

The Surrey
Standing Advisory Council
on
Religious Education



Annual Report
Academic Year 2021-22

Approved by Surrey SACRE March 2023

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I. INTRODUCTION by the Chair



This year I want to pay tribute to all the teachers and members of Surrey SACRE for the sterling work they have done in the development of the new Agreed Syllabus for 2023. At the time of writing this, the syllabus is almost complete and will go to the cabinet of Surrey County Council for ratification on the 30th May 2023.

During most of this year, SACRE has continued to hold its meetings remotely. However, more recently, meetings have been held in person and this has given members greater opportunities for interaction and networking.

The professional officers continue to excel in their support, and it is important to highlight the sterling work of Rachel Boxer, the RE adviser to Surrey SACRE; her dedication to the vision of the new Syllabus has been inspiring.

Cllr Liz Bowes

Chair of Surrey SACRE & Chair of the Children, Families, Lifelong Learning and Culture Select Committee.

March 2023

Contacts

If you have any issues which you would like to raise with Surrey SACRE, please contact Liz Bowes, Chair, or Rachel Boxer, Associate RE Consultant, and Adviser to SACRE via Jane Whittingdale, Clerk to SACRE, by email at: jane.whittingdale@cofeguildford.org.uk

1.1 SACRE Meetings and Attendance

All meetings of Surrey SACRE took place on Zoom during this academic year, due to the pandemic. Minutes of these meetings can be accessed from Surrey SACRE's webpages:

2021-22 Member Attendance at SACRE meetings (excluding Officers):

Meetings this year include Agreed Syllabus Conferences. More detail about the syllabus review can be found in sections 2.1 & 2.2

	October 13 th 2021	November 12 th 2021 ASC	January 28 th 2022 <i>Extraordinary ASC</i>	March 9 th 2022	June 15 th 2022
Group A (12)	11 (92%)	5 (42%)	No data, but meeting was quorate	7 (58%)	7 (58%)
Group B (4)	3 (75%)	1 (25%)		1 (25%)	1 (25%)
Group C (6)	3 (50%)	1 (17%)		3 (50%)	4 (67%)
Group D (3) +1 co-opted	3 (75%)	2 (50%)		2 (%0%)	2 (50%)
% Committee:	77%	35%	N/A	50%	54%

1.2 Brief Summary of Issues Raised & Discussion Points for each Meeting:

Autumn Term 2021

- Election of new members;
- Updates from NASACRE;
- Planning for a virtual interfaith day at George Abbot School;
- Introducing the Surrey Primary RE E-Newsletter;
- Explaining the ASC & revision process for new members & roles of members of the ASC;
- Compiling concept maps as starting points for scoping statutory content within the syllabus.

Spring Term 2022

- Jan 22: Approval of a revised revision timeline due to the impact of COVID-19 on the writing team, resulting in amended implementation date of 1st September 2023;
- Ratification of the 2020-21 Annual Report;
- Presentation by Surrey Healthy Schools, seeking some joined-up working as we support similar objectives;
- Consideration of NASACRE's report 'Still Standing' which will be an agenda item in future meetings;
- The challenges of communication with schools through the SCC bulletin;
- Extension of SCC contract for SACRE's support;
- Updates on revisions to Primary sections of the syllabus & considering recommendations for KS3&4;
- Introducing SACRE to the new structures for the revised syllabus, which aim to meet Ofsted's recommendations for curriculum design, including multi-disciplinary lenses & building schemata;
- Proposals to create a modular programme of implementation preparation for Surrey Primary schools.

Summer Term 2022

- Presentation by guest speaker Dr Peter Hemming, Surrey University, seeking partner schools for his research project;
- Updates from NASACRE AGM & workshops;
- Initiating statutory review of Surrey SACRE's constitution, which is likely to need SCC legal consultation in regard to membership within Group A;
- What do we mean by 'worldviews' – and what impact might this have on the way schools approach RE, especially at secondary level?;
- Speakers' Forum Primary project – 'What does it mean to live a good life?';
- Formal approval of concept maps;
- Importance of authentic & accurate vocabulary within the revised syllabus;
- Updates on syllabus revision: recorded materials for school leaders to introduce new approaches & to signpost to teachers needing support at later dates.

1.3 SACRE Development Plan 2020-2023

During 2021-22, SACRE continued its work in accordance with the development plan, although with amendments in place for year 3, with the syllabus revisions taking place across 2 years. Contract negotiations have begun to extend the SCC contract with the Diocese of Guildford, ensuring support for SACRE at a crucial time in the life of the Agreed Syllabus. The development plan also ensures that the work of SACRE will continue regardless of who is awarded the contract for the years beyond 2022.

As well as fulfilling the requirements set out in the contract for each year of the development plan, further specific priorities have been identified for each year: 7 targets, reported on annually, relate to SACRE's statutory responsibilities, which are set out annually across the three-year plan, and further targets relate to specific projects supporting schools with RE and Collective Worship. These are outlined in [7.6: Appendices](#), by year.

Specific focuses for 2021-22 were:

- *conduct the statutory review of the Surrey Agreed Syllabus, following consultation with schools*
- *invest in the professional development for Surrey Primary RE subject leaders, through free induction training;*

- provide the termly Surrey RE Networks for free (not traded, as previously) from the Summer term of 2021, which will include the modular programme preparing for implementation, 'Getting RE-ady for the revised Surrey Agreed Syllabus';
- working with Park Mead Primary School to develop interfaith Speakers' Forum materials for the Primary phase & materials for the UKS2 thematic unit 'What does it mean to live a good life?'

For a second year, SACRE was unable to visit schools due to the pandemic; however, Speakers' Forum produced some videos for KS3&4 to support interfaith work during November 2021, utilising new technology to great effect to ensure that the work of SACRE continued. There is more detail about this in section 2.7 Support for Surrey Schools. We are very grateful to the members of SACRE for their flexibility and creativity!

All the work of SACRE is undertaken with the aim of raising achievement in RE and improving the quality of teaching and learning, to improve the provision and quality of Collective Worship and to help promote pupils' spiritual, moral, social and cultural development, including Fundamental British Values. As a body representing various religions and beliefs in Surrey, it supports inter-faith dialogue and learning about religions for the promotion of respect and racial harmony.

1.4 Status of the Agreed Syllabus Review

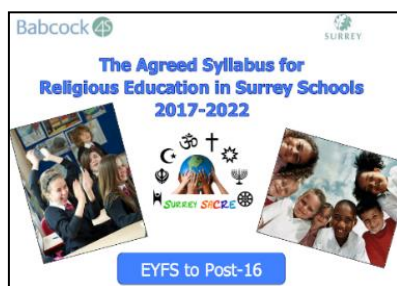
The Surrey Agreed Syllabus for Religious Education entered its period of statutory review in July 2021, which was planned to complete by the end of May 2022, with training for subject leaders during June & July for implementation from September 2022. However, with both Primary and Secondary writing teams severely impacted by COVID-19, SCC approved SACRE's recommendations that this period should be extended, with the implementation date from 1st September 2023. More detail about the proposed revision can be found in Section 2.2.

2. RELIGIOUS EDUCATION

Most of SACRE's work this year has been in relation to the revision of the syllabus and in preparing schools for the curriculum changes that this will entail. Training for subject leaders has been predominantly conducted via Zoom, enabling a far wider reach than may have been possible face to face. Recorded presentations and resources for subject leaders to use with staff teams have also been provided as part of this package of support. These can be viewed by any schools who are registered to use the 'RE Downloads' section of the schools training portal: <https://gdbe-elevate.org/>

All documents and guidance produced by Surrey SACRE can be accessed via their webpages [here](#). As a statutory part of Surrey County Council, there is also information about Surrey SACRE on [SCC's website](#).

2.1 The Agreed Syllabus for Religious Education in Surrey Schools (2017-2022)



Until the end of August 2023, the Agreed Syllabus continues to be the statutory document for maintained Surrey schools, including those church schools with Voluntary Controlled status (aided schools, of course, follow their relevant Diocesan Guidelines). Surrey SACRE again wishes to remind schools that this Agreed Syllabus has the equivalent legal standing of a National Curriculum order and that **RE continues to be a statutory entitlement for all registered pupils in all schools** (including academies), in addition to the National Curriculum. **This syllabus continues to be the statutory document for RE until the revised syllabus is formally adopted.**

Academies and free schools without a religious character may also use an agreed syllabus, and Surrey's Agreed Syllabus is available to them, enabling all schools which choose to use it to fulfil their statutory duty to provide RE for all pupils (unless withdrawn at the request of their parents). Schools wishing to seek guidance about the right of withdrawal should contact Surrey SACRE via the Clerk to SACRE, Jane Whittingdale, jane.whittingdale@cofeguildford.org.uk

Academies:

Currently, there are only 2 maintained secondary schools in Surrey that have not converted to academy status. Whilst academies are officially outside the remit of the LA (and therefore SACRE), NASACRE states that many are increasingly opening up their previous contacts, or establishing new relationships with the academies in their area. Two of our current teacher-members work in successful academy schools using the Agreed Syllabus, and their contribution and experience are valuable insights to the ongoing work of SACRE across both the Primary and Secondary phases.

2.2 Statutory Revision of the Surrey Agreed Syllabus for RE

Over recent years, but especially in the last academic year, there have been some significant developments nationally in thinking about both schools' curriculum and Religious Education. Whilst these shifts may not yet have resulted in any change to legislation, they have impacted on decisions made about the scale and scope of the syllabus revision. The revised revision timeline has resulted in an amended implementation date of 1st September 2023: SACRE concluded that it had a duty to provide schools with a syllabus that will be fit for purpose, reflect current educational theory and provide pupils with understanding of peoples' lived experience and worldviews even if it takes longer than originally planned.


The Agreed Syllabus Conference took advice from two significant reports as part of the revision proposals:


- **Ofsted RE Research Review (Dr Richard Kueh, chief HMI for RE), May 2021**
- **Worldviews in RE (Theos – Cooling, Bowie and Panjwani), 2020**


In May 2022, a further guidance document (in draft) relating to Worldviews, **'Religion and Worldviews in the Classroom: developing a Worldviews Approach'** was published by the **Religious Education Council**. Whilst a bit late to be able to fully integrate into the syllabus review, it has proved an interesting insight into recommendations for Worldviews Education and will be helpful going forwards in supporting teachers' understanding of this 'culture shift', as well as preparing for future reviews.


During this academic year, through the statutory Agreed Syllabus Conference, SACRE has been working on the structures to support a syllabus that takes a slightly different pedagogical approach, aware that significant change can be alienating and undo some of the good work that has been achieved through the previous syllabus.

