

## Haringey SACRE

### Standing Advisory Council on Religious Education: Annual Report 2019 - 2020

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## **HARINGEY SACRE ANNUAL REPORT 2019-2020**

### **1. Chair's Introduction**

I am pleased to present this report on the work of Haringey SACRE for the year 2019-20. I would like to thank members of the SACRE, be they faith representatives, teachers or councillors, for their commitment and constructive work this year. Special mention goes to Jan McGuire, our serving Religious Education Adviser, for updating us clearly and effectively on the national picture of RE, giving us new ways of working together and setting in motion the process of syllabus revision with the local authority. We are also grateful to our newly appointed clerk Maria Gabrielczyk for her highly efficient clerking of SACRE.

In December 2019 we said goodbye to our specialist RE Adviser, Anita Compton, who had retired. Anita shared with SACRE her varied, rewarding teaching career and how she became Adviser to Haringey. She thanked SACRE members, 'stars' as she called us, for all the time and work voluntarily given to support RE and for guidance produced. She hoped that SACRE and the new Adviser's time for RE/CW/SMSC would be required and requested directly in and alongside schools. She noted that the new Education and Inspection framework and deep dive subject reviews, will remind school leaders that high quality RE has to be taught and provided for all pupils.

Eddie Griffiths spoke on behalf of the whole SACRE saying he had been on Haringey SACRE for 30 years, been Chair a number of times, and worked with about 7 different Advisers. He thanked Anita for being 'outstanding' and exemplary in her role.

Haringey SACRE understands well that Religious Education can make an important contribution to young people's understanding of, and respect for, different faith traditions and worldviews. This year has seen a successful AMV partnership bid to Westhill and NASACRE that will encourage teachers to look through the lens of 'Big Ideas' to provide a means for deep learning and progression in the subject. This will ensure that religion and belief is the focus of the learning. We look forward to seeing this work come to fruition next academic year.

Our SACRE remains committed to supporting initiatives which will give our young people a better awareness of the beliefs and practices of others in the wider world.

Co-operation with the Diocese and with representatives from the richly diverse faith groups within the Haringey area remain invaluable, and we are indebted to both organisations for the amount of support that they offer schools. It is good to know we can point teachers to such resources at a time when SACRE's direct contact with schools is limited.

The increased disparity between requirements in different types of school, and the ways in which schools relate to each other, continue to make it difficult for us to know their actual

needs. Our SACRE, alongside many others, is on quite a journey to discover the best ways of finding that information and providing the most relevant challenge and support in the twin areas RE and Collective Worship, in a much changed landscape.

The meetings of the Haringey SACRE continue to be open public meetings and agendas and minutes are published on the HEP website. We would welcome members of the public who wish to attend our meetings.

I am pleased to commend this report to you.

Bob Allaway October 2020

## **2. The Purpose of the Report**

Religion and worldviews remain significantly important in our richly diverse borough, nationally and globally. Religious Education is a valuable and enriching curriculum subject. It is important in its own right and makes a unique contribution to the spiritual, moral, social and cultural (SMSC) development of pupils and supports wider community cohesion. The Government is keen to ensure all pupils receive high-quality Religious Education. The Education Act 1996, Section 391 (6) and (7) requires that each year the Standing Advisory Council on Religious Education (SACRE), from each Local Authority, will publish a report as to the exercise of its functions and any action taken by the representative groups on the Council during the last preceding year.

This entails:

- advising the Local Authority on Religious Education given in accordance with the Agreed Syllabus;
- monitoring the provision and quality of Religious Education taught according to its Agreed Syllabus, together with the overall effectiveness of the syllabus;
- providing advice and support on the effective teaching of Religious Education in accordance with the locally Agreed Syllabus;
- providing advice to the Local Authority and its schools on methods of teaching, the choice of teaching material and the provision of teacher training;
- in partnership with its Local Authority, considering whether any changes need to be made in the Agreed Syllabus or in the support offered to schools in the implementation of the Agreed Syllabus, to improve the quality of teaching and learning of RE;
- offering advice to the Local Authority, and through the Local Authority to schools, concerning how an existing Agreed Syllabus can be interpreted so as to fit in with a broad, balanced and coherent curriculum.

## **Haringey context statement**

Haringey is a lively and diverse borough with a quarter of residents being under the age of 20. 70% of pupils come from ethnic minority backgrounds. Over one hundred languages are spoken by pupils attending Haringey Schools and 50% of these speak English as an additional language.

