



**ANNUAL REPORT  
of  
Cheshire East Standing Advisory Council on Religious Education**

**September 2020 – August 2021**

**Celebrating Religious Education in Cheshire East**

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This is the annual report for Cheshire East SACRE covering the academic period **from September 2020 to August 2021.**

This has been an unprecedented year in education due to the impact of the Co-vid 19 pandemic. This has meant all SACRE's face-to-face meetings were cancelled for the whole academic year. After previously closing two meetings due to CV-19 in the last academic year, the first full online meeting was held via Microsoft Teams in November 2020, followed by online SACRE meetings in March and June 2021. The RE Consultants, LA Officers and SACRE members have continued to find innovative and supportive ways of reaching schools despite lockdowns, teacher, and pupil absences. We are indebted to them for their commitment and enthusiasm.

As time was saved on travel across our vast and largely rural areas, more teachers accessed network meetings online. More resources have been made available online and new social media platforms have ensured ongoing CPD. More contact has been made with our schools as our RE Consultants have continued to champion religious education.

The Agreed Syllabus Conference has been convened and the review has begun in earnest and will be spread over two academic years. The ASC has met termly online following the full SACRE meetings with work delegated to the RE Consultants and a small group working party of teachers. Meeting online has had its challenges but we look forward to meeting more in person this coming academic year.

We have said goodbye and thanks to long serving members of SACRE and welcomed new Jewish, Baha'i and County Council members. Having served previously as a Cheshire East Councillor it is my privilege to now serve on the Committee B as the chair of SACRE.

Obviously, the nature of the last academic year has meant all areas of education life have been subject to constant change and adaptability and we are especially indebted to staff at St Marys RC Primary School in Crewe, Mike Harris and Mark Bayley our local authority officers, and Louise Collinge our Clerk who have provided ongoing administrative support. We look forward to this new school year with expectations of a brighter tomorrow for all the pupils and schools we serve.

Gillian Merry  
Chair of CE SACRE

## **1. RELIGIOUS EDUCATION IN CHESHIRE EAST SCHOOLS**

### **1.1 Overview of academic year September 2020-2021**

A short SACRE administration meeting was held in September to confirm the SACRE and Sector led funding procurement arrangements, to discuss the development plan and to confirm arrangements for SACRE meetings going forwards. LA officers, RE Consultants, the SACRE Clerk and representatives from St Mary's Primary Crewe were in attendance. Three full SACRE meetings were then subsequently held termly online via Microsoft Teams from 5pm to 7pm. The Agreed Syllabus Conference was convened in a separate meeting of the full SACRE in November and has met after each official SACRE meeting online each term. Details of the work of the ASC can be found on the next page.

Some agenda items remained constant on the agendas: Primary & Secondary reports from RE Consultants which included network attendance; analysis of Ofsted reports; Sector Led improvement work; monitoring the syllabus and ongoing teacher support. Budget updates from the LA and NASACRE briefings were also discussed at each meeting.

In addition to the regular agenda items, in November we elected a new chair of SACRE, welcomed new members who had previously served as councillors; briefly reviewed our collective worship guidance; convened an agreed syllabus review conference, approved the annual report, and discussed the impact of Coronavirus.

During the March meeting in lockdown, we discussed the Collective Worship Determinations policy; the impact GCSE and A-Levels -cancelled examinations; the use of social media to support teachers and ongoing Understanding Christianity training for primary schools. We also welcomed our new Bahai and Jewish representatives.

The July meeting was an opportunity to discuss the key messages from the new Ofsted RE Review Report published in May 2021. A new SACRE development plan for 2021-22 was presented as well as an update on Sector Led improvement work. Social media was also considered as a way to communicate with teachers and subsequently a new Facebook and YouTube channel was created.

The table in the section below details attendance and additional agenda items cross referenced to the NASACRE self-evaluation tool. This toolkit focuses on five aspects of the work of SACREs:

1. Management and Partnerships;
2. Improvement in Standards, quality of teaching and provision of RE;
3. Evaluating the effectiveness of the agreed syllabus;
4. Promoting improvement in the quality and provision of collective worship and
5. The contribution of SACRE to the promotion of social and racial harmony.

## 1.2 Overview of full SACRE Meetings

Dates of meeting	Attendance & Committees Represented	Additional Agenda Items to those mentioned above	Links to NASACRE Development Plan Sections
11 <sup>th</sup> November 2020	A - 7  B - 3  C - 1  D - 2	<ul style="list-style-type: none"> <li>• New Chair of SACRE &amp; other new members</li> <li>• Collective Worship Guidelines</li> <li>• Freedom of information requests</li> <li>• Agreed Syllabus Conference launched</li> <li>• Annual Report 19-20</li> <li>• Interfaith Week</li> <li>• Coronavirus Briefing</li> </ul>	1b 4a, 4b  2e,3c, 3d All 1f, 5b 3f 3f
11 <sup>th</sup> March 2021	A - 5  B - 3  C - 1  D - 1	<ul style="list-style-type: none"> <li>• Collective Worship</li> <li>• Determinations policy</li> <li>• GCSE and A-Levels -cancelled examinations</li> <li>• New use of social media to support teachers</li> <li>• Understanding Christianity training</li> </ul>	1a 4c 2b  2d 2a, 2c,
6 <sup>th</sup> July 2021	A - 6  B - 2  C -2  D - 0	<ul style="list-style-type: none"> <li>• RE Review Report 2021/CoRe 2018</li> <li>• SACRE development plan 2021-22</li> <li>• Messages from NASACRE May 21</li> <li>• Update: Sector led development work</li> <li>• Determinations</li> <li>• Social media report</li> </ul>	3f 1a,1c 3f 3e, 1d 4c 2d
<b>NASACRE Development Plan Sections discussed at each meeting</b>		1a, 1b, 1c, 1e,1f,1g, 2a, 2b, 2c, 2d, 2e, 3c,3f	

## 1:3 Overview of the meetings of the ASC (Agreed Syllabus Conference)

Dates of meeting	Attendance & Committees Represented	Agenda Items	Links to NASACRE Development Plan Sections
11 <sup>th</sup> November 2020	A - 7  B - 3  C - 1  D - 2	<ul style="list-style-type: none"> <li>• Proposal :RE Agreed Syllabus review</li> <li>• May 2020/July 2022</li> <li>• Review Questionnaire design for schools</li> </ul>	2a,2b,2c
11 <sup>th</sup> March 2021	A - 5  B - 3  C - 1  D - 1	<ul style="list-style-type: none"> <li>• Feedback from questionnaires</li> <li>• Action planning going forward</li> <li>• Member discussion - worldviews</li> <li>• Sharing materials drafted so far</li> </ul>	2a,2b,2c
6 <sup>th</sup> July 2021	A - 6  B - 2  C -2  D - 0	<ul style="list-style-type: none"> <li>• Developments from action plan</li> <li>• Member discussion/Feedback</li> <li>• Sharing materials drafted so far</li> <li>• Next steps</li> </ul>	2a,2b,2c

The NASACRE self-evaluation tool will prove invaluable for SACREs use going forward.

## **2. RELIGIOUS EDUCATION STATUTORY RESPONSIBILITIES**

### **2:1 Locally RE Agreed Syllabus: *Engaging Encounter & Reasoned Response***

The locally agreed syllabus is the statutory syllabus for RE in Cheshire East schools prepared under schedule 31 of the Education Act 1996. This current syllabus 2016-2021 is now under review over two academic years. 2020/22. This review has begun during this academic year, and schools have been asked give feedback on the current syllabus.

**This syllabus must be followed in maintained schools without a designated denomination and all church voluntary controlled schools within the local authority.** Ofsted use the local syllabus as the yardstick by which the inspectors make their judgements on the delivery of the RE curriculum in individual Cheshire East schools.

A large proportion of Cheshire East academies and free schools choose currently to follow this syllabus and attend the SACRE networks held for subject leaders. The existing syllabus is supported by networks led by two part-time consultants who are bought in for a set number of days each year.

They are also available to lead INSET for staff in response to requests from schools if schools can buy in their support. Telephone and email advice is also regularly sought and provided by the consultants. Occasionally SACRE will suggest a consultant visits a school who have shown they have a specific need in relation to implementing the agreed syllabus.

Copies of the syllabus and additional supplementary materials can be found on the webpage:  
<http://www.cheshireeast.gov.uk/schools/sacre.aspx>

### **2.2 Monitoring the Agreed Syllabus**

SACRE have a statutory duty to monitor the impact of the locally agreed syllabus.

**This is completed currently through:**

**a) Analysis of Ofsted Reports** – Section 5 Ofsted inspection reports identifies the performance of schools with respect to spiritual, moral, social and cultural aspects of the curriculum and continues to give a simple indicator and pointer to school performance in RE. The reports for schools in the authority which have been visited by Ofsted are analysed for each SACRE meeting and reported upon. Success is celebrated with schools. If concerns are raised then advice and support is offered by the two advisory consultants, Sue Glover (Primary) and Chris Cooney (Secondary).

**b) Conversation:** Network meetings on RE identify what is happening in specific schools.

**c) Concerns:** This is through matters raised by schools and teachers directly with SACRE.

**d) Feedback Questionnaires:** eg Agreed Syllabus Questionnaire 2020.

**e) SACRE Concerns:** These are issues raised by SACRE members themselves. Eg direct concerns raised over the lack of contact with diverse communities or other cultures within the local area is often an issue for schools and this makes it difficult for schools to fully demonstrate a developed understanding of other faiths and cultures. In response a new Visit and Visitors guide on the SACRE web page was completed last academic year.

**f) Monitoring of Primary School RE and Secondary RE Departments**

Support was offered by Chris Cooney and Sue Glover (RE Consultants) through telephone calls, emails, and network meetings. The exact nature and details of the work in each Key stage is listed in detail in the next section.

Exam data was unavailable this year as secondary schools had to use centre assessed grades. Instead data from the school workforce reform has been obtained – this details the percentage of school hours that is given over to the teaching of R.E. in each year group by each secondary school in Cheshire East. This data was provided by the National Association of Teachers of R.E. and has come from the data that was reported by schools to the DfE as part of the school census in November 2020.

**Subject strengths**

- The workforce data shows that 9 of the 20 secondary schools in Cheshire East have reported an increase in the teaching hours of R.E since 2019.
- The data also shows that 10 of the 20 schools have reported that hours for the specific teaching of R.E. are allocated to every year group – 7-11.
- Data shows that 16 of the 20 schools have hours dedicated to the teaching of R.E. in either KS3, KS4 or both. The schools were no R.E. hours are given could be due to issues with the data from, or sent to, the DfE, as it is known that the schools in question *do* teach R.E.
- R.E. in all schools is led by subject specialists.
- GCSE entries remain consistent.
- Attendance at virtual network meetings have improved.

**Areas for development**

- 6 schools have shown a decrease in the percentage hours given over to R.E. since 2019. For 2 schools the data suggests that this decrease is due to having no allocated teaching time in Y11 (this is likely to be the result of GCSE being taught in years 9 and 10). The decrease in the other schools is something to investigate, as they still have hours dedicated to each year group.
- Some of the workforce data is inaccurate and so individual schools need to be contacted to confirm the percentage hours they dedicate to R.E.
- Schools will need contact and support for Summer 2022 examination series if exams go ahead.
- School curriculums will need to be adapted as a response to the Ofsted Subject Review in RE that was published in May 2021.

## **2:3 Agreed Syllabus Conference and Review Working Parties**

Following feedback from questionnaires sent out to schools at the start of the academic year the agreed syllabus review conference was convened, and work delegated to consultants. As teachers were unable to meet in working parties this work was started through online Zoom calls between RE Consultants and within online network meetings in both the primary and secondary phase. The design of the questionnaire can be found in the minutes of the SACRE meeting and also in the ASC minutes from November 2020 both of which are available on the SACRE website.

Results of the questionnaire feedback received from 30 schools can be found in SACRE minutes of the ASC in March 2021.

An action plan was then drawn up, based on feedback from schools and the following specific areas highlighted:

- The syllabus is weighty and needs simplifying for better access.
- Some of the language is now out of date.
- Section 2: Engaging Encounters with worldviews is currently a hot topic within RE.
- Section 2: There is a need to streamline content for each religion /non-religious worldview and Key Stage. New tables providing assessment criteria, objectives, and outcomes are requested.
- Section 3: End of Key Stage statements are appreciated and used by schools.
- All content would refer to a non-religious/humanist world view.
- Content would reference latest national CoRe report and Ofsted inspection guidance.
- The Handbook would be simplified with links/references to the content in the main syllabus.

The ASC met again in July to report on progress so far. Copies of all draft documents were circulated amongst SACRE members. The plan is to meet in person with teachers in a working party beginning in November 2021.

