



Title of meeting: Standing Advisory Council for Religious Education

Date of meeting: Thursday 13 July 2017

Subject: Hallmarks of a successful SACRE

Report by: Patricia Hannam

1. **Purpose of report: The purpose of this report is to inform SACRE of the qualities of a Good SACRE**

2. **Recommendations: That SACRE receive the report and considers forming a Youth SACRE**

3. **Background:**

This report is based on a presentation given by Paul Smalley Chair of NASACRE at the launch of Living Difference III in December 2016 and discussed what it is that is important for an LA to have an effective SACRE as well as what it is that makes a SACRE successful and strong. Paul writes “One of the strengths of the SACRE model is that it includes representation from faiths, teachers and the authority. A strong SACRE has good representation on all four committees, who attend regularly and actively engage in the work of the SACRE, so that the whole community is represented. Where local diversity means that Group A (faiths and denominations other than the Church of England) is underrepresented in an area the SACRE works to ensure that expertise from a wide variety of faiths is able to contribute to the workings of the SACRE and the Syllabus. These can be useful fora for much inter-faith dialogue, remembering that SACREs



are places where faiths can work alongside one another to benefit the children.

Healthy SACREs are timely in reviewing their Agreed Syllabus, and in the strongest SACREs there will be a distinctive nature to the syllabus, that has been developed locally, often together with other SACREs in the Area.

Where the syllabus has a history of excellence this will mean a revision of the existing syllabus, rather than a wholesale baby and bathwater rewriting.

Collaboration at a regional level is increasingly common including through the sort of Regional Hub model which Hampshire (and Portsmouth) has been central to here. The best SACREs also work in close partnership with local Dioceses and with Higher Education Provision, such as the University of Winchester (and Portsmouth).

Good SACREs have systems in place to monitor the RE in their area, and they know what the strengths of schools are – where the best RE is taught in primary and secondary schools and special schools across the authority.

They will facilitate schools working together to develop the RE in the very local area to share good practice. The very best SACREs have put in place mechanisms for young people themselves to contribute, with RE

Ambassadors from schools contributing to a form of Youth SACRE or some similar grouping.

4. Reasons for recommendations:

Portsmouth SACRE has many of the characteristics of an effective SACRE. Involvement of young people could be a valuable next step across the authority.



Appendices: None

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by on

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Signed by: