



Democratic and Member Support

Chief Executive's Department
Plymouth City Council
Ballard House
Plymouth PL1 3BJ

Please ask for Asif Siddique
T 01752 398164
E sacre@plymouth.gov.uk
www.plymouth.gov.uk/democracy
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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Wednesday 19 July 2023
1.30 pm
Warspite Room, Council House

Members:

Chair: To be elected in this meeting
Vice Chair: To be elected in this meeting

Cllr Dann, Cllr Cresswell, Cllr Mahony, Cllr Tuohy, Cllr Blight, Cllr Tofan

Katie Freeman, Dr Judith Beckman, Lesley Clark, Ben Kerr, Nic Gibson, Dr Catherine Bowness, Ed Pawson, Alex Parks, Ms Gwen Hughes, Annmarie Allchurch, Claire Wills, Claire Linden, Sara Wells, David Evans, Professor David Salter, Father David Bailey, Michael House, Jim Barnicott, Asif Siddique.

Members are invited to attend the above meeting to consider the items of business overleaf.

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Tracey Lee
Chief Executive

OFFICIAL

Standing Advisory Council on Religious Education

PART I

Agenda

1. Welcome - (JB)

2. Apologies - (JB)

To receive apologies for non-attendance submitted by SACRE Members.

3. AGM Section of Meeting (EP / MH) (Pages 1 - 20)

- a) Election of SACRE Chair
- b) Vice Chair
- c) Review of Membership

NASACRE Guidance Included within meeting pack (Please see NASACRE Reference Handbook and NASACRE Chair guidance)

4. Welcome to New Members (Chair)

5. Declarations of Interest (Chair)

Members will be asked to make any declarations of interest in respect of items on this agenda.

6. Review of Previous Minutes (Chair) (Pages 21 - 30)

To confirm the minutes of the meeting held on 20 March 2023.
Previous Minutes included within meeting pack.

7. Chair's Urgent Business (Chair)

To receive reports on business which, in the opinion of the Chair, should be brought forward for urgent consideration.

8. Plymouth Agreed Syllabus (EP)

9. Local Authority Officer to SACRE Update (MH) (Pages 31 - 44)

The following items are included within meeting pack:
'Local Authority Officer to SACRE Update'
Expenses guide and Form
'Faith and Belief in Plymouth' overview

10. Ofsted Inspections Update (MH)

'OFSTED Inspections Update' included within the 'Local Authority Officer to SACRE Update', within the meeting pack.

11. LTLRE & RE Hub Update (KF)

12. Updates From RE Advisor (EP)

13. Holocaust Memorial Day Update (LC)

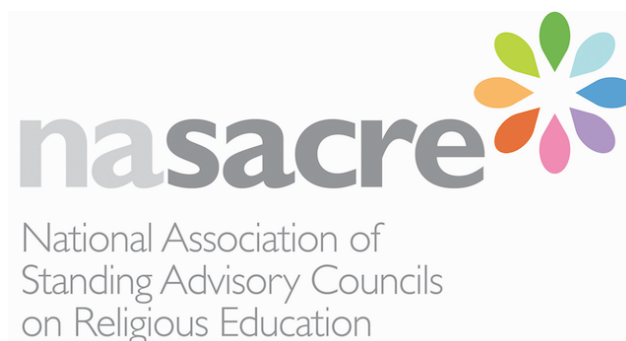
14. Plymouth Centre for Faiths and Cultural Diversity (SW)

15. Members Updates - (All)

16. AOB - (Chair)

17. Date and venue of next meeting (AS)

The next meeting will be held at 1.30pm on 7 November 2023 at Council House.



A reference handbook for SACRE members

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Introduction

Joining your local SACRE

This is a handbook for all SACRE members, new or experienced. It is designed to:

- help SACREs become more effective through the informed participation of their members
- introduce you to the context and work of a SACRE
- be a point of reference

As a member of a SACRE you are serving your local community in an important way. Whichever group you represent, your active participation makes a valuable contribution to the quality of religious education and collective worship that pupils experience in schools in your local area and also contributes to the coherence of your local community.

What is this handbook for?

The handbook is designed to be a point of reference for all SACRE members, and in particular to be of interest and support to those who are new to the role.

It:

- explains the work of a SACRE and the roles of its individual members;
- will help you to understand the nature and purpose of religious education (RE) and collective worship;
- explains clearly what the law says about RE and collective worship;
- will help you to work within your SACRE to support and encourage local schools to ensure high standards in RE and collective worship;

It is also designed to help SACREs become more effective through the informed participation of their members.

SECTION 1

SACREs: duties, roles and responsibilities

What is a SACRE?

The acronym SACRE stands for: **Standing Advisory Council on Religious Education**

Why is there a SACRE?

Every local authority (LA) has to have a SACRE by law. It is often the Children's Services division of the LA that takes responsibility for making sure SACRE works well and SACRE's work is related to schools and their curriculum.

What does a SACRE do?

There is no other group anywhere else like the SACRE; it is unique. The law says that RE must be taught in all schools and a SACRE's role is to advise its local authority on what needs to be done to improve religious education (RE) and collective worship for schools in its area. This is because RE is not part of the National Curriculum; it is a local responsibility. Through the SACRE, local communities and teachers have the opportunity to influence and support what pupils learn in RE.

The SACRE's main function is to advise the local authority on matters related to the religious education, which follows the locally agreed syllabus, and on collective worship in schools.

It:

- can require the LA to review its agreed syllabus;
- must consider applications from a head teacher that the school be allowed to modify the 'wholly or mainly of a broadly Christian character' requirement for collective worship. (This is known as a determination.);
- must publish an annual report of its work.

What else can a SACRE do?

A SACRE's broad role is to support good RE and collective worship within its schools by:

- giving advice on ways of teaching agreed syllabus RE, including the choice of teaching materials;
- monitoring schools' provision for RE and collective worship as well as the spiritual, moral, social and cultural development (SMSC) of pupils;
- advising the LA on the provision of training for teachers in RE;
- considering complaints about the provision and delivery of religious education or collective worship referred to it by the LA.

Assessment and testing

SACREs should monitor school approaches to assessing pupils' progress in RE. They should also be aware of the uptake of external examinations in RE and religious studies and monitor or review the standards achieved.

RE and SMSC

SACREs should be aware of the contribution RE and collective worship can make to pupils' spiritual, moral, social and cultural development. Members of Groups A and B have the opportunity to indicate awareness that pupils should have about religious beliefs and the influence these have on the formation of attitudes and values.

SACREs may

- monitor good practice in the delivery of the agreed syllabus in a range of ways and take note of any difficulties;
- disseminate good practice in the teaching of RE;
- review provision for in-service training and development;
- receive school inspection reports or sections of these reports.

SECTION 2

SACRE membership, composition, group representation, roles and responsibilities

Who attends the SACRE meetings?

A SACRE is set up to represent a balance of all the interests of the local community. You are likely to find elected councillors, representatives of faith communities and members of the education community (including teachers and head teachers) at a SACRE meeting. There may also be people representing teacher training in RE and local Academies.

SACRE members join one of four groups as a full member or if you have been co-opted to serve on SACRE, you will not be formally linked to any of the groups.

How is the membership of a SACRE decided?

The structure of the SACRE is defined by law. It is made up of four groups, sometimes referred to by some SACREs as committees.

Details such as the specific numbers of members in each of the groups will usually be set out in the individual SACRE's constitution. These are frequently decided by the LA, depending on local circumstances and in collaboration with the organisations and communities represented.