## **2.4 RE: Teaching Methods, Advice, Materials and Training**

### **2.4.1 Advice, Support and Inset Training for Teachers**

Ofsted reports have been monitored during SACRE meetings and letters of congratulations sent to schools that received positive comments regarding areas of RE. Notices about courses, networks and ‘twilights’ initiatives are given via the Cheshire East Bulletin or by emails supplied by the schools. A new Facebook group called **RE Teachers across Cheshire East** has been set up in consultation with the LA communications department. Chris Cooney & Sue Glover our consultants are administrators, and we currently have an additional 55 members. This is proving a good method of collaboration.

## **2.4.2 Primary Schools**

Telephone and/or email support on behalf of Cheshire East SACRE was given by the primary RE schools consultant to approximately 80 primary schools who requested direct advice during the academic year. Queries ranged from new subject leaders asking for support in developing the agreed syllabus to more experienced subject leaders asking for support on online RE teaching, visits, and visitors, due to Co-vid 19. The large majority of the queries centred around advice for long term planning, statutory obligations in regard to the syllabus review and resource suggestions. This shows lots of schools are rethinking what they do in the light of the pandemic and syllabus review process.

Central online networks for all primary subject leaders led by our primary schools consultant were then held online in November, March, and June. This saw a record number of teachers (approx. 30-45) in attendance at each event. The use of the EKSS, resource ideas and sharing the ongoing developments of the agreed syllabus review formed the structure of the meetings. Primary school teachers have also submitted materials for sharing.

### **Cheshire East RE Leaders Primary Schools Network/Hub Development**

It was agreed previously that Cheshire East would be split into Cheshire East North and South for the purpose of developing a hub in each area. This has largely gone on hold due to the pandemic as meetings were held online which enabled teachers to meet who were unable to meet in person. Potential hub RE Leaders from Underwood Academy, Vernon Academy and from Monks Coppenhall Academy met online twice to keep the work on the agreed syllabus moving forward.

### **Materials**

Our Primary Consultant and Rachel Long, RE Head of Department from Poynton High School made several subject knowledge videos which are hosted on an unlisted RE YouTube channel. These are only available to Cheshire East teachers and aim to develop subject knowledge through interviews with religious/non-religious community members. These subject knowledge interviews include representatives from Buddhism, Christianity, Judaism, Hinduism, Humanism, Islam, and a Christian charity. Teachers from Cheshire East can contact Sue Glover, our primary schools consultant if they would like to access them. These were made possible through additional sector led improvement funding and included themes on diversity and inclusion, challenges for holding a religious/non-religious worldview in the UK today and advice to primary teachers teaching about their individual worldviews.

## **RE Today subsidised Understanding Christianity Resource training – Primary Schools**

Our RE Consultant, an accredited UC independent trainer for RE Today completed a cycle of training which involved 3x three-hour sessions including gap tasks, (January 15<sup>th</sup>, March 17<sup>th</sup> & June 9<sup>th</sup> 2021), with 15 teachers from Cheshire East schools. This included 2 special schools. All Cheshire East VA/VC church schools had been previously trained. This makes a total of 47 schools having received this national training in all.

### **Additional Support and contact with schools**

Rainow Primary School bought in Sue Glover our RE Primary schools consultant for support for their new RE leader which included all things connected to the locally Agreed Syllabus. In addition Vernon Academy's RE Leader also worked with Sue Glover for a day on the development of the Agreed Syllabus.

### **2.4.3 Secondary Schools**

#### **General Support**

Chris Cooney continued to support the RE in Secondary Schools through monitoring, surveys, emails & phone calls.

#### **November 2020 to August 2021**

Two secondary schools requested direct advice and support. Queries centred around advice for remote learning – including expectations of what it should look like – exemplar materials were sent out, as well as other ideas and strategies that could be used to aid remote teaching and learning. Other materials sent out include useful links for the promotion of RE at GCSE and A-level, including links to careers.

Support was provided for Helen Thomas at Middlewich High to help with curriculum design. Three full days of face-to-face curriculum development were planned, but due to the global pandemic only one day was completed. Follow up was still done on this via email, particularly around the assessment, and suggestions were shared based on assessing Year 9 on a Religion and Worldviews topic. After discussing what the year group had been learning, suggestions of assessment questions were shared, as well as making criteria to match those.

Regular email updates have been sent to secondary colleagues, including the NATRE termly updates. Email surveys were sent out to secondary colleagues to gain their input for future network meeting topics. Email of reading lists were sent to secondary colleagues of suggested books to aid with curriculum planning in light of the Ofsted R.E. Review document.