The revised RE syllabus aims to:

 *be flexible enough for schools to make connections with their wider curriculum, whilst providing robust sequencing of RE [substantive] content so that pupils' understanding of key concepts is built over time;*

 *help pupils (and teachers) to make connections within and across concepts in order to build schemata, better enabling the recall of 'sticky' knowledge;*

 *articulate clearly what it means to get better in RE across substantive, disciplinary and personal knowledge;*

 *reflect not just the 'theology' of religion or belief, but the lived experience of different communities, drawing on the rich diversity of global and cultural influences in developing pupils' understanding of both organised ('institutional') and personal worldviews, including their own.*

From further informal consultations during the year, it has become clear that special consideration will be needed in relation to the content of the syllabus for KS3&4, recognising the fact that many secondary schools are academies and have developed their own RE curriculum, somewhat negating the need for a syllabus that they don't have to follow. What is being proposed for the KS3&4 elements of the syllabus is a menu of units from which schools wishing to use the Agreed Syllabus can select to construct their RE curriculum. These will build on what pupils have learned during the Primary phase and also reflect multi-disciplinary approaches through the use of key questions.

The period of statutory revision will end on May 30th 2023, when it is hoped to present the completed syllabus to SCC's full cabinet meeting for their approval. Although implementation will begin on 1st September 2023, it will naturally take time to fully embed the new curriculum and for pupils to benefit from its spiral nature.

During this academic year, through the Surrey Primary RE networks, SAfE RE Hubs (for Secondary HoDs) and Surrey Schools' Bulletin, regular updates have been provided for schools reporting on progress with the revision. There is more detail about this in **section 2.7 SACRE's support for Surrey schools**.

2.3 Standards in RE

Ofsted's current inspection framework follows a model where inspectors may conduct a 'deep dive' of specific subjects, of which RE may be one, or where RE may be used as evidence of 'preparing pupils for life in modern Britain' or to triangulate elements of schools' whole curriculum, for example, assessment practices across all subjects. During this academic year, SACRE has again received no information from the local authority in relation to schools inspected under these areas.

In communications during this year (through SCC's Schools Bulletins), SACRE has continued to recommend that schools using its Agreed Syllabus should ensure that they understand and can articulate the **intent** of their current RE curriculum, to **implement** the syllabus in ways that meet statutory requirements, as well as being creative and age-appropriate, and also to reflect on the **impact** of the RE that is being taught in classrooms as part of pupils' entitlement to a broad and balanced curriculum.

2.4 Advice to Schools

SACRE has been approached on several occasions this year for advice about the wearing of items with religious significance during PE and queries about the parental right of withdrawal. All queries were satisfactorily dealt with. SACRE has also published its own

guidance on Holocaust Education, recognising that many schools may wish to particularly focus on this around Holocaust Memorial Day or in conjunction with their RE or History curriculum. You can find further information about this, and other support, on SACRE's 'Support for Surrey schools' page [here](#), along with other guidance documents. In addition, the RE community nationally has been very generous in supporting schools with virtual resources, recognising that real-life visits may be cost-prohibitive, so this information has also been shared with schools during the year.

2.5 Religious Studies Examinations:

How the new grades compare with the old ones

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	
U	U

Given the changes to the KS4 examination grading in RS from Summer 2018, there are, at this point only three-year's worth of such results for comparison. However, an attempt to identify general trends using pre-2018 data follows and although the DfE has said it is not strictly possible to compare the 'old' with the 'new' grading structure, an attempt has been made below to draw broad outlines:

Due to the Covid-19 pandemic, the DfE made the decision to cancel all face-to-face exams that were due to take place in summer 2020 and 2021. As a result, there was limited publication of any school or college level educational performance data based on tests, assessments, or exams for these years, so comparisons with 2020 and 2021 in this report will not be possible. This is the first summer exam series since 2019.

To recognise the disruption that students have experienced, due to the pandemic, Ofqual made arrangements with the DfE and exam boards to put in place an unprecedented package of support for students. This support included some changes to coursework to reflect public health restrictions in place at the time students were doing their assessments and a choice of content in some subjects. Exam boards also published advance information in February which gave information about some of the topics that would be in the exams. This was intended to help students to focus their revision and make the exams feel less daunting. For all subjects, there has been lenient grading. The above information should be taken into account, when considering any data analysis of GCSE, AS and A level grades.

In Surrey, in 2022, 56% of the total number of KS4 students on roll were entered for either the Full course or Short course for GCSE Religious Studies, a further drop from 64.7% in 2019. Although Surrey figures compare well to the national figure (36.7%), this still means that there are 44% of students (a total of 4,875) not being entered for GCSE and quite possibly not receiving their statutory entitlement to RE. As a result of this data scrutiny, SACRE will be reviewing information about RE on schools' websites and contacting any that would seem to be not delivering students' entitlement to RE. The breakdown of results across these two examinations follows below.

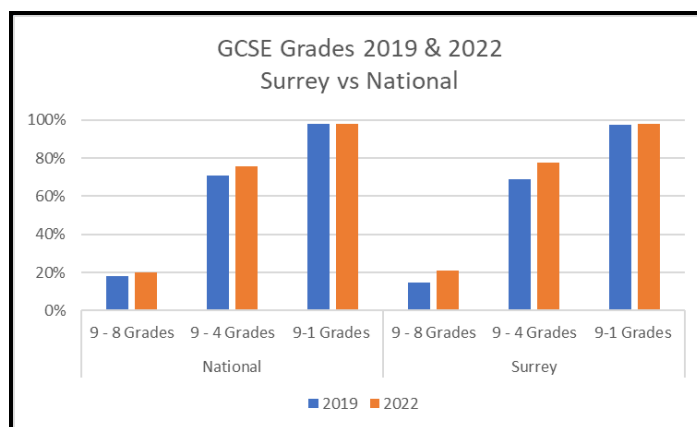
Full Course GCSE Religious Studies:

	Full course 2018	Full course 2019	Full course 2022	
NOR (Number on roll)	9841	10,388	11,080	↑
Total no. of entries	5413 (55% of NOR)	5766 (58.5% of NOR)	5771 (52.1% of NOR)	↑
Total passes (A*-C / 9-4)	69.9%	68.9%	77.9%	↑

In total, the number of students entered for RS Full course GCSE has slightly increased compared to the 2019 figure and continues to be significantly above the national percentage of entries compared with the number of students on roll. 1223 students (21.2% of the total number of entrants) across the county's schools achieved the top two gradings (9 and 8), a 6.5 % increase on 2019's percentage, and slightly above the national comparator. In 2022 Surrey's grades are now slightly above national figures.

Full Course GCSE Results with National Comparators – 2018, 2019 & 2022, 9-1 gradings:

	National				Surrey			
	Entries	9-8	9-4	9-1	Entries	9-8	9-4	9-1
2018	201,390 (38.5%)	15.6%	70.2%	97.9%	5413 (55%)	14.4%	69.9%	97.8%
2019	210,810 (38.8%)	17.9%	71%	98.1%	5766 (58.5%)	14.7%	68.9%	97.7%
2022	207,350 (35.1%)	20.1%	75.5%	97.8%	5771 (52.1%)	21.2%	77.9%	98.1%



Short Course GCSE Religious Studies:

5 secondary schools across Surrey entered students for the short course GCSE – a decrease from 15 schools in 2019. The 2022 results are also compared with previous years' data, although 2017 uses the A*-G grading. Two thirds of schools were still using the 'old' gradings in 2018, so data has been combined to show total passes.

	Short course 2017	Short course 2018	Short course 2019	Short course 2022
Total entries	1420	1336	953	434
% of NOR entered for a short course	14.1%	13.6%	9.2%	4.18%
Total passes	73.1% (1038 students)	51% (684 students)	71.2% (679 students)	97.5% (423 students)

AS Grades in Religious Studies:

A total of 16 students in Surrey were entered for **AS Level Religious Studies** in KS5, a significant decrease from the 2019 figure of 121 students. This decrease in entries mirrors the national drop in entries. There was a significant increase in A grades, A-B and A-E passes in comparison with 2019 figures. Surrey grades were still above national comparators.

	Entries	A	A-B	A-E
Surrey 2018	373	73 (18.6%)	157 (42%)	338 (90.6%)
Surrey 2019	121	21 (17.4%)	54 (44.6%)	108 (89.3%)
Surrey 2022	16 ↓	6 (37.5%) ↑	12 (75%) ↑	16 (100%) ↑
National 2017	13910	3125 (22.5%)	6507 (46.8%)	12975 (93.3%)
National 2018	15590	2588 (16.6%)	5581 (35.8%)	13517 (86.7%)
National 2019	7180	1185 (16.5%)	2585 (36%)	6290 (87.6%)
National 2022	1081 ↓	266 (24.6%) ↑	554 (51.2%) ↑	997 (99.2%) ↑

A Level Grades in Religious Studies:

At **A Level**, a total of Surrey 206 students were entered for exams, an increase of 24 students on the 2019 figures. This increase is as a result of the decision that AS Levels are now two-year courses. Surrey's data shows an increase across all grade boundaries compared to 2019 figures. Although still failing to match the percentage of A* students nationally, the percentage of Surrey students being awarded the top grades (A*-B) are still above national equivalents.

	Number of entries	A*	A*-A	A*-B	A*-E
Surrey 2018	232	16 (6.9%)	61 (26.3%)	121 (52.2%)	227 (97.8%)
Surrey 2019	182	5 (2.7%)	45 (24.7%)	93 (51.1%)	177 (97.3%)
Surrey 2022	206 ↑	18 (8.7%) ↑	70 (34%) ↑	153 (74.3%) ↑	201 (97.6%) ↑
National 2017	21289	5.7%	24.2%	54.9%	98.4%
National 2018	16490	4.7%	23%	52.3%	98%
National 2019	15980	4.4%	21.7%	50%	97.9%
National 2022	12883 ↓	9.8% ↑	31.1% ↑	64% ↑	98.5% ↑

It remains SACRE's recommendation in the Agreed Syllabus that all secondary pupils follow the full RS GCSE exam course, with the expectation that pupils be entered for an exam at the end of KS4. If there are pupils who are not taking (or have already taken) an RS GCSE, the teaching of RE still remains **statutory** at KS4 and it should be published on schools' websites how this is being provided. Schools are reminded that Ofsted makes use of website information as a means of monitoring whether schools are teaching a broad and balanced curriculum, which promotes fundamental British Values and includes RE.

2.6 SACRE Partnering Visits

During this academic year, planned partnering visits were again suspended due to the pandemic, and to focus on the syllabus review. It is hoped that these will resume beyond the publication of the new Surrey Agreed Syllabus, to help SACRE to understand how it is being implemented, and how SACRE can best support schools.

2.7 SACRE's Support for Surrey schools

RE Training:



RE training for teachers offered by Surrey SACRE's professional adviser during 2021-22 has for a second year included a full day course on Zoom as part of the **Surrey South Farnham SCITT programme**, repeated twice for up to 90 students at each session. This is not funded by Surrey SACRE but is an important insight for them in the development of teachers in training within Surrey. Part of the day included a very brief introduction to Collective Worship as part of pupils' spiritual, moral, social and cultural development. For many trainee teachers this is the only input that they receive to equip them to teach RE and deliver collective worship. The mode of delivery obviously impacted on many of the practical elements that would usually be included, e.g. handling artefacts and sharing stories together, and it would be fair to say that Zoom is not an ideal platform for delivering training of this nature.

A half-day training session for **new RE subject leaders** was also delivered virtually in November 2021, with 22 new subject leaders attending. This session aimed to give teachers an understanding of the statutory role of RE within Primary schools, including its contribution to SMSC and British Values, an appreciation of the 'big ideas' in the RE curriculum, an insight into what good teaching and learning and expected attainment in RE looks like and enabling subject leaders to understand their role in leading and managing RE. It is expected that this training will be repeated during the Autumn term of each new academic year.

Surrey Primary RE Networks:



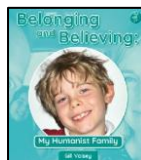
The Surrey Primary RE Networks for Subject Leaders met termly during 2021-22 on Zoom. These can be booked through the training portal: <https://gdbe-elevate.org/> These networks are run by Rachel Boxer, RE Adviser for Surrey SACRE, whose other work as an adviser in Diocese of Guildford means that she brings a broad professional expertise that is much valued by schools. These sessions are free to attend and are repeated across three different dates in the term as twilights (4.00-5.30pm). During this academic year, these have been the main opportunity to help subject leaders prepare for the implementation of the

new syllabus.

During the academic year 2021-22:

- In the Autumn term, the networks focused on the **Ofsted RE Research Review**, which had been published the previous term, and has influenced the planned revisions for the syllabus;
- In the Spring term, the group shared strategies and resources to help pupils to explore **Christianity as a global religion**, recognising that this approach gives pupils a deeper, richer and more authentic understanding.
- In the Summer term, we began a modular programme of implementation training, supporting subject leaders in their understanding of the changes that lie ahead with the syllabus revision. **'Getting RE-ady session I'** focussed on the design of the new syllabus & what has influenced it; sharing a draft overview of the proposed units from EYFS-Year 6; and introducing concept maps that outline statutory content, which have been developed by SACRE members. These were very well received.

Considerable effort has been made to enable schools to book onto the implementation training sessions, and as a result, the sessions in June were well attended with 149 delegates booked on to the Summer term session.



Two sessions for EYFS teachers also took place during this academic year: one specifically to help teachers to understand the new EYFS content in the syllabus, and a second session run in conjunction with Diocesan EYFS teachers, led by Gill Vaisey who is a nationally renowned author of RE resources for the early years. This session explored the place of RE within the revised EYFS Framework and highlighted resources (many of them free) and approaches that provide rich experiences for children in this phase. These were also very well attended – and appreciated.

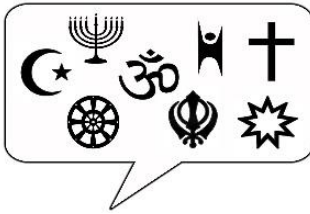
Surrey Primary RE E-Newsletter:

The Surrey RE E-Newsletter has a growing (free!) subscription, with over 90 schools currently signed up to receive regular updates. It is hoped that this will continue to generate a greater engagement with schools, especially vital during the period of the Agreed Syllabus review. For more information about the newsletter, please use the link [here](#) to sign up and view previous publications, or email Jane Whittingdale, Clerk to SACRE jane.whittingdale@cofeguildford.org.uk



Secondary RE 'Hub':

As part of their support for secondary schools, the Schools Alliance for Excellence (SAfE) run a range of subject 'hubs' which provide discussion forums for heads of department. Within this network, there is an RE 'Hub' community, with which SACRE is connected and provides a channel of communication for SACRE with schools, and schools with SACRE. The RE adviser joined the hub during the summer term to provide some updates about the syllabus review. More information about the RE 'hub' can be obtained by emailing: admin@schoolsallexcel.com



Virtual Speakers' Forum: This year, Surrey SACRE's '**Speakers' Forum**' venture continued to build on its successes of last year, supporting (for the 5th year running) an Interfaith Day at **George Abbot School, Guildford**, during Interfaith Week, November 2021, working with Year 9 & 10 students. This year, as in 2020, Speakers' Forum provided materials for use virtually, due to the pandemic, including videos of answers to questions posed by students, which fitted with their Y9 and Y10 curriculum in RE. This included, this year, the opportunity for two of our regular Speakers' Forum team to be beamed, live, into some RE

lessons as a follow-up to the video input and be asked further questions by students. This was well-received by the school, and the speakers.

Any school interested in a live, or virtual, visit from the **Speakers' Forum** group should email Jane Whittingdale, Clerk to SACRE jane.whittingdale@cofeguildford.org.uk or use the links here: [virtual-speakers'-forum-resources-november-2021.pdf](#) to view the materials created for this session.

2.8 Other Guidance:

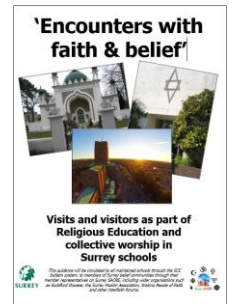
Surrey SACRE has also produced comprehensive guidance relating to visits and visitors as part of RE and Collective Worship, '**Encounters with Faith and Belief**'. This document establishes some important principles for schools and belief communities to adhere to in order to establish and maintain good relationships and ensure high quality learning for pupils, bringing the authentic voice of a believer into the classroom – either within or outside of school. This guidance can be accessed from the SACRE website or via this link: [Visits and visitors to RE and collective worship in Surrey schools](#)

This guidance also contains advice to schools about the parental right to withdraw their child(ren) from RE. Schools are also reminded that their school prospectus and/or website should display clear information about withdrawal and how any parents might make such a request.

During the past academic year, SACRE has received several communications from schools in relation to RE provision in the agreed syllabus, as well as some queries about the revision process. The RE adviser, to whom these queries were sent, ensured an appropriate outcome for all emails and phone calls. Further information about the support that SACRE can offer can be found [here](#).

2.9 Complaints Concerning RE

Every school governing body and LA is required by law to have an accessible and easily understood route through which parents and others can make a complaint about school or other educational matters, including RE. A copy of this procedure should be available in each school and the school prospectus must make reference to it. Local Authorities can seek advice from their SACREs in addressing complaints about RE. No complaints have been made and no such consultations have taken place during this academic year.



3. COLLECTIVE WORSHIP

3.1 Time to Reflect – SACRE’s guidance for Collective Worship in Surrey Schools

Although there are other reports & guidance relating to Collective Worship in schools, schools are strongly encouraged to read Surrey SACRE’s Guidance on Collective Worship in community schools, ‘Time to Reflect’. This document outlines what the law requires of this important element of school life, and how schools might realistically interpret these requirements. The law states that Collective Worship is to be “wholly or mainly of a broadly Christian character” and may, to many, seem very restrictive. However, it does in fact allow schools a wide scope for the variety and breadth of approach to reflect the religious and non-religious traditions of those who form a part of their school community. It also reflects the challenge to craft collective worship that is inclusive and inspiring, and which embraces the increasingly diverse communities of which we are a part. **You can access this guidance [here](#).**

This guidance also contains advice to schools about the parental right to withdraw their child(ren) from collective worship. Schools are also reminded that their school prospectus and/or website should display clear information about withdrawal and how any parents might make such a request.

As part of Surrey SACRE’s monitoring role, partnering visits in previous years have provided a valuable ‘window’ into schools’ arrangements for Collective Worship. Where it is valued, it is evident that collective worship provides many opportunities for pupils’ spiritual, moral, social and cultural development, forming a cohesive school community, united around shared values, and enabling pupils to talk about the impact that these values have on the life of their school and for themselves as individuals.

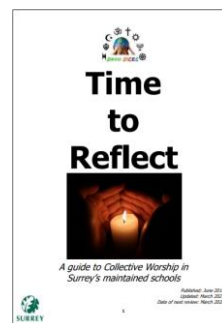
Ofsted continues to confirm the value of Collective Worship as part of schools’ SMSC provision in its current Education Inspection Framework. Surrey SACRE believes that ‘Time to Reflect’ can help schools, parents and governors to fully understand (and meet) the legal requirements for Collective Worship.

3.2 Determinations

No Surrey maintained schools currently have determinations in regard to Collective Worship. SACRE provides details of the process and criteria for applying for a determination, linked both from the guidance document above and via this link: [Applying for a determination](#)

3.3 Complaints

As with RE, every school governing body and LA is required by law to have an accessible and easily understood route through which parents and others can make a complaint about collective worship. A copy of this procedure should be available in each school and the school prospectus must make reference to it. Local Authorities can seek advice from their SACREs in addressing any complaints. No complaints have been made and no such consultations have taken place during this academic year.



4. LINKS WITH OTHER BODIES

4.1. Links with Other Agencies – National

Surrey SACRE is a member of NASACRE (National Association of SACREs), and a representative attends national meetings, with the professional adviser. A representative also attends any regional meetings for SACRE.

Surrey SACRE’s adviser for RE is a member of AREIAC (The Association of RE Inspectors, Advisers and Consultants) and NATRE (National Association for Teachers of RE) and attends regional and national meetings whenever possible.

4.2 Links with Local Bodies

Through membership on SACRE, there are also established links with:

- Surrey Muslim Association [Home \(surreymuslims.org\)](http://surreymuslims.org);
- Jewish Board of Deputies; [Board of Deputies of British Jews - Board of Deputies of British Jews \(bod.org.uk\)](http://bod.org.uk)
- Humanists UK; [Humanists UK](http://humanists.uk)
- Diocese of Guildford www.cofeguildford.org.uk
- Schools Alliance for Excellence (SAfE) [Schools Alliance for Excellence | Schools Alliance for Excellence](http://schoolsallianceforexcellence.org.uk)
- Local interfaith forums: Guildford & Godalming Interfaith Forum, Elmbridge Multifaith Forum, Woking People of Faith and Surrey Heath Faith Forum. Find contact information in the Interfaith directory: [Local Inter Faith Groups- South East - The Inter Faith Network \(IFN\)](#)

5. OTHER AREAS OF LOCAL INVOLVEMENT

The Role of the Governing Body

The role of the Governing Body in monitoring coverage of the Agreed Syllabus is critical for its successful implementation. Governors also have a key role in providing a challenge to schools to raise standards in specific areas and SACRE believes that this can have a significant impact on standards in RE. Schools are encouraged to identify a governor with specific responsibility for RE. There is now an information leaflet for governors about RE in schools, SACRE and its work. This can be found in the section '[SACRE support for Surrey schools](#)' on the SACRE website.

Advice to Schools with Muslim Pupils

We are hugely indebted to Kawther Hashmi, who represents the Surrey Muslim Association on SACRE, for helping to support schools with queries about Ramadan, SRE (Sex and Relationships Education) PE & dance during this academic year. Her wisdom and experience are invaluable! All queries were successfully resolved and parents reassured.

Advice from the Jewish Community about the Holocaust

During this academic year, Surrey SACRE have published some guidance and links to resources for schools to support learning about the Holocaust, being all too aware that this requires some careful handling. This is available [here](#).

6. SACRE'S ADMINISTRATIVE ARRANGEMENTS

6.1 SACRE Contract – Professional Adviser and Administrative Support

SCC currently hold a contract with the Diocese of Guildford to provide management support to Surrey SACRE, which has been further extended to the end of August 2024, allowing for the full implementation of the syllabus to take place. The contract provides for the efficient operation of the work of SACRE which undertakes its statutory duties autonomously and independent of the Diocese of Guildford whose sole engagement with SACRE is through its membership of Committee B of Surrey SACRE.

Operational management of Surrey SACRE is exercised through SCC's commissioning officers and the Director of Education for Guildford Diocese, Alex Tear.

The professional adviser to Surrey SACRE is Rachel Boxer, who has been working with SACRE since 2011 and administrative clerking support is currently provided by Jane Whittingdale, as part of the contractual agreement. We are indebted to Kate Woodhouse, former Clerk of SACRE, who moved into a new role at the end of the Summer term. We wish her every success!

6.2 SACRE Membership, March 2023 (Full membership list available in [Appendix 7.5](#))

Group A 10 members, 2 vacancies representing:		Group B 3 members, 1 vacancy representing	Group C 6 members, 0 vacancies representing	Group D 3 members, 1 vacancy representing
<ul style="list-style-type: none"> • Methodist • United Reformed Church (<i>vacant</i>) • Baptist • Society of Friends (<i>vacant</i>) • Roman Catholic, Diocese of Westminster & Diocese of Arundel & Brighton 	<ul style="list-style-type: none"> • Hindu • Sikh • Surrey Muslim Association • Jewish Board of Deputies • Buddhist • Baha'i • Humanists UK 	<ul style="list-style-type: none"> • Diocese of Guildford • Diocese of Guildford • Diocese of Southwark • Diocese of London (<i>vacancy</i>) 	<ul style="list-style-type: none"> • NEU (National Education Union) <i>vacancy</i> • NASUWT • Secondary teacher rep. (SAfE) • Surrey Primary RE networks • NATRE Primary teacher representative • Secondary & Academies rep 	<ul style="list-style-type: none"> • SCC member • SCC member • SCC member • SCC member (<i>vacant</i>) • SCC member (co-opted)

During this academic year, SACRE has been considering an application from the Tilford Ahmadiyya Community to join SACRE group A. This has generated some significant discussions at SACRE meetings and with the SCC legal team, as SACRE's constitutional arrangements do not currently allow for more than one representative for each faith or belief. This is currently being revisited as part of the review of SACRE's constitution, currently awaiting instructions from the local authority's legal department.

6.3 Training for SACRE members:

New member induction

In response to the irregular timescales for new members joining SACRE, a pre-recorded module is being prepared which can be accessed by new members as they join. This will be followed by an opportunity for new members to attend a drop-in session on Zoom as part of their induction process. All new members are encouraged to avail themselves of the opportunity to attend these sessions in order to help them understand their new role.

The training covered SACRE's statutory responsibilities for RE and Collective Worship, a brief tour of the Agreed Syllabus, other key documents for RE, and guidance that SACRE has produced for schools, as well as opportunity to find out about how SACRE supports schools and think about what it means to be a 'good' SACRE member. We are grateful to the more 'experienced' SACRE members who have also offered their support and advice.

7. APPENDICES

7.1 GCSE – short and full, A/S & A Level RS results:

This data has been published in section 2.5

7.2 Details on CPD provided to schools

SACRE provided no CPD for schools this academic year, although the professional adviser has been providing termly CPD for Primary RE subject leaders, as outlined in section **2.6 SACRE's support for Surrey schools**.

7.3 LA/SACRE policy statements on RE or CW

Please see links in previous sections 2.7 Religious Education: 'Encounters with Faith and Belief' and 3.1 Collective Worship: 'Time to Reflect'. Documents are clearly signposted on SACRE's webpages.

7.4 List of organisations to which SACRE's Annual Report has been sent:

Copies of Surrey SACRE's Annual Report are distributed to all maintained schools in the County via Surrey's School Bulletin system with a request that governing bodies consider the report and take any appropriate action. A copy has also been sent to NASACRE, Surrey County Council, Schools Alliance for Excellence (SAfE), nominating bodies represented by SACRE members, and the Department for Education. It is also available to view on the SACRE website: [Standing Advisory Council on Religious Education \(SACRE\)](#)

APPENDIX 7.5 SACRE Membership (as at March 2023)

Chair Liz Bowes (SCC)

Vice-Chair Sarah Harris

Committee A: Other Faiths and Beliefs (9 members, 3 vacancies)

Jennie Johnson (Group Chair)	Humanists UK
Rev Allan Taylor	Methodist
<i>Vacancy</i>	United Reformed Church
Rosslyn Doney	Baptist
<i>Vacancy</i>	Society of Friends
Peter Ward	Roman Catholic, Diocese of Westminster & Diocese of Arundel and Brighton
Rajendra Pandya	Hindu
Inderjeet Singh Rehncy	Sikh
Kawther Hashmi	Surrey Muslim Association
Sarah Harris	Jewish Board of Deputies
Patrick Jatumet	Buddhist, Woking Dhammakaya Temple
Simon Mortimore	Baha'i

Committee B – The Church of England (3 members, 1 vacancy)

Jane Whittington (Group Chair)	Diocese of Guildford
Shaun Burns	Diocese of Southwark
Rev. Sarah Hutton	Diocese of Guildford
<i>Vacancy</i>	Diocese of London

Committee C – Teachers (6 members, 0 vacancies)

Deborah Jackson	NEU (National Education Union)
Saadia Nawaz	NASUWT (<i>elected June 2022</i>)
Alex Page	Secondary teacher representative (<i>elected Nov 2022</i>)
Rashida Nasir	Primary teacher representative (<i>Surrey RE networks</i>)
Gemma Papworth	Secondary & Academies teacher rep; Secondary ASC writing team
Saima Saleh	Primary & Academies teacher rep & NATRE exec member

Committee D – Local Authority (3 members, 1 vacancy, 1 co-opted)

Cllr Jordan Beech (Group Chair)	SCC member
Cllr Buddhi Weerasinghe	SCC member
Cllr Andy Lynch	SCC member
Cllr Bob Hughes	SCC member
<i>Vacancy</i>	SCC member
Kay Hammond	<i>Co-opted to Group D in July 2021 to assist with the induction of the new SACRE Chair</i>

Officers in Attendance

Rachel Boxer (Adviser)	Associate Consultant for Primary RE, Surrey SACRE & Guildford Diocese
Kate Woodhouse	Clerk to SACRE (<i>to August 22</i>)
Jane Whittingdale	Clerk to SACRE (<i>from November 22</i>)
Carrie Traill	Commissioning Officer, SCC (<i>from October 2021-March 2023</i>)
Nicola Morgan	Senior Educational Effectiveness Advisor, acting in place of Commissioning Officer (<i>from March 2023</i>)

APPENDIX 7.6 Surrey SACRE's Development Plan 2020-2023

Surrey SACRE is a statutory body, working on behalf of Surrey County Council to support and advise maintained schools on Religious Education and Collective Worship, in partnership with the Diocese of Guildford, who manage the SACRE contract on behalf of Surrey County Council.

This 2-year contract began in April 2019 and was extended twice to cover the period until the end of August 2024, so this development plan covers the period of the contract, ensuring that the Surrey Agreed Syllabus (2017-2022) receives its statutory review and is in place to be implemented from 1st September 2023. In the current contract, the following requirements are set out by the local authority for the work of SACRE:

- Provide a suitably qualified RE teacher/consultant who is a registered member of The National Association of Teachers of Religious Education (NATRE) to advise three meetings per year of the Surrey SACRE.
- Provide clerking services to all meetings, ensuring that all SACRE meetings run smoothly and all minutes and supporting paperwork are distributed in a timely manner.
- Liaise at least 3 times per year with the Chair/Vice-Chair of SACRE for agenda and report planning.
- Liaise with the SCC Commissioning Client and the Chair of SACRE regarding the booking and payment of meeting venues.
- Produce the draft annual report on the quality of RE teaching in Surrey maintained schools in accordance with NASACRE guidelines.
- By agreement with SACRE, liaise with schools to enable SACRE members to undertake pre-arranged visits to monitor the impact of the Surrey Agreed RE syllabus.
- Provide support, advice and guidance to SACRE to address general correspondence received in relation to RE or collective worship in schools.
- Provide appropriate support to the commissioning client to ensure that the Surrey SACRE website pages are updated and relevant.

These requirements are taken into account and will be repeated for each year of the development plan, actioned along with further specific priorities for each year agreed by SACRE, so that it will continue to improve outcomes for pupils in local authority schools (as well as other settings that use the Surrey Agreed Syllabus, though at no extra cost to SACRE), and contribute to the professional development of RE leaders and class teachers.

All the work of SACRE is undertaken with the aim of raising achievement in RE and improving the quality of teaching and learning, to improve the provision and quality of Collective Worship and to help promote pupils' spiritual, moral, social and cultural development, including Fundamental British Values. As a body representing various religions and beliefs in Surrey, it supports inter-faith dialogue and learning about religions for the promotion of respect and racial harmony.

Surrey SACRE, March 2023

Annual objectives to meet SACRE's statutory responsibilities, for each year in the Development Plan

1. Ensure SACRE conducts its statutory duties efficiently
2. Ensure that SACRE is informed about national developments
3. Provide regular information to SCC client on progress of contract
4. Ensure Surrey SACRE representation at regional / national meetings
5. Produce the annual report on the work of SACRE
6. Ensure Surrey SACRE website pages are regularly updated and relevant
7. Monitor standards of RE & Collective Worship in Surrey schools through school websites

Additional priorities for 2021-22

8. Continue statutory revision of the Surrey Agreed Syllabus
9. Invest in the professional development of Primary RE subject leaders in Surrey schools
10. Ensure Primary RE subject leaders are informed about local, regional & national developments in RE
11. Ensure all schools using the Agreed Syllabus have access to free implementation training

NB Due to the impact of COVID-19, and in full consultation with the local authority, the revision period of the Surrey Agreed Syllabus was extended until September 2023. The third year of the Development Plan has therefore been revised, allowing for extra and different tasks than were originally planned for the year of the cycle following the statutory implementation.

Additional priorities for 2022-23

8. Complete statutory revision of the Surrey Agreed Syllabus
9. Invest in the professional development of Primary RE subject leaders in Surrey schools
10. Ensure Primary RE subject leaders are informed about local, regional & national developments in RE
11. Ensure all schools using the Agreed Syllabus have access to free implementation training
12. Ensure Speakers' Forum group are able to support revised units of the Surrey Agreed Syllabus