The composition of a SACRE

Group A	The Christian denominations and other religions and their denomination, reflecting the principal religions of the area.
Group B	The Church of England
Group C	Teacher and head teacher associations and often others representing education interests
Group D	The Local Authority

On the rare occasions when a formal vote is required, each of these groups has equal voting rights; there is one vote per group.

Co-options

SACREs may co-opt other members who have a particular expertise or represent a small local faith or belief community. Many bring in a Humanist representative, currently technically prevented by law from becoming full members of Group A. Co-opted members do not have voting rights.

Who are the representatives?

Group A

This group is made up of representatives of Christian denominations, (other than the Church of England). It may include, for example, representatives of the Roman Catholic Church, the Orthodox Churches, the Free Churches (e.g. Baptist, Methodist, United Reformed Church, Pentecostal, The Salvation Army) and The Society of Friends. It also has representatives from other faiths in the area, e.g. Buddhists, Baha'is, Hindus, Jains, Jews, Muslims, Parsees, Sikhs.

The make-up of Group A will vary from SACRE to SACRE as by law, it should reflect the diversity of the various faith communities in the locality.

Group B

This is made up of representatives nominated by the local Church of England diocese or dioceses.

Group C

The members of this group are usually representatives of professional teacher associations. It is usual for there to be representation also from the head teacher associations. It is the local authority that decides which associations will be invited to be represented. They will usually approach the teacher unions, but local associations of RE teachers may also be asked to provide a representative. Sometimes someone from a local teacher training establishment is also invited to be a member of this group, or someone representing the interests of local Academies or Free schools.

Group D

It is the local authority's responsibility to provide their own representatives for this committee. Usually these are elected members or other political nominees and also a representative of the Director of Children's Services. The LA may wish to have all parties and viewpoints from across the political spectrum represented on the SACRE. In some LAs, a representative of school governors may also be in this group.

What will be my responsibilities as a SACRE member?

As a SACRE member, you should be committed to education and to respecting the views of others. You have a responsibility to support children's learning in RE and collective worship, and to work for the highest standards in both. You should represent the perspective of your community or sponsoring group in the work of SACRE and communicate the interests and the work of the SACRE back to them. You should be able to network effectively in order to contribute to the relationship and dialogue between the SACRE, your sponsorship group, your local community and schools. The specific opportunities you have will also depend on the interest group you represent. Remember that how you present yourself and work with others will be seen as reflecting on the values and ethos of the group you represent.

This is a unique opportunity to serve your local community and influence the attitudes of others more widely. Social cohesion is recognised as being important to our society, now and in the future. The effective SACRE is in itself a model of social cohesion in which every member is heard and respected, even when there are many different positions or opinions on particular issues under discussion. In an effective SACRE potential conflict is managed harmoniously. By the same token, SACREs have the potential to promote social cohesion more widely, in schools and in the local community.

Do we all have the same responsibilities?

Everyone shares the responsibility to put children's' learning before personal interest.

Members of **Groups A and B**, each of whom represents a faith community within the locality:

- should present and foster a positive image of their religion, so that negative stereotyping is avoided. They must also make clear any grounds on which they may differ from each other, whilst showing respect for each other's viewpoints, since such convictions and mutual understanding both lie at the heart of effective classroom RE;
- can create opportunities within SACRE meetings to raise awareness of issues of sensitivity in the teaching of RE to the children of their faith community, and also in the presentation of their particular faith and religious tradition within school RE, always taking an educational approach;
- should appreciate the difficulties schools are facing in the area, support their best endeavours, and act, where necessary, as a link between schools and the faith communities;
- should be aware of other local minority faith communities not represented amongst their number. Some SACREs address this by co-opting representatives from these communities.

Members of **Group C**, representing teacher associations and education, should:

- have a real and positive interest in RE in primary, secondary or special schools;
- ensure that the needs of schools and teachers are considered by the SACRE in their discussions;
- provide the SACRE with information about the context in which RE is taught in the schools in the local authority;
- ensure that the bodies they represent are informed about the work of the SACRE and about RE in local schools;
- create opportunities for other teachers to learn more about the work of the SACRE and give them the opportunity to have their views expressed at SACRE meetings;
- consult their colleagues on matters of particular importance to the work of the SACRE;
- can bring 'public' dimensions to the debate about RE provision and support.

Members of **Group D**, representing the local authority:

- can bring to the meeting the breadth of educational issues and concerns which elected members are wrestling with, and place RE's role within it;
- can be the supporters of RE within the various committees and structures of the local authority;
- can give political support to enable locally determined RE to flourish within each LA, including advisory support etc.;
- can appreciate the issues raised by a multi-faith, multi-cultural society for the education of children in RE, and reflect these issues in support of RE in the relevant council structures, including Scrutiny Committee, Cabinet, etc.;
- can particularly support the efforts of the SACRE to be effective through publicising its work with fellow elected members and officers of the local authority, ensuring it is taken seriously and is appropriately funded and supported.

SECTION 3

Religious education and collective worship

What is a locally agreed syllabus?

The locally agreed syllabus is the statutory document for RE in the local authority. It sets out what should be taught to pupils in all key stages and the standards expected of them at the end of each key stage. It is produced by an agreed syllabus conference (ASC).

The agreed syllabus has to be reviewed every five years. If, at some other time, a majority of the groups of the SACRE asks the LA in writing to reconsider its agreed syllabus, it must convene a conference for that purpose. *Education Act 1996, Chapter III*

What is the Agreed Syllabus Conference?

An agreed syllabus conference (ASC) is a statutory body brought together in order to produce an agreed syllabus for RE. It is a separate legal entity from a SACRE. An ASC:

- has the same committee structure as the SACRE;
- can be made up of SACRE members but need not be so. There is no provision for co-opted members.

In some LAs, the Chair of the ASC is appointed by the local authority whilst in others, the ASC chooses its own Chair. The LA's responsibility to convene the ASC includes the duty to provide funds and support for its work.

RE and collective worship in school

Type of school	Religious education	Collective worship
Community schools	is taught according to the local authority's agreed syllabus and comes within SACRE's remit.	follows the 1996 Education Act and is 'wholly or mainly of a broadly Christian character'.
Voluntary controlled (VC) schools	is taught according to the local authority's agreed syllabus and comes within SACRE's remit. ²	reflects the Christian character of the school.
Voluntary aided (VA) schools	is determined by the governors in accordance with the trust deed and reflects the religious character of the school. ¹	reflects the Christian character of the school.
Foundation schools without a religious character	is taught according to the local authority's agreed syllabus.	follows the 1996 Education Act and is 'wholly or mainly of a broadly Christian character'.
Foundation schools with a religious character	is taught according to the local authority's agreed syllabus. ²	reflects the Christian character of the school.
Trust schools	is taught according to the local authority's agreed syllabus.	follows the 1996 Education Act and is 'wholly or mainly of a broadly Christian character'.
Academies	must be part of the curriculum, but is taught according to the school's finding agreement.	must be offered to every pupil every day, but provision is determined by the schools funding agreement.

What should I know about religious education?

Religious education is a statutory element of the school curriculum although it is not part of the national curriculum; it is therefore part of every pupil's entitlement.

Agreed syllabus RE does not seek to nurture religious faith, but 'provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human'.

What should I know about collective worship?

