor, Dovecote Primary
5.	Samia Ishaque	Governor, Middleton Primary
6.	Ambreen Razak	Chair of Governors, Snape Wood Primary
7.	Claire Al-Hussaini	Leader of SEND/Safeguarding Djanogly City Academy
<b>Group D: The Local Authority (1-6)</b>		
1.	Councillor Cheryl Barnard	Bulwell Forest Ward
2.	Councillor David Mellen	Dales Ward
3.	Councillor Angela Kandola	Berridge Ward
4.	Councillor Neghat Khan	Dales Ward
5.	Councillor Saj Mohammed	Mapperley Ward
6.	Councillor Farzanna Mahmood	Radford Ward

**Recommendation:**

**GROUP A :** It is proposed that SACRE endorse Fr Julian Lowe, Orthodox Parish of Saint Aidan & St Chad, and Chaplain at the University of Nottingham to represent the Orthodox tradition.

He is part of the Thyateira Deanery, Archdiocese of Thyateira & Great Britain, Ecumenical Patriarchate. He has many connections to Nottingham having worked at Boots and worshipped for over 10 years within the Church of England. He was received into the Orthodox Church and chrismated in 2000, leading over time to ordination as Priest in October 2017. Fr Lowe has also contributed to Multifaith and Culture

Day events at Bluecoat School, Aspley Lane and has experience as a Samaritan Volunteer and prison ministry.

## 2. RE Monitoring Sub-Group:

SACRE members (Cheryl Barnard, Chris Richards, Fi Maciel, Anna Ratcliffe, Norman Randall) met as the RE Monitoring Group in May 2024. SACRE has a remit to:

- monitor the provision and quality of RE taught according to its agreed syllabus, together with the overall effectiveness of the syllabus
- provide advice and support on the effective teaching of RE in accordance with the locally agreed syllabus; provide advice to the LA and its schools on methods of teaching, the choice of teaching material and the provision of teacher training.

During discussion the group noted the following key points:

- ❖ The Monitoring Sub-group consider that any monitoring role SACRE undertakes, should arise from a supportive and positive approach. It should not focus predominately on deficits and data gathering. It is envisaged that actions undertaken by SACRE will support the sustainable development of religious education in the city and raise the profile and recognition of the benefits of high quality RE teaching.
- ❖ SACRE needs to understand the current picture of RE teaching and associated professional development to set a baseline view of provision.
- ❖ The RE Monitoring Sub-group needs to draw on relevant partnerships and expertise, including the Nottingham Schools Trust RE Network, Southwell and Nottingham Diocese, teaching unions, governor training and related organisations e.g., NASACRE, NATRE, The RE Resource Centre. Resources such as website audits and work undertaken by other SACRE's are available.
- ❖ Members and the organisations they represent could have opportunities and resources to support the professional development of school staff. This could be explored and collated.
- ❖ However, members of SACRE are volunteers, and SACRE needs to have sufficient capacity, knowledge of religious education and curricula expertise to fulfil this role effectively. This is not currently in place. Without dedicated time and expertise support this work will not lead to sustainable change and school improvement.

## Recommendation:

The SACRE Monitoring Sub-group recommend that:

- SACRE request funding from the LA SACRE budget 2024/5 to cover the cost of 20 days per year (supply teacher rate), approximately £10K for an appropriately qualified person to develop a baseline audit of religious education in the city, a gaps analysis and resultant work plan. This is additional to the cost of SACRE co-ordination.
- The Monitoring sub-group meet once per term to support this development.
- The LA Officer identifies any new resources/opportunities from SACRE members to support professional development.

## 3. NASACRE UPDATES

- **National Conference Feedback:** On 20 May, more than 80 delegates from SACREs around the country attended the annual conference. NASACRE's Chair Linda Rudge and our outgoing Patron, the Rt Hon Charles Clarke, spoke [Charles Clarke Speech HERE](#) of the challenge of how SACREs choose to respond to the political opportunities afforded by an election. Two days later, the announcement of a General Election on 4 July created a fresh urgency!

SACRE members were encouraged to think about how they might tackle the challenges of teacher recruitment, for example. The open letter published in The Telegraph earlier this year may have played a role in ensuring the reinstatement of the RE Bursary, but the withdrawal of the subject knowledge enhancement (SKE) courses for RE continues to make things difficult for providers of ITE and trainees alike.

While SACREs remain a good place for people to come together to support RE and Collective Worship, their main problem is often lack of funding, so it is hard to plan ahead. Syllabus reviews are expensive, and LA support is often reliant on one or two individuals, whose work is at risk when they move on or retire.

Kathryn Wright outlined some of the work that Culham St Gabriel's is doing around the Freedom of Religion or Belief (FoRB) [HERE](#) another current theme that SACREs may be well-placed to address.

SACRE members were encouraged to use the hope offered by the sobering Deep & Meaningful? Ofsted RE report to push for action, engaging parliamentary candidates to talk about RE and the seriousness of the need to engage with religious and non-religious worldviews. Whenever and whatever changes in the months ahead, SACREs can talk to those in power to keep RE and matters of faith and belief on the agenda. That might be the retention of the bursary, the reintroduction of funding for SKE, for the Government (of whatever colour) to endorse the National Content Standard [HERE](#) (NCS), and for RE to be part of a post-election curriculum review.

How can SACREs meet the current challenges? A series of ideas and video clips provide some inspiration.

- AREIAC's Young Ambassadors for RE [HERE](#)
- Pupil Voice project (funded by CStG), the Big Ambition [HERE](#) of the Children's Commissioner for England, Dame Rachel de Souza [Speech HERE](#)
- Lord Bilimoria's Ready for Work [HERE](#)

The highlight of the afternoon was a whistle-stop tour of 35+ Ideas for activist SACREs (see Item: 6). If every member of every SACRE became an 'activist for RE' there could be 3000 people working to make RE better.

Lat Blaylock, RE Today National Advisor shared a range of ideas from engaging schools in the RE Today/NATRE Spirited Arts [Spirited Arts](#) competition, holding local heats and exhibitions, to lobbying politicians - and especially local councillors - to take up the RE baton.

Other ideas included cross-phase workshops, such as inter-faith climate panels, and training Secondary students to go into Primary schools and talk about their faith traditions, with artefacts as prompts. He encouraged SACREs to think about partnership working, either with each other, local cathedrals, or dioceses, but particularly schools and colleges, and when a new faith representative is needed, considering a teacher for that place. SACREs should support MATs, offer what schools need and seek the funds to make a splash!

All of these projects will encourage SACRE members to be RE activists and to challenge both local and national policy makers.

- **NASACRE Website** : Exec members have been reorganising and streamlining the NASACRE website, so please ensure do access it. Check out new pages, the Noticeboard [NASACRE Noticeboard](#) and now subscribing SACREs like Nottingham City SACRE can access and share useful documents [SACRE Shared Materials](#)
- **Inter Faith Week: 10 - 17 November 2024:** NASACRE is working with a number of other organisations to secure the continuation of Inter Faith Week (IFW) in 2024, following the closure of the Inter Faith Network (IFN). The Faith and Belief Forum has taken over a database of contacts and the Inter Faith Week website [Inter-Faith Website](#)
- **NASACRE Manifesto Letter:** Nottingham City SACRE has been encouraged to contact all Parliamentary candidates for the city constituencies in the election period to raise the profile of high-quality religious education (RE) and collective worship in our local schools and to seek support for this work. Draft letter enclosed.
- **NASACRE Proposal to be a Charitable Incorporated Organisation (CIO):** Members will be aware of the plans for NASACRE to become a CIO, and the draft Constitution is enclosed.



## 2024 General Election manifesto for SACREs

Dear (candidate name)

I am writing as Chair of Nottingham City SACRE (Standing Advisory Council on Religious Education) to raise the important issue of high-quality religious education (RE) and collective worship in our local schools.

A SACRE is a statutory body set up by each local authority to provide for and to monitor RE and collective worship in local schools. SACREs are funded by government through the central school services budget (CSSB), specifically the schools and education allocation.

*SACREs comprise a microcosm of the local community and democratic organisation, comprising faith, church, teaching union and local authority representatives.*

### Context

Recent reports, especially the [Ofsted subject report for RE](#), have highlighted both the importance of RE and the need for better support for the subject in both primary and secondary schools. British society is multi-faith and multi-secular and poses both challenges and opportunities for living in a cohesive society. RE and collective worship, when appropriately understood and implemented, provide essential elements of schools' educational purpose to prepare students for life in Britain today.

Nottingham City SACRE believes that:

- good RE develops 'religious literacy' which can contribute towards mutual understanding between people from different beliefs and values
- high quality RE is about and for people of different religious beliefs and those of none
- high quality RE provides opportunities to discuss sensitive and philosophical issues in a safe learning environment
- high quality RE asks pupils to reflect on their own and others' beliefs, attitudes and ways of living
- high quality collective worship enables schools to develop a strong ethos and values and opportunities for the whole school community to reflect on spiritual, moral, social and cultural values
- RE and collective worship contribute significantly to the promotion of Fundamental British Values and the development of respectful, informed and positive citizens of the 21<sup>st</sup> century.

### Action is urgently needed

Nottingham City SACRE calls upon Parliamentary candidates to pledge to work towards ensuring that RE and collective worship in schools have appropriate structures and funding, so that:

- **student teachers** receive sufficient training in RE
- **teachers** in all phases and stages of their career have high quality training opportunities
- **SACREs** have adequate funding to support schools in their provision of high quality RE and educationally inspiring collective worship.

With many thanks and best wishes

Yours sincerely,

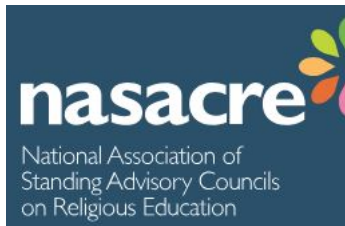
Cllr Cheryl Barnard

**Chair of Nottingham City SACRE** cc Heidi Shewell-Cooper, LA SACRE Officer

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## NASACRE CIO Registration York – 20<sup>th</sup> May 2024

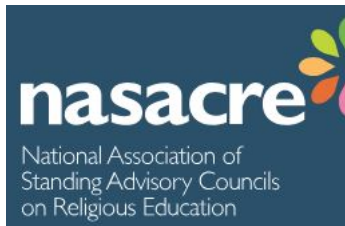
- 1: Introductions
- 2: Why are we registering as a CIO?
- 3: What do we need?
- 4: The Draft Constitution
  - Mission
  - Membership
  - Mechanisms
- 5: What's Next?
- 6: Membership Consultation and Feedback



## Why are we registering as a CIO?

The NASACRE Executive decided to register as CIO in 2023 in order to:

- Secure the future of NASACRE
- Enable NASACRE to write contracts and (potentially) employ staff
- Strengthen NASACRE's ability to apply for (and win!) grants/bids
- Meet the conditions of the bank for a bank account
- Protect the Executive and manage their liability as individuals



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## What do we need?

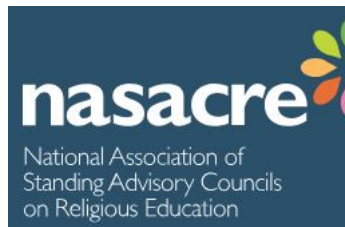
The Charity Commission requires NASACRE to provide:

- Evidence of authorisation/approval to use the name
- Appropriate charitable aim(s)
- An appropriate constitution/governing document

## The Draft Constitution

- NASACRE's current constitution (set in 2023) is 2 pages long
- The Draft Constitution, developed from the Charity Commission's own template) is nearly 28 pages long!
- Some of the major changes are summarised in the supporting paper

It is a *DRAFT* Constitution – nothing has been finalised yet



## NASACRE Mission

The NASACRE Mission (Objects) is proposed as:

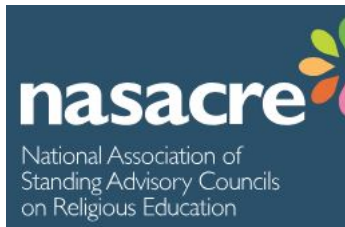
- a) The Charitable Purpose of strengthening and supporting all local SACREs across England in their duties including any future duties that might be required of SACREs following a change in the law.
- b) The Advancement of Education (the subject of Religious Education) through strengthening and supporting all local SACREs across England in their duties, including but not limited to providing
  - i) services, education, advice, information and resources to and through local SACREs
  - ii) workshops, conferences, seminars and/or lectures to and through local



## NASACRE Membership

The Draft Constitution allows:

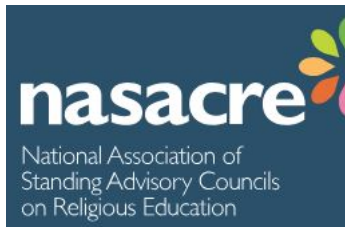
- any English SACRE that has paid subscription to be a Member, with full voting/nominating rights
- the Board of Trustees to establish other (non-voting) forms of Associate Membership



## NASACRE Mechanisms

The Draft Constitution sets out lots of mechanisms for how NASACRE will run as a charity, including:

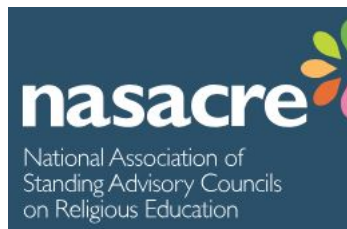
- Nominating, voting for and getting rid of Trustees
- Trustee numbers and Terms of Service
- How General Meetings are called and run
- How to manage assets if the charity is wound up



## NASACRE – What's Next?

The process is:

- Member consultation and feedback from now to the end of June
- Consultation/feedback review by Working Group
- Redraft and Final Draft Constitution review by Executive
- Final Draft Constitution legal review
- Charity registration application, hopefully by September!



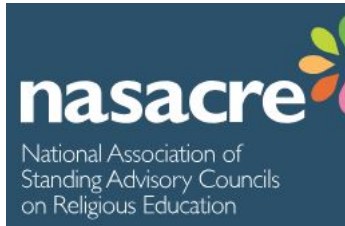
## **NASACRE Member Consultation and Feedback**

Please send your comments and questions to:

Mike McMaster – Barnabas Consulting  
[mike@barnabasconsulting.co.uk](mailto:mike@barnabasconsulting.co.uk)

By Friday 28<sup>th</sup> June 2024

Please be precise in your comments/feedback and, wherever possible, reference specific pages/sections of the Draft Constitution.



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