It is one of the most religiously diverse Boroughs in the U.K. While families from all religious backgrounds live in the Borough, Christians make up 45%, then Muslims, followed by Jews and Hindus. There are a minority of Buddhists and Sikhs in Haringey, and a significant proportion of families, over 20%, citing no religious beliefs.

19.4 % of children on the school roll in Haringey are refugees and we have the highest proportion of refugee children in the U.K. Refugees are a diverse group and come from Somalia, Sri Lanka, Turkey, Albania, Afghanistan, Iran, Iraq and Zimbabwe.

Schools play a vital role in promoting the wellbeing of refugee children. Some have experienced traumatic events, including violence, separation and bereavement. The resources SACRE have signposted for spiritual and personal development such as 'Heart in a Bottle' can help children explore the effects of trauma, shutting down and blocking things out. Resources produced for HMD and the themes that are suggested, also link to some of the experiences that refugees have encountered and bring with them. We have over 2000 asylum seekers in our schools. Exploring issues and appropriate themes sensitively that are related to religion and worldviews and enforced exodus, can increase and foster understanding of the lives and experience of some of the children we find in our schools. Holocaust Memorial Day with its annual varied focus and related themes enables schools to explore critical moral issues, investigate human behaviour, respond to inspirational stories and consider what it means to be a responsible British citizen.

### **3. Management of SACRE: LA Support, Governance & Membership: September 2019 – September 2020**

Haringey LA has commissioned Haringey Education Partnership (HEP) to manage the Haringey SACRE. Fay Jackson, HEP lead for Statutory Services and NQT's, has provided excellent support and guidance to our incoming Religious Education Adviser. SACRE feels well supported by the HEP team. The HEP lead for statutory services and NQT's acts as the conduit between the LA and SACRE on issues such as finance, data and councillor representation. HEP has appointed an experienced clerk, Maria Gabrielczyk, to minute the meetings and provide the Chair and Religious Education Adviser with valuable, although limited support.

Haringey LA, under the management of HEP, has continued to provide support to SACRE and its work to encourage the development of quality religion and worldviews, Religious Education and SMSC in schools.

The LA currently supports the funding of the Religious Education Advisers time, of twenty days a year. Finance is allocated to cover the role of the Religious Education Adviser, Jan McGuire, who provides specialist RE advice and governance support, writes the Government/ NASACRE annual reports and commissioned bids, facilitates the collaborative working groups required for the Agreed Syllabus Conference, attends AREIAC/ NASACRE/REQM/NATRE meetings or conferences and deals with day to day matters. SACRE has been working alongside HEP to update the SACRE website area, to raise the profile of SACRE and raise school awareness of the role and support that SACRE can provide them in school. This is ongoing.

HEP has agreed to the formal convening and funding of an Agreed Syllabus Conference.

### **Governance**

In 2019 – 2020 SACRE called four formal meetings that were attended by Committee A, B, C and D members.

The Haringey Agreed Syllabus for Religious Education provides statutory requirements for planning, teaching and assessment procedures. SACRE has agreed that Haringey should work alongside the AMV syllabi team, led by Dave Francis, to review the Agreed Syllabus in 2020-2021.

### **Membership 2019 – 2020**

Every Local Authority has to convene a Standing Advisory Council on Religious Education (SACRE). Haringey SACRE convenes four times each year. It comprises of four statutory groups. Attendance at meetings is consistent. We continue to ensure the membership reflects the demographic. The SACRE are aware of vacancies, including Roman Catholic's, and are endeavouring to attract representation. In 2020 the Alevi community engaged with SACRE and have agreed to have representation on the SACRE going forward. This is a welcome addition to our membership team of committed and supportive volunteers from the community.

Our current Chair, Bob Allaway, was elected Chair on 2<sup>ND</sup> October 2017. Haringey SACRE would like to extend their thanks to Bob Allaway for his commitment to supporting SACRE, Religious Education and the Religious Education Adviser.

**Membership of Haringey SACRE the Standing Advisory Council on Religious Education:**

<b>Group A:</b> Christian denominations other than the Church of England and principal religions represented in Great Britain	Robert Allaway (Chair)	Baptist Churches
	Tonye Philemon	Pentecostal Churches
	Sandra Kviat	Crouch End Chavurah: Jewish
	Breda Parsons	Baha'i Community
	Matrpushpa Bois	Buddhist
	Ali Arslan	Alevi Community
	Mark Grosskopf	Tottenham Jewish Community Association
	Norman Bacrac	Humanist
<b>Group B:</b> Church of England	Sally Moore	Primary RE Advisor London Diocesan Board