#### **Network Meetings**

**2<sup>nd</sup> November 2020 – Virtual Meeting** (hosted by Matthew Hayhurst, due to Chris Cooney being on paternity leave). – The meeting was well attended, with a representative from 7 local secondary schools in attendance. The meeting focussed around sharing resources and plans on how to develop and deliver catch-up curriculum in light of children returning to school.

**8<sup>th</sup> December 2020 – Virtual Meeting** – this meeting was run as a virtual drop-in to allow secondary leads with any issues or questions to utilise. The virtual meeting was open for an hour, with 3 colleagues ‘dropping-in’ to ask questions.

**9<sup>th</sup> February 2021 – Virtual Meeting** - The purpose of this meeting was to discuss the consultation on GCSE and A-level exams. This was well attended, with 8 subject leads present. Concern in general was raised over pupil well-being and the need to be back in school. Concern over equality of assessment plans across all subjects – example of History having content removed but RE not in previous amendments. As a follow up to the meeting, an email was sent to all subject leaders with Form to complete to allow them to indicate their plans for Teacher Assessed Grades (which topics schools intend to assess on, example questions they plan to use, as well as their intention to use exam board provided materials). The purpose of this was to help arrange the opportunity for cross school moderation.

**28th April 2021 – Virtual Meeting** - The purpose of this meeting was to discuss the process that for the allocation of Teacher Assessed Grades (TAG’s) for all GCSE and A-level students who would have been completing external exams this summer. The meeting was attended by 6 subject leads. During the meeting we were able to ascertain the process being undertaken by each school, – although similar there were some differences in terms of how and when pupils were assessed. Time was also spent working out how external moderation could take place – for example CC for A-level worked with Alsager High – it was decided that a selection of marked pupil answers would be sent and re-marked and any differences discussed (outcome – all marking agreed with). CC also worked with Ruskin High for GCSE – this was important as Ruskin does have some non-specialists teaching GCSE, so working with the staff at Brine Leas (one of whom is an AQA marker) meant that their papers could be assessed accurately.

**14<sup>th</sup> July 2021 – Virtual Meeting** – This was the best attended meeting of the year, with 10 attendees from different secondary schools. The meeting focussed solely on the RE subject review published by Ofsted in May 2021. Attendees worked through the document and discussed the various implications of each section and how these might be implemented in a curriculum. The ‘lenses’ approach was discussed in detail, as well as what knowledge would be considered to be ‘collectively enough’. This discussion brought to light the issue faced in R.E. of curriculum time and an expectation to cover ‘everything about every religion’ and the need to curriculums to show restraint. It was agreed that subject leaders would spend time developing their resources to reflect the changes suggested, and potentially share these via the Cheshire East Facebook page in December.

#### **2.4.4 REQM Awards**

Schools of all types have been encouraged to apply for the REQM award. Current Cheshire East schools holders are as follows:

Acton CE Primary Academy – Gold

Brins Leas Secondary Academy- Gold

#### **2.4.5 Complaints**

There have been no complaints to the LA during the past year in respect of RE, requiring the LA's Special Appeal's Committee to be convened.

#### **2:4.6 Withdrawals**

Any school requiring advice on pupils withdrawal from RE makes contact with the RE Consultants. The number of pupils currently withdrawing from the subject are very few across the authority and where there are small pockets, this is due to religious affiliation namely members of Plymouth Brethren, Jehovah's Witnesses, and very rarely Muslim pupils. Advice is given to schools on alternative provision and on consultation with parents who request withdrawal from RE.

#### **2:4.7 Advice to the Local Authority**

Advice was given on behalf of SACRE by RE Consultants to Cheshire East Local Authority on the following topics during this past academic year: collective worship determinations; freedom of information in relation to RE/CW; Hinduism in schools report; Government call for evidence on faith engagement in SACRE.

### **3. COLLECTIVE WORSHIP - STATUTORY RESPONSIBILITIES**

#### **3.1 Standards & Monitoring**

##### **Supporting & Advising on Collective Worship**

All previously published Cheshire East material giving guidance for collective worship (2015) still stands in respect of the law. The School and Standards Frameworks Act 2006 continues to reflect the current law governing collective worship. NASACRE (National Association of Standing Advisory Council for RE) have produced a paper giving further insights into collective worship which is available on the NASACRE website for members. Under the Ofsted framework, inspectors do comment on the opportunities for spiritual development in schools.

The Cheshire East Collective Worship guidelines can be found on the Cheshire East SACRE website which is listed in Appendix B. Some general teacher enquiries have been made during 2019/20 with respect to the law and the pandemic governing collective worship in Cheshire East schools. These were responded to by the RE Consultants. There has been no formal monitoring of collective worship during this last academic year.

#### **3:2 Determinations**

The SACRE has not been called upon during the past year to make any determinations concerning collective worship. Due to several external enquiries, (ie not from schools bodies), it was decided that a review of some of this guidance would take place during this academic year. This has now been completed and will soon be added to the SACRE website section on collective worship.

#### **3:3 Teacher Training & Monitoring Collective Worship**

There has been no formal training in collective worship during this academic year but general advice was given in respect of collective worship and the pandemic.

#### **3:4 Complaints**

There have been no complaints to the LA during the past year in respect of collective worship requiring the LA's special Appeals Committee to be convened

## **4. LINKS WITH OTHER BODIES**

### **4.1 National and International**

The Cheshire East SACRE is a member of the National Association of Standing Advisory Councils for Religious Education (NASACRE). The NASACRE Newsletters 'SACRE News' are much valued by SACRE members, providing useful insight into the activities of SACREs and the teaching of RE across the country. A member always attends the AGM which usually takes place in May. Several letters have often been written from Cheshire East SACRE members to NASACRE, DfE, Ofsted and local MPs to raise concerns about the ongoing marginalisation of RE. This has been suspended during the pandemic.

#### **Celebrating Cheshire East RE Westhill Project 'Stop, Take a Look & Listen'**

An article written by Sue Glover our primary school's consultant for RE Today magazine was published in January 2021. This was based on a grant project that took place during the previous year on community cohesion. The DFE are considering putting information about contact theory and the shared space toolkit into a project but would like some evaluation information. NATRE asked our permission to share our report of our Westhill project. Details and the toolkit produced from the project can be found on the SACRE website.

#### **Farmington Fellowships**

Our Secondary consultant Chris Cooney has a Farmington Fellowship and has encouraged another member of SACRE to complete one on using media in secondary RE.

### **4.2 Local and Regional**

Cheshire East SACRE has direct links with the local Macclesfield Interfaith Group. One local Councillor SACRE representative also has connections to a local MAT called Aspire. Cheshire East SACRE continues to have some links through the in-service programme with the University of Chester and Chester Diocese. Our Humanist SACRE member is involved with Bridge College which provides specialist education for students aged 16 to 25.

Sue Glover our primary schools consultant also serves on Cheshire West SACRE and works as an independent consultant for the Diocese of Chester which has continued to fund religious education and collective worship support in Cheshire East VA/VC church primary schools as part of their work in schools. Sue is also an accredited REQM Assessor and has done some network development this academic year for the TTSA (Trafford Teaching schools Alliance).

Chris Cooney our Secondary consultant is Head of RE at Brine Leas Academy which is part of the Chimney House Schools alliance and organises RE days for several local schools.

Interfaith week is advertised to schools each year, and school involvement encouraged.

### **4.3 Other Areas of SACRE involvement locally**

A significant number of our SACRE members serve as governors in local Cheshire East schools and have received safeguarding, governor training and ongoing CPD to fulfil their roles.

## **5. CHESHIRE EAST SACRE: STATUTORY RESPONSIBILITIES**

### **5.1 Professional & administrative support**

The local authority provides administrative support through a Senior Clerk, Louise Collinge.

Cheshire East local authority officers Mark Bayley & Mike Harris provide direct links to the local council. All attend SACRE meetings. Professional advice and support comes through our two RE independent Consultants, Sue Glover and Chris Cooney. An annual budget of £9170 is provided for the work of SACRE and additional sector led improvement funding is provided for specific initiatives. This covers all administrative support, payment for consultants, NASACRE, admin support for finances, and any special projects which may involve resources and supply cover for teachers who are involved.

### **5.2 Membership, Representation & Recruitment**

The membership of SACRE is under review at each meeting. Training for new members is provided where applicable and NASACRE materials are used to support this. Quoracy has never really been an issue. Representation during this academic year in Committees C (Teachers Unions) and Committee D (Local Council members) has been lower than in previous years.

Recruitment of new members has been successful, and we were pleased to welcome a new Baha'i and Jewish representative this year.

According to 2011 Census, (soon to be replaced with the 2021 Census data) the majority of Cheshire East residents are Christian (68.9%), which is marginally higher than the figure for the Northwest and significantly higher than the figure for England overall (59.4%). The Cheshire East SACRE representation shows a good number of Christians and Other Religions represented in Committee A and Church of England representatives in Committee B. The second most practiced religion in Cheshire East is Islam (0.7%).

We have been unsuccessful to date in recruiting a new SACRE Muslim representative. This is something we are still pursuing. Appendix F shows the complete membership and attendance for this academic year.

#### ***2011 Census Data***

<b>Region</b>	<b>Christian</b>	<b>Muslim</b>	<b>Hindu</b>	<b>Buddhist</b>	<b>Jewish</b>	<b>Sikh</b>	<b>Other</b>
<b>Cheshire East</b>	68.9%	0.7%	0.4%	0.2%	0.2%	0.1%	0.3%
<b>North West</b>	67.3%	5.1%	0.5%	0.3%	0.4%	0.1%	0.3%
<b>England</b>	59.4%	5.0%	1.5%	0.5%	0.5%	0.8%	0.4%

## 6. APPENDICES

### APPENDIX A - Examination Statistics 2016-2019 (NB No data exists for 2019/20 & 2020/21)

	Cheshire East 2016	Cheshire East 2017	Cheshire East 2018 (national averages shown in brackets)	Cheshire East 2019 (national averages shown in brackets)
<b><u>GCSE Short Courses in RE</u></b>				
Number of candidates entered	787	941	149	436
Number of grades A* -C/ grades 9-5	454	503	65	222
Percentage gaining A* -C/ grades 9-5	57.7%	55.2%	14%	50.9% (47%)
Percentage gaining A* -G/ grades 9-1	89.2%	97.4%	92.7%	96.6% (95.1%)
Percentage of cohort entered	21%	26%	4.2%	11.7% (2.4%)
<b><u>Full Course GCSE Religious Studies</u></b>				
Number of candidates entered	1483	1528	1221	1295
Number of grades A* -C/ grades 9-5	1138	1148	791	794
Percentage gaining A* -C/ grades 9-5	76.8%	75.5%	64.8% (58.4%)	61.3% (59.2%)
Percentage gaining A* -G/ grades 9-1	98.8%	98.1%	98.6% (97.9%)	98.5% (98.2%)
Percentage of cohort entered	39.5%	42.5%	34.5% (28.8%)	34.7% (29.7%)
<b><u>GCE 'A' Level Religious Studies</u></b>				
Number of candidates entered	78	67	70	75
Number of grades A-E	78	66	69	75
Percentage gaining grades A-E	100%	98.5%	98.6%	100% (97.7%)
Percentage of cohort entered	unknown	N/A	N/A	N/A
<b><u>GCE 'A/S' Level Religious Studies – Year 12</u></b>				
Number of candidates entered	131	94	11	10
Number of grades A-E	123	87	7511	6
Percentage gaining grades A-E	93.9%	92.6	100%	60% (90.8%)
Percentage of cohort entered	unknown	N/A	N/A	N/A

## **APPENDIX B - LA Publications**

### **Religious Education Agreed Syllabus - Engaging Encounter & Reasoned Response**

The locally agreed syllabus and the accompanying handbook and all other documentation for religious education in primary and secondary schools is available on the Cheshire East SACRE website. <http://www.cheshireeast.gov.uk/schools/sacre.aspx>

### **LA guidance on Collective Worship**

Guidance on Collective Worship for community schools can be found under 'SACRE documents' on the Cheshire East SACRE website.

### **SACRE Annual Report**

Further copies of the annual SACRE reports are available from the Clerk to the SACRE, but these are also on the SACRE webpage.

Queries about publications should be made in the first instance to the SACRE clerk.