The schools where collective worship comes within the remit of the SACRE are required to provide a daily act of collective worship the majority of which would be 'wholly or mainly of a broadly Christian character'. This means that it 'reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination'. It does not mean it has to be exclusively Christian. It must, however, be educational and appropriate to the age, aptitude and family background of pupils. When done well, collective worship provides an excellent opportunity for schools to contribute to the spiritual, moral, social and cultural development of pupils and to the ethos of the school community.

Education Act 1996, Chapter III

In relation to collective worship, SACREs should :

- receive inspection reports, noting any references to the quality of collective worship in the context of pupils' spiritual, moral, social and cultural development;
- monitor the quality of provision where possible and share good practice;
- offer advice to head teachers and governing bodies, including where there may be difficulties.

Many SACREs produce their own statements and advice on collective worship. The SACRE may also be involved in providing training to teachers, head teachers and governors or other people who are involved in leading collective worship in school as visitors.

What should I know about determinations?

Schools apply for a determination if they feel that the proportion of collective worship which reflects the broad traditions of Christian belief as required by law is not appropriate for their pupils. That does not mean they do not have to offer collective worship at all.

The determination procedure allows this requirement to be lifted in respect of some or all of the pupils in a school.

They are called determinations because SACRE 'determines' whether the case being made in an application to modify the law for all or a group of pupils in a school is appropriate.

Applications for determinations are made to the SACRE by the head teacher of any community school after consultation with the school's governing body.

Determinations are only possible for schools that do not have a religious character. Many SACREs have an agreed process to enable such an application to take place.

The SACRE should review each determination every five years.

Parents' rights

Parents have the right, on conscience grounds, to withdraw their children, in any school, from RE and collective worship. Sixth form students may withdraw themselves from collective worship.

Parents also have certain rights with regard to the provision of RE in different categories of school. (However, these rights are rarely exercised.)

- In these schools^{1*}, parents can opt for their children to receive Agreed Syllabus RE.
- In these schools^{2*}, parents can opt for their children to receive RE in accordance with the religious character of the school.

In community schools and foundation schools without a religious character, where parents ask to withdraw their child from religious education alternative RE provision for that child can be made elsewhere by the parents.

The school continues to have responsibility for ensuring any pupil withdrawn from RE is supervised and safe.

(*See RE and collective worship in school table, page 9)

Religious teaching from within the faith community

SACRE members should be aware that some pupils will be formally receiving teaching about their own religion from their parents or through attendance at classes at or sponsored by their place of worship. The purpose of this teaching will differ from that of the religious education delivered in their schools, and the approach to learning may differ quite significantly from that in school.

There is a clear distinction between this religious nurture, which is the responsibility of the family and community, and religious education, by nature an open and explorative activity, appropriate in schools. It is important that the home and community background of the pupils is recognised and respected in school, but also that the educational approach is understood to promote reflection on faith and belief stances. SACREs might consider how they will support schools and communities in understanding each other's different roles and ensuring that any potential tension is creative rather than threatening.

SECTION 4

Local Authorities and SACREs

What are the local authority's responsibilities regarding its SACRE?

Every local authority has a duty to ensure that:

- there is a SACRE;
- all four groups are represented on it;
- there is an agreed syllabus, reviewed every five years;
- support is in place to enable SACRE to fulfil its duties, which includes providing appropriate clerking and specialist advice;
- it takes note of and responds to advice from the SACRE.

Does SACRE's remit cover all schools in the local authority?

The answer to that question is no. SACRE's responsibility covers the majority of schools, but there are some exemptions, depending entirely on the category of school. Some schools have a specific religious character and these are either voluntary aided (VA) ie: voluntary schools, aided by the LA but controlled by a religious body, or voluntary controlled (VC) ie: voluntary schools, controlled by the local authority and aided by a religious body; the difference, from SACRE's perspective, is crucial. There are also some non-religious schools for which SACRE has no responsibility, including new academies (*See RE and collective worship in school table, page 9*).

How does a SACRE make its work known?

1. Local Authorities

The relationship between SACREs, local authority officers and elected members is important. SACRE's proceedings need to be reported to the appropriate council committee in the LA where decisions are made about the education service and schools. The agreed minutes of meetings should be brought to their attention and the SACRE's Annual Report should be formally presented. Where such a person is in post, the local RE adviser is a vital source of professional guidance, support, advice, information, and practical expertise for the SACRE. His or her attendance at SACRE meetings is essential.

Local authority representatives on SACRE also have a role in ensuring SACRE's work, and any issues of concern it raises, are brought to the attention of the relevant sections of the council and the local authority.

2. Schools

Many schools seem unaware of the responsibilities and activities of their local SACRE. The specialist expertise on different faiths represented on a SACRE may be a source of advice to schools, which is reliably representative of the religion or denomination concerned. Some SACREs also hold their meetings in schools where they can meet and hear from teachers working in that school who have responsibility for RE or collective worship.

3. Faith communities

Sometimes SACREs hold meetings in local places of worship to build relationships. Individual faith community members have a responsibility to inform those they represent about the activities of the SACRE. They should also be available to receive the views of their community to feed into SACRE discussions.

It is good practice to send the SACRE annual report to the faith communities represented on the SACRE. It should also routinely be sent to local libraries and be on the agenda of the local Inter Faith Group or Faith Forum.

4. General public

SACRE meetings are by law open to the general public and notice of all meetings should be given, usually on the council's website. In the event of anyone requesting them, relevant documents should be made available.

SECTION 5

Frequently asked questions for new SACRE members

How often does a SACRE meet?

There is no hard and fast rule about the number of meetings a SACRE should hold each year. It must, however, meet sufficient times to fulfil its statutory duties. Almost all SACREs meet at least three times a year, i.e. once a term, and some are more active and meet more frequently. Sometimes working groups made up of SACRE members meet between full meetings to move forward specific areas of the SACRE's work.

Will I be asked to chair the meeting?

The law does not state how the Chair of a SACRE should be appointed. The local authority can appoint the Chair or it can allow the SACRE to elect the Chair from amongst its members. As a member of the SACRE you could, therefore, be appointed Chair of the SACRE, but not against your will!

Will I be asked to take the minutes?

The local authority's responsibility to set up a SACRE carries with it a duty to fund it and make sure it can function efficiently. This means the LA should provide a clerk for the SACRE who would attend and minute each meeting. The clerk is usually the point of contact for SACRE matters within the local authority.

If I'm not there, will it matter?

Your SACRE has a right to expect a level of commitment from its members that is reflected in regular attendance at meetings. When this is not possible, it is common practice and polite convention to send apologies for absence.

Some SACREs invite members from whom they have not received apologies for non-attendance on three consecutive occasions to confirm their interest in continuing to serve. Some SACREs allow members who cannot attend to send someone else on their behalf.

Remember that when you are not able to be present no-one else will be able to provide your special knowledge in any discussions or make connections to your specialist networks to support the SACRE's work.

Rules about quoracy are usually laid down in the individual SACRE's constitution, but generally, at each meeting:

- each committee should have a least one member present;
- decisions cannot be made unless there is a least one person present to cast the committee's single vote;
- co-opted members do not have a vote.

This applies particularly to meetings at which decisions are to be made.

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SACRE Chair

The appointment of the Chair

As SACREs are bodies appointed by the local authority, in principle the local authority has the right to appoint the Chair of SACRE. Where the local authority decides not to exercise this right, SACREs appoint their own Chair. The agreement about this at a local level, including the process for the appointment of the Chair of your SACRE, and the eligibility of candidates, should be clearly set out in the SACRE's Constitution. Where the SACRE's Constitution shows the Chair can be elected, the SACRE needs to have an open and fair process for making this appointment.

The roles of the Chair

There are a number of key roles that the Chair performs, grouped under three broad headings:

- Specific
- General
- Strategic

Specific

The specific role of the Chair is to ensure that the SACRE fulfils its statutory duties and responsibilities. To do this the Chair will need to have a clear grasp of the nature and make up of SACRE, what it is responsible for and what it can do beyond its statutory functions. The Chair should also take a leading role in SACRE's on-going process of self-evaluation and development.

During SACRE meetings it is the responsibility of the Chair to ensure the smooth and efficient running of the meeting. This includes making sure that the business of the meeting is dealt with and that all members can participate and contribute fully. The Chair also has the responsibility to decide on any involvement from non-members who are present, for example, experts who might be brought in to advise SACRE on a specific matter pertinent to an agenda item being discussed; likewise, if it is deemed necessary, to decide when someone should be asked to leave the meeting or be removed from it.

General

The Chair of SACRE is responsible, with the clerk and the professional officer, for constructing the agenda for each meeting. This includes deciding on items where the press and public might need to be excluded if they are present.

In the meeting, it is the Chair's role to sign the minutes of the previous meeting as a true and accurate record as well as to ensuring that any actions resulting from the minutes have actually taken place. If the Chair needs a mandate to act on SACRE's behalf before the next meeting, that should be sought at the meeting being chaired.

If there are issues relating to inefficiencies in the timeliness of notice for meetings, the publication of agendas and reports, the provision of funding or support or the venue of SACRE's meetings, it is the Chair's place to bring this up with the most senior paid official of the local authority.

Strategic

In many ways the Chair of SACRE is its public face and may be asked to represent SACRE at Council meetings or public events, including interfaith events. In this way the Chair of SACRE becomes a champion for religious education and collective worship in the local authority and its schools. Therefore, it is important that the Chair of SACRE has a clear understanding of the nature of RE and collective worship and how that affects different schools in different ways, the role that RE and collective worship play in a broad and balanced education and their contribution to pupils' spiritual, moral, social and cultural development. Beyond understanding these, a good and effective SACRE Chair needs to believe in the positive contribution of these elements of education in the development of each pupil and of society. The Chair also needs to be committed to ensuring the inclusive involvement of all SACRE members and the constituencies that they represent.

Key tasks

Ensure that:

- a clear timetable of meetings for the year is agreed and publicised
- membership of the SACRE is efficiently maintained, i.e. that the four groups of SACRE have appropriate representation, with good attendance and participation
- SACRE produces guidance to support the local authority and its schools with regard to religious education and collective worship
- an annual report is produced each year and sent to the Secretary of State as required by statute
- SACRE members have a programme of training and, when necessary, induction
- there is a Vice or Deputy Chair if the Chair is unable to make a meeting
- where there is an agreed code of conduct, that it is adhered to by all SACRE members

Legislation relating to SACREs

- <https://www.legislation.gov.uk/ukpga/1996/56/part/V/chapter/III/crossheading/constitution-of-standing-advisory-councils-on-religious-education>
- [The Religious Education \(Meetings of Local Conferences and Councils\) Regulations 1994 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1994/14/section/1)

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Standing Advisory Council on Religious Education

Monday 20 March 2023

PRESENT:

Councillor Mary Aspinall (Acting Chair), Cllr Jonathan Drean (Deputy Chair), Cllr Tina Touhy, Cllr Sally Cresswell

Dr Judith Beckman, Ben Kerr, Lesley Clark, Ed Pawson, Annmarie Allchurch, Sara Wells, Claire Wills, Professor David Salter, David Evans

Also in attendance: Jim Barnicott (Head of Education and Virtual School), Michael House (Local Authority Officer to SACRE), Asif Siddique (Democratic and Member Support Officer).

1. Apologies

Cllr Chip Tofan, Cllr John Mahony, Katie Freeman, Claire Linden, Dr Catherine Bowness, Nic Gibson, Father David Bailey, Gwen Hughes, Alex Parks, Emma Butler

The meeting started at 1.30pm and finished at 3.00pm.

Note: At a future meeting, the committee will consider the accuracy of these draft minutes, so they may be subject to change. Please check the minutes of that meeting to confirm whether these minutes have been amended.

2. Welcome to New Members – Deputy Chair (Cllr Jonathan Drean)

Chair welcomed all members

3. Declarations of interest - All

None

4. Minutes from the last meeting – Deputy Chair (Cllr Jonathan Drean)

Minutes agreed from the last meeting on 5 December 2022 by all members with the following amendment to reflect that;

- I. On Item 7, Page 3, Line 14, 'academes' spellings needs correction to 'academies'. Amendment seconded by Cllr Drean and Cllr Cresswell.

Actions:

- (a) PCFCD to provide information to Michael House to be circulated to schools
- (b) Michael House to correct a mistake on 'Local Authority to SACRE Update' within the school GCSE/A-Level data section, highlighted at the meeting.

- (c) Asif Siddique to receive 'Ofsted Inspection Updates' and LA Officer to SCARE Update' from Michael House and share with all SACRE members.
- (d) MH also to provide data from Office of National Statistics, to be sent out as additional appendix to these minutes
- (e) Michael House to speak to Emma on Constitution Review before AGM
- (f) Michael House to include Ben Kerr in the SACRE Sub groups activity regarding Collective Worship.
- (g) Michael House to raise issues with Jim Barnicott regarding the delay in the 'Services 4 School's' catalogue, that the PCFCD highlighted.
- (h) Ed Pawson to send the RE Hub presentation to be shared with SACRE Members.
- (i) Sara Wells to send the list of PCFCD's activities to Michael House to be included on School's Bulletin.
- (j)

5. Chairs Urgent Business – Deputy Chair (Cllr Jonathan Drear)

None

6. LA Officer to SACRE Update - Michael House

SACRE Budget Position – 2022/2023 (to 20th of March 2023)

Annual resources: £13105 (£12000 + £1105)

In-Year spend: £225 (NASACRE subscription + supply Cover - chair)

Planned / expected Spend

- One-Off Claims expected (Supply Cover) TBC
- Proposed RE Professional Advisor to SACRE Role (£5K / £6.5K TBC)- Ed Pawson will be Professional Advisor to SACRE, next stage is to go through the more detailed agreement between ourselves and the Council.
- RE Conferences

Michael also presented GCSE Data (2022) on religious studies and stated that the data has been more difficult to collect in the recent years (*Data included within SACRE Members Pack*)

Michael also presented religious studies A-level data – 2022 (*Data included within SACRE Members Pack*).

Cllr Cresswell suggested that more detailed and historical data showing trends (including reasons) will be more useful going forward.

Claire Wills suggested that detailed analysis of results will show how inspiring the teachers are associated with that subject.

Lesley Clark stated that St Boniface school and Notre Dame work together now, and the A level is all done at Notre Dame, so a separate figure for Saint Boniface school is not available. Last year St Boniface's school didn't enter anyone for GCSE.

Local Authority facilitation of SACRE – Action Plan

Michael reviewed the Action Plan (Included within SACRE Members Pack) and took questions for the group.

Michael House stated that before the AGM this year there will be a review of the Constitution, which will be looking at the legislation, a review of what's currently there from the local authority. This will then come to SACRE for consultation and then there will be a vote on that and agree at this stage.

CLlr Aspinall commented that it needs to have been agreed beforehand and Emma will advise on that.

7. Ofsted Inspection Updates - Michael House

Michael referred to the report in the agenda pack that contains information on Ofsted inspection updates on schools. In Plymouth 11 schools were inspected since last term, in 3 of those schools RE is referred to as an area of development, 4 schools have been mentioned positively and 4 have not been mentioned at all. 9 of them are Primary and 2 are Secondary schools.

8. LTLRE and RE Hub Update- Katie Freeman

No updates – Katie sent apologies

Ed Pawson shared an RE Hub presentation.

Ed Pawson is the RE Hub lead and contact point across the SW. This new initiative which is trying to connect people across the RE world. So the project designed to equip, link and grow breadth of support and resource.

The project is the combination of several projects working on how to best support RE and interactions between teachers, professional development and resource providers and research communities.

IT ultimately seeks to enable teachers to teach with greater confidence through their access to support, knowledge, training and resources available in their region. This is about linking us up together. It's about linking schools, primary secondary, local authority, diocese etc.

Ed Pawson to send the RE Hub presentation to be shared with SACRE Members.

Ed Pawson suggested that Sara Wells may like to pick this up in her input to circulate and to explain how that will develop into the work she is doing.

9. Holocaust Memorial Day Update- Lesley Clark

Lesley have had nothing from anybody about this. This may be because of teacher's strikes and large amount sickness that there was in the beginning of the spring term. Schools may be catching on the national curriculum after the recent difficult times. This is disappointing but not entirely unexpected.

Lesley confirmed that because of a poor response the competition for this year has been closed now. Cllr Aspinall asked Lesley to keep SACRE updated with the next year's competition in future meetings. Annmarie Allchurch suggested Lesley to send the information to schools as soon as possible via newsletter, flyers or by any other appropriate channels.

Claire Wills suggested that the deadline should be after GCSE exams as schools will be very busy during exams.

Cllr Cresswell suggested that given the pressures school are in, perhaps this could be delivered via school Literacy and English curriculum.

Annmarie Allchurch commented that this can be delivered in any school giving lessons on World War 2, and also within PSHE curriculum (teaching Respect and Tolerance) and RE curriculum.

Sara Wells offered her support in communication this via flyers in September 2023. This could also go via school bulletin.

Benn Kerr suggested to communicate with schools before summer holidays so that school can plan in advance.

Cllr Drean summarised that before summer 2023 we should be having a plan to be put out to schools about what we will be doing in September and then in September we start again with asking for ideas, dates, what we're looking for etc. He added that If we go along the lines of what do we want to do this time with a poem or something else or the topic of the Holocaust Memorial. Ben Kerr, Lesley Clark and Annmarie Allchurch can help on how to phrase it because we are looking at two different age groups (primary and secondary). After the half term in May or in early June, Michael can send it out in very last bulletin before.

Michael House said that he can do it also through the schools education bulletins which goes to head teachers. In regards to matching it to areas of the curriculum said this will be out there, probably on Holocaust Memorial Day website.

10. Plymouth Centre for Faith and Cultural Diversity - Sara Wells

Regarding RE Hub suggestions from Ed Pawson, Sara Wells said that she had a good conversation last week with Ed Pawson about this project and it sounds really exciting. So the first step for her as a centre is to train to become accredited as a centre, to be able to go on to the website and then to talk with Ed Pawson and his colleagues about how to roll back forward with speakers to ensure that they are accredited as well.

In addition to the above, also invite speakers to schools outside of this area, and equally PCFCD might be able to source speakers from outside the area for their schools as well. So it's a really exciting piece of work that they are interested to get going with. They have their training book for next week.

Ed Pawson to continue his communication with Sara Wells on school's accreditation and other related issues.

David Evans highlighted that he was recently in a meeting arranged by Churches Together in Plymouth. There were 30 people who were going into various schools around Plymouth in various different capacities. The new Bishop of Plymouth Bishop James also spoken in the meeting. David Evans offered his help to feedback to Churches Together in Plymouth in terms of facilitating and linking with Sara Wells and Ed Pawson. David also highlighted that he has been to Mayflower School with his family and was impressed with RE work in the school. Sara W confirmed that Mayflower work very closely with PCFCD.

Ed Pawson and Sara W thanked David for the offer and added that this will be a valuable connection to have. Ed Pawson will also get in touch with Bishop James who he already acquainted with. David confirmed that the current chair of Churches Together is Mark Oliver from Plymstock Chapel.

Claire Wills asked if PCFCD provide any provisions for specialist settings in terms of visiting speaker's training to meet the needs of these children.

Sara Wells said that PCFCD offer three half days training but don't specifically train for special schools. The centre always work with schools though to find out what's needed and bespoke those sessions accordingly. RE hub in contrast offer a light touch training.

Michael House highlighted that there's been a possible spend that would have put towards Holocaust Memorial Day competition. Michael asked if there is an aspect of what we may need funding for. There is a budget for this that could be used.

Cllr Aspinall commented that perhaps SACRE can support specialist setting more. Ed Pawson confirmed there are no cost for accreditation. Sara W seconded Cllr Aspinall's suggestion and highlighted the need of finding more funding streams in addition to Cllr's Community Grants as covid hit PCFCD extremely hard and their income just disappeared as schools closed. She said we are getting to the point where there is a distinct possibility that the centre may not be able to continue in its current form if finances aren't found in the next 12 months.

Professor David Salter stated that he has been a trustee for PCFCD for around 8 years and would welcome any financial support from SACRE. The centre has been working for nearly 20 years and work closely with RE hub too and the additional funding from SACRE could be shared with RE hub too in some ways e.g. training for special schools etc.

Lesley Clark commented on funding for supply cover for teachers from the SACRE budget as apparently it was going to be brought up in the budget. Lesley also highlighted the need of serving teachers on SACRE.

Cllr Aspinall explained that this issues has already been resolved and on the SACRE constitution it is clear that where needed supply teachers can attend. She also added that we are working on providing very clear instructions to the teachers who need this information so that they know what proof they would need to show when a cover is being ordered and how their business managers claim for it. Unfortunately, it has got lost a little bit but she had spoken with Michael House and Jim Barnicott and was aware that the issue had been resolved.

Michael H confirmed that they are trying to make the process simpler. At the moment all claims are processed via him. He also added that this is covered in the constitution and that in Devon, they have it within their constitution that all members can claim reasonable travel expenses. Michael also said that this would be slightly different wording in Plymouth constitution, so maybe for the group today to agree on that before the constitution is reviewed.

Cllr Drean added that we will need to explicitly explain what is meant to be an addendum or special e-mail. Cllr Aspinall reiterated that we definitely need teachers on SACRE for their valuable input and there is a strong need to streamline the process. She added that we will resolve such issues as soon as possible.

Claire Wills was happy to support any training needs for special schools and happy to work with PCFCD and Ed Pawson.

Claire Wells asked if the remaining SACRE budget will be carried over to the next year or would be lost? Claire would like to use this funding rather than being lost.

Cllr Aspinall commented that this is a reasonable proposal and if Claire Wells could put something together fairly quickly and get in touch with lead officer to agree on it. Cllr Drean seconded this. Michael stated that it will not be him but will relay to Senior Management. He also added that in the previous years, SACRE had not been using its full budget. The available funding may be £4000 -£5000 but will not be able to confirm the exact amount until the amount of Ed Pawson's services are finalised.

SACRE agreed to adopt Devon's expenses claims until Plymouth have their own and Michael House to send that out to everyone. The travel expenses should be within a reasonable limit and supported by a receipt and should be signed off by school business managers.

Ed Pawson commented that in order for SCARE not going out of budget and spending too much on expenses and supply cover, we would need to be careful on the wording of the offer in the constitution.

Ed Pawson to work on the wording to avoid any misinterpretation.

Anmarie Allchurch commented that school finances are very tight at the moment and for teachers to attend SACRE meetings they will need funding for supply cover.

PCFCD SACRE Update from Sara Wells

- The Spring Term has been a very busy in the office. We have received nearly 200 booking requests in this term, most for multiple sessions, so well over 200 sessions and visits delivered between Jan – March. Particular focus on CNY Workshops, HMD / Learning from Solly Workshops & Piggy & Woof Easter Workshops, alongside the normal Judaism, Islam, Christianity, Hinduism, Humanism, Buddhism sessions and visits to Plymouth Synagogue & PIETY Islamic Centre.
- Last round of training has given us a new Jewish, Hindu, Muslim & Kenyan Cultural speakers, but we are always, actively looking for more speakers from either faith or cultural backgrounds to train.
- We successfully bid for funding from the Keyham Sparks initiative and this has enabled us to deliver interactive British Values sessions this term to pupils aged 4-6 across 3 schools with a strong focus on empathy. Feedback was overwhelmingly positive.
- Schools are currently deciding if they want to re-subscribe to us for the next financial year from April 2023. Please encourage any schools you come in contact with to take out a new subscription or re-subscribe.

Concern that PCC have not yet sent out the Services4schools brochure – will make servicing the school after the Easter Break very difficult and may also delay payments? It will be difficult for us as a very small, local charity to service schools in the Summer Term but not receive their subscription payments until September at the earliest.

- As always, funding for our work continues to be an issue as a small charity, we are extremely grateful to those Councillors who supported us via their Community Grant Fund this financial year; please don't forget us next year. Any ideas/ other opportunities for PCC / SACRE / Councillors to help us financially going forward would be gratefully explored!

Sara Wells also highlighted the importance of the brochure and the potential impacts and funding implications due to the delay.

Annmarie Allchurch also highlighted the need of timely communication especially with Academies so that they can factor this in their finances.

Jim Barnicott advised Sara to contact Amanda Paddison (Head of Service) about this.

Sara Wells to send the list of PCFCD's activities to Michael House to be included on School's Bulletin.

11. Members Updates – All

SACRE discussed the email received by SACRE Plymouth regarding collective worship (30/01/23); 'A case for inclusive assemblies' from Mr Andrew Edmondson – coordinator of Chichester Humanists.

Benn Kerr: Andrew was a SACRE representative but is no longer a SACRE representative. He is a coordinator and the context of his email is mostly his opinions. It might even be a mistype on his part, which is about being put on SACRE and breaking the law, I think he meant the opposite of that. It doesn't represent a Humanist issue. What he said will not change anything. But collective worship is broadly Christian in nature and being slightly incompatible with a multicultural society and 76% of schools are avoiding that in one way or another. My opinion is that we need to work on being much more inclusive in what we do when it comes to collective worship. I'd be interested in getting involved in the 'Time to Breathe' again.

A child not being able to absent themselves from compulsory worship without the permission of their parents feels like a little bit of an impingement of the belief and conscience rights and that is also the belief of the Humanist UK. Also, a student having to opt out and then being singled out doesn't feel very inclusive. We can provide more meaningful alternatives for those students who absent themselves with the permission of their parents. It might be useful for us to think about how we might support schools and individuals who want to do that. One of the recent cases Andrew has highlighted where parents who successfully won in court where it seemed the school refused to provide a meaningful alternative.

My suspicion is most schools do not provide a meaningful alternative, but probably would if they were asked to. We can pay more attention to meaningful alternatives of either nonspecific or non-religious or inclusive, something that's nonreligious is accessible to everybody.

BHA's position is to change the law without harassing other people and this is still work in progress.

Michael House: We will bring it to the group for discussion and Ben to join the sub group on reviewing Time to Breathe.

Lesley Clark: As the Roman Catholic representative, we get inspected. We have a special section 48 which covers RE and Catholic life, and one of the element of this is to have a collective worship. I don't know of any children who don't want to participate in services or any parents who've ever. This is because they've actually chosen to send their children to a Catholic school and they're not all Catholics so, if you were to go along with what this gentleman has suggested then the Catholic schools would have to be excluded from that.

Professor David Salter: It relates to Quaker meetings at the university. There used to be a monthly Quaker meetings at the university, which was lapsed due to covid and other pressures. We are trying to get the local Quaker meeting going and the Faculty of Health at the University is also supporting these meetings. In the course of that, I've become aware that Personal and Spiritual Support Centre at the

university is going through some revamp and there are range of possibilities still being discussed. The intent is to offer a broadly based mental health support to students and potentially to staff as well. The faith-based side of it is still being sorted out. There is a new manager there (Debbie Clement Large), who is very keen on the sociological support. She wanted to get various things happening and one of those has been the Quaker meeting, which has begun. She is also intending to have some sort of faith based event or events to interest students or anyone wanting to come in. She attempted to get start a series of things but given various pressures, only one has been feasible so far, date of the next event is on 24th of April. There will be a Humanist speaker, Dr. Martin Lavelle, another speaker (Aarzo) and myself representing the Quaker community. I think the relevance to us here today is that a lot of people on the steering group which involves people from Muslim backgrounds and clerical religious backgrounds, did not come forward to take part, and the one who did and was then apparently stopped. We have ended up at this session with three people representing very broadly based, non-clerical systems of belief. If some of those people could become more involved as it would be disappointing if all those other systems of belief become sediment over by a fear. So, this is about awareness and for a hope that people will come forward who represent more traditional faiths as well.

Cllr Aspinall: According to this email from Mr Andrew Edmondson up to 11% of parents are forced to send their children to faith schools against their wishes. Presumably that's in smaller communities rather than in this City because we have a wide variety of schools that you don't have to send them to faith or religious schools and you don't have to send them to any of the cast schools or any of the Church of England schools. This paper appears to be written for a specific area.

Ben confirmed 11% is a national figure.

Annamarie Allchurch: Our school has a hall and a breakout space next to the hall and those children that don't want to come into assembly because they're not regulated or whose parents have said they don't want join the assembly, they will be in the breakout room. Actually, we don't have any children whose parents have said that they're not to go in. So it's more about regulation and then choose another particular time. They can hear everything that's being said in the hall and all of the collective worship is invitational. And some of them actually choose to come in but there's somebody in that room that looks after them.

The children aren't regulated enough so they're not going to, Kate. You're sitting for that period of time, which obviously is a larger number for us. They spend time, they just spend the time in their classroom, the children for whom whose parents have opted. We really only have one. And we explained to mum what goes on in our collective worship and have a quest knowing what goes on, which is really just a celebration of the children's.

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Claire Wills: In our school children who have opted not to join the collective worship remains in classroom, we really only have one. And we explained to mum what goes on in our collective worship. We are very careful about what we teaches to children as we have children from different religious backgrounds and some leave before the worship and just don't attend the worship.

Cllr Cresswell: I attended a training on Collective Acts of Worship last week that was very interesting. They stressed on that there's collective acts of worship and there's also assemblies. In my experience Assemblies are very inclusive and there might well be some elements that are collective act of worship. Where I used to teach there were children who were Plymouth Brethren and those children were able to slip out and sit back and that seemed to generally work very effectively and was quite seamless. We used to have a singing assembly, which wasn't always about singing of hymns. It could be singing of all sorts of things.

12. Any Other Business – Deputy Chair (Cllr Drean)

None

13. Date and venue of next meeting - Asif Siddique

1:30pm Wednesday 19 July 2023, Warspite Room, Council House.

**PLYMOUTH STANDING ADVISORY COUNCIL
ON RELIGIOUS EDUCATION (SACRE)****LOCAL AUTHORITY OFFICER TO SACRE****UPDATE (SUMMER 2023)**

1. SACRE Budget Position
2. School Subject Participation Data
3. Local Authority Facilitation Action Plan
4. Summary of Ofsted Inspection Comments Related to Religious Education (Plymouth Schools)
5. Plymouth SACRE Contact Information

1. SACRE BUDGET POSITION – 2022/2023 (to 5thth of July 2023)

ANNUAL RESOURCE	IN-YEAR SPEND	PLANNED / EXPECTED SPEND	BALANCE TO DATE
£13105 (£12000 + £1105)	£225 (NASACRE Subscription + Supply Cover - Chair)	<ul style="list-style-type: none"> • One-Off Claims expected (+ Supply Cover) TBC • RE Professional Advisor to SACRE Role (£6k Annual / £2K per Term) • RE Conference (Member Attendance TBC) 	As of 20/03/23 (>£12K)

2. SCHOOL SUBJECT / PARTICIPATION DATA 2022/23

Update (amended) data - previously shared (Spring SACRE Meeting: 20/03/23)

RELIGIOUS STUDIES GCSE DATA (2022)

SCHOOLS WITH NO STUDENTS UNDERTAKING G.C.S.E. RELIGIOUS STUDIES			
<ul style="list-style-type: none"> • Scott Medical College • UTC Plymouth • Millbay Academy • Sir John Hunt Community Sports College • Lipson Cooperative Academy • (31.6% of Schools) 			
NUMBER OF YOUNG PEOPLE UNDERTAKING A RELIGIOUS STUDIES G.C.S.E.			
<ul style="list-style-type: none"> • 925 (45% Male / 55% Female) 			
PERCENTAGE OF STUDENTS WITHIN THE YEAR GROUP (G.C.S.E.) - Average = 33.7%			
80% OR ABOVE: <ul style="list-style-type: none"> • Stoke Damerall Community College • Tor Bridge High • Notre Dame School • St Boniface College 	80% TO 50%: <ul style="list-style-type: none"> • Plympton Academy 	50% to 20%: <ul style="list-style-type: none"> • Devonport High School for Girls • Plymouth High School for Girls 	20% OR BELOW: <ul style="list-style-type: none"> • Plymstock School • All Saints Academy Plymouth, Hele's School, Devonport High School for Boys • Coombe Dean School • Eggbuckland Community College • Marine Academy Plymouth
OTHER			
<ul style="list-style-type: none"> • 98% of young people undertaking the Religious Studies G.C.S.E. completed the course. • 50.7% of those young people achieved G.C.S.E. Levels 9 to 5. 			

RELIGIOUS STUDIES A-LEVEL DATA (2022)

SCHOOLS WITH NO STUDENTS UNDERTAKING A-LEVEL RELIGIOUS STUDIES - <i>Average = 33.7%</i>			
<ul style="list-style-type: none"> Scott Medical College, UTC Plymouth, Marine Academy Plymouth, Sir John Hunt Community Sports College, Eggbuckland Community College, Tor Bridge High, Stoke Damerall Community College 31.6% of Schools 			
NUMBER OF YOUNG PEOPLE UNDERTAKING A RELIGIOUS STUDIES A-LEVEL			
<ul style="list-style-type: none"> 59 (19% Male / 81% Female) 			
PERCENTAGE OF STUDENTS WITHIN THE YEAR GROUP (A-LEVEL)			
80% OR ABOVE: <ul style="list-style-type: none"> None 	80% to 50%: <ul style="list-style-type: none"> None 	50% to 20%: <ul style="list-style-type: none"> Notre Dame School, Plympton Academy 	20% OR BELOW: <ul style="list-style-type: none"> Plymstock School Plymouth High School for Girls Hele's School Devonport High School for Girls Devonport High School for Boys Lipson Cooperative Academy Coombe Dean School
OTHER			
<ul style="list-style-type: none"> Some schools have no 6th Form, but students may take RS A-Level at other school sites. 100% of students undertaking A-Level Religious Studies achieved A*-E. 			

3. LOCAL AUTHORITY FACILITATION OF SACRE – ACTION PLAN

PRIORITY AREA	ELEMENT	PROGRESS
1. SACRE FACILITATION & ORGANISATION	A: Develop Standing Agenda, Meeting Delivery, Minute Taking	COMPLETED / ONGOING
	B: Commission RE Professional Advisor to SACRE	COMPLETED
	C: Communicate LA Facilitation Plan	COMPLETED / ONGOING
	D: Facilitate Sub Groups	IN PROGRESS <ul style="list-style-type: none"> Sub Group activity paused to include RE Professional Advisor to SACRE
	E: Review SACRE Constitution	SCHEDULED FOR AUTUMN TERM 2023 <ul style="list-style-type: none"> (Sub Group Activity)
2. SACRE REPRESENTATION	A: Recruit SACRE Chair and Vice Chair	CHAIR AND VICE CHAIR POSITIONS CURRENTLY BOTH VACANT
	B: Ensure that Membership is Representative	ONGOING
3. COMMUNICATING THE WORK OF SACRE	A: Communicate RE and CW Requirements & Guidance	IN PROGRESS <i>'Time To Breathe'</i> document to be revised by Sub-Group, Autumn Term, 2023. First Sub-Group Meeting taken place / Next Meeting TBC.
	B: Communicate SACRE Activity	COMPLETED / ONGOING SACRE Activity and R.E. Opportunities included in all HWiE Briefings.
	C: Promote the Work of the PCFCD	COMPLETED / ONGOING
	D: Review and Update PCC Website	SCHEDULED FOR SUMMER 2023.
	E: Communicate RE & CW Information to Schools	COMPLETED / ONGOING Ongoing via the HWiE Briefings aSub Group Activity as per 3.b.
4. FACILITATING THE AGREED SYLLABUS CONFERENCE	A: Facilitate SACRE AFC Sub Group	SCHEDULED FOR AUTUMN 2023 ONWARDS Agreed Syllabus Conference Planning / Development (Autumn 2023 / Spring 2024)
5. RESPONDING TO ADVICE FROM SACRE	A: Develop Standing Protocol for School Concerns	IN PROGRESS
	B: Communicate Ongoing Review of Ofsted Reports	COMPLETED / ONGOING

4. SUMMARY OF OFSTED INSPECTION REPORTS - COMMENTS RELATED TO RELIGIOUS EDUCATION (PLYMOUTH SCHOOLS – SPRING / SUMMER TERMS 2023)

SCHOOL NAME	PUBLISH DATE	PHASE	TRUST / MAT	GRADE	OFSTED REPORT - EXTRACTED COMMENTS RELATED TO RELIGIOUS EDUCATION & SMSC
All Saint's Academy Plymouth	April 2023	Secondary	Ted Wragg Trust	Good (Previously RI)	None
Plymstock School	April 2023	Secondary	Westcountry Schools Trust	Good (Previously Good)	None (Deep Dive in to Religious Studies)
St Boniface's RC College	February 2023	Secondary	Plymouth CAST MAT	Requires Improvement (Previously RI)	None
Victoria Road Primary School	January 2023	Primary	Westcountry Schools Trust	Good (Previously Good)	'In other subjects, including science, history and religious education, leaders have not yet established a purposeful approach to assessment across the school.'
Woodlands Special School	February 2023	Special	Maintained	Good (Previously Good)	None
St Peter's RC Primary School	May 2023	Primary	Plymouth CAST MAT	Good (Previously Good)	'A core feature of the curriculum is for pupils to learn about the world beyond Plymouth.'
Hele's School	May 2023	Secondary	Westcountry Schools Trust	Good (Previously Good)	None
Glen Park Primary Academy	April 2023	Primary	Westcountry Schools Trust	Outstanding (Previously Good)	None
Morice Town Primary Academy	June 2023	Primary	Reach South MAT	Good (Previously RI)	'Learning about other cultures helps them to understand differences and to be respectful.'
Oreston Primary Academy	June 2023	Primary	Westcountry Schools Trust	Good (Previously Good)	None

Note: State funded schools are given a judgement by Ofsted comparison of: 4. Inadequate, 3. Requires Improvement, 2. Good or 1. (under Sections 5 and 8 of the Education Act 2005).

5. PLYMOUTH SACRE CONTACT INFORMATION

PLYMOUTH SACRE CONTACT INFORMATION	
SACRE EMAIL	sacre@plymouth.gov.uk
SACRE WEB ADDRESS	https://democracy.plymouth.gov.uk/mqCommitteeDetails.aspx?ID=480
SACRE CHAIR	Currently Vacant
SACRE VICE CHAIR (Acting)	Currently Vacant
LOCAL AUTHORITY OFFICER TO SACRE	Michael House (Plymouth City Council) michael.house@plymouth.gov.uk
RE PROFESSIONAL ADVISOR TO SACRE	Ed Pawson (Independent Consultant) efpawson@gmail.com
SACRE CLERK	Asif Siddique (Plymouth City Council) asif.siddique@plymouth.gov.uk
NASACRE WEB	https://nasacre.org.uk/

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SACRE REPRESENTATIVES TRAVEL EXPENSES CLAIM PROCESS



	PROCESS	INFORMATION
1.	Complete ' CREDITOR DETAILS FORM ' and return to Michael House (Plymouth City Council)	<p>Representatives will only have to complete this form once.</p> <ul style="list-style-type: none"> • Please return these forms to michael.house@plymouth.gov.uk for processing. • This will facilitate Plymouth City Council paying expenses into your bank account.
2.	KEEP ALL RECEIPTS	<p>Claimable expenses include:</p> <ul style="list-style-type: none"> • Vehicle Mileage (Paid at £0.45p / mile. Travel within Plymouth and Peninsula including Devon, Cornwall, Somerset and Dorset) • Bus Fares (please include ticket/receipt) • Taxi Fares (where no other form of transport is available – please include receipt) • Train Fares (please include ticket/receipt) • Motorcycle Mileage (Paid at £0.24p / mile) • Bicycle Mileage (Paid at £0.20p / mile) • Parking Fare (please provide ticket/receipt) or • Supply Teaching Cover (please send invoice via your School Business Manager).
3.	RETURN EXPENSES CLAIMS	<p>Please send all claims to michael.house@plymouth.gov.uk</p> <p>TRAVEL DETAILS TO INCLUDE:</p> <ul style="list-style-type: none"> • Name • Date of Travel • Type of Travel Expense (Car/Bus/Taxi/Train/Motorcycle/Bicycle) • POSTCODE of the start of the journey (the postcode for the Plymouth City Council House is PL12AA. • Cost of Expense (or Mileage) <p>Please scan or photograph your receipts and attach to your email (if this is not achievable, please contact Michael House).</p>
4	RECEIVE PAYMENT	Your expenses will be sent to the Finance Team and subsequently paid into your Bank Account.

EXAMPLE EMAIL TEXT	<p><i>Subject: SACRE Expenses Claim</i></p> <p><i>Dear Michael,</i></p> <p><i>Please find my travel expense claim for the most recent SACRE meeting.</i></p> <p><i>Name: Michael House</i></p> <p><i>Date: 19/07/23</i></p> <p><i>Type of Travel: Car</i></p> <p><i>Start Postcode: PL65UF</i></p> <p><i>Cost/Mileage: 6miles</i></p> <p><i>Parking: £3.20</i></p> <p><i>Thank you and I have included a photo of my receipt/ticket.</i></p>
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**CIVICA FINANCIALS CREDITORS SYSTEM
NEW/AMENDMENT TO CREDITOR RECORD
CREDITOR DETAILS FORM**

FORM COMPLETED BY	
DEPARTMENT/SECTION	
TELEPHONE NUMBER	

NEW CREDITOR RECORD REQUIRED

AMENDMENT REQUIRED

Is this a purchasing Supplier?

YES

NO (if YES refer to note above*)

Do you want to raise a payment request? (auto AFP)

YES

NO

CREDITOR NUMBER (If amending existing record please state creditor number)																			
PAYEE NAME																			
PAYEE ADDRESS																			
POST CODE																			
EMAIL ADDRESS (for remittance advice)																			
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The Council's preferred method of payment is **BACS**. Please ensure bank details have been obtained from the creditor.

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FAITH, RELIGION AND BELIEF IN PLYMOUTH – 2021 CENSUS DATA



LOCAL DATA

The Census of England and Wales (2021), shows that less than half of the population (46.2 per cent, 27.5 million people) described their religion as Christian, a 13.1 percentage point decrease from 59.3 per cent in 2011. Despite this decrease, Christian remained the most common response to the religion question. “No religion” was the second most common response, increasing by 12.0 percentage points to 37.2 per cent (22.2 million) from 25.2 per cent (14.1 million) in 2011.

In Plymouth, the most common response to the 2021 Census religion question was “No Religion” with 48.9 per cent (129,338 people), a rise of 16 per cent from 2011. 42.5 per cent of the population (112,526 people) described their religion as Christian, a 15.7 per cent decrease (36,391 people) since 2011. Despite this “Christian” remained the biggest faith group in the City. There are 3,474 people (1.3 per cent) who describe themselves as “Muslim”, the second largest faith group, followed by Buddhists where there are 1,018 (0.4 per cent) people in this faith group.

15,695 (5.9 per cent) did not answer the question in the Census 2021. Those who answered “Other religions”, which includes a very wide range of beliefs, represents 1,527 (0.6 per cent) of the population.

WARD OVERVIEW

The ward analysis of this Census 2021 data shows a varied picture across the city. Some key points include:

- There are five wards where Christianity has the largest overall response.
- The Wards of Plympton St Mary and Plymstock Dunstone have more than half of their residents who are Christian.
- There are 15 wards where no religion is the largest overall response, eight wards have more than 50 per cent of their population stating this.
- Drake ward has 57.8 per cent of its population stating no religion.
- Of the 3,474 people (1.3 per cent) who describe themselves as Muslim, the second largest faith group, more than half (51.5 per cent) live in 4 wards: St Peter and the Waterfront, Sutton and Mount Gould, Drake and Devonport.
- Of the 1,018 Buddhists in the city (0.4 per cent), St Peter and the Waterfront has the largest proportion. (13.7 per cent).

NUMBERS & PERCENTAGES BY FAITH GROUP IN PLYMOUTH (2021 NATIONAL CENSUS)

PLYMOUTH	NUMBER	PERCENTAGE
No religion	129338	48.86%
Christian	112526	42.51%
Not answered	15695	5.93%
Muslim	3474	1.31%
Other religion	1527	0.58%
Buddhist	1018	0.38%
Hindu	814	0.31%
Jewish	207	0.08%
Sikh	96	0.04%
Total	264695	

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