## **APPENDIX C - SACRE Development Plan**

SACREs main areas of activity for 2022/21 are detailed below, the references in brackets indicate areas of the NASACRE self-evaluation tool that activities relate to:

1. To support teachers in dissemination of good practice, RE teaching/b especially during Co-vid by meeting online as SACRE during the pandemic. (1a,1b,2a,2b,)
2. To help teachers and schools to raise standards in the quality of RE teaching in all schools but especially in the light of no examinations in 2021. (2a, 2b, 2c, 2d,)
3. To consider how to provide determinations for collective worship. (4c)
4. To discharge its responsibilities effectively. (All sections but especially 5a,5b 5d))
5. To begin a review of the agreed syllabus and publish revised materials for schools September 2022. (3a, 3b, 3d, 3e, 3f)

To achieve the above, the main SACRE budget of £9170 was spent on: Clerking and St Marys supportive administration; the work of two RE Consultants; supply for teachers for working party and hub development; NASACRE subscription and AGM attendance.

A further £900 from Sector Led funding provided some supply cover for teachers to work online alongside RE Consultants on the Agreed Syllabus.

## **APPENDIX D - Statutory Functions**

**These continue to remain the same in line with government legislation:**

- To advise the LA on matters relating to RE and collective worship; methods of teaching; choice of teaching material; provision of teacher training.
- To determine any applications from head teachers for dis application in relation to the general requirements for collective worship.
- To monitor the effective provision for RE in community and controlled schools.
- To consider whether changes need to be made in the Agreed RE Syllabus or the support offered to schools.
- To support the effective provision for collective worship in schools.
- To monitor the provision of daily collective worship in schools and consider how to improve such provision.
- To publish an annual report on its work.

## **APPENDIX E - Distribution**

The CE SACRE report is sent to the following:

- NASACRE (National Association of SACREs)
- Cheshire East Schools and colleges
- Members of the Cheshire East SACRE & Representatives of local faith communities
- Lead Member for Children's Services & members of the Children's Services Strategic Panel
- Diocesan Education Associations
- DfE

**APPENDIX F – Membership of the Cheshire East SACRE for 2020/21 Academic Year**

<b>Committee A – Christian Denominations and Other Religions</b>		
<b>Name</b>	<b>Denomination/Religion</b>	<b>Address</b>
Laurie Bailey	Baha'i	laurie@share-delight.com
Les Biddulph	Church of Jesus Christ of Latter-Day Saints	Bridge Cottage, Buxton Road, Upper Hulme, Leek, Staffs ST13 8TT.
Mr J Vaja	Hinduism	1 Marlborough Close, Macclesfield, SK10 2LA
Cathy Smeaton	Unitarian	Poynton High School, Poynton
Sandra Stewart	Judaism	sandra.oakdene@gmail.com
Hazel Brown	Catholic	hazelbfoxholes@gmail.com
Rhoda Bailey	Methodist	Moors Farm, Church Lane, Scholar Green, ST7 3QR
Irene Faseyi	WSCF	53 Ford Lane, Crewe, Cheshire, CW1 3EQ
<b>Committee B – Church of England</b>		
<b>Name</b>		<b>Address</b>
Rhoda Bailey	(Vice-Chair) Church of England	15 Woburn Drive, Congleton, CW3 3SS
Fiona Pulle	Church of England	Brereton CEVA Primary Brereton
Revd. Steve Clapham	Church of England	rector@allsaintschurchlawton.co.uk
Gillian Merry	(Chair) Church of England	217 Middlewich Road Sandbach CW11 3EL
<b>Co-opted Members</b>		
Mr G Nicholson	Humanist representative	Osborne House Trafford Road Alderley Edge SK9 7DN
<b>Committee C – Teachers' Associations</b>		
<b>Name</b>	<b>Association</b>	<b>Address</b>
Matthew Hayhurst	NUT	RE Brine Leas Academy, Nantwich matthew.hayhurst@brineleas.co.uk
<b>Committee D – Local Authority</b>		
<b>Name</b>		<b>Address</b>
Cllr Brendan Murphy	CEC	brendan.murphy@cheshireeast.gov.uk
Cllr Brian Puddicombe	CEC	brian.puddicombe@cheshireeast.gov.uk
Cllr Allen Gage	CEC	allen.gage@cheshireeast.gov.uk
<b>Officers</b>		
Chris Cooney	Secondary Consultant	Head of RE Brine Leas Academy, Nantwich Chris.Cooney@brineleas.co.uk
Sue Glover	Primary RE Consultant	8 Pipers Court Hoole Chester CH2 3JL sue.glover62@gmail.com
Mark Bayley	Cheshire East LA	Head of Service: Education Infrastructure & Outcomes
Mike Harris	Cheshire East LA	Service Manager: Governance and Liaison People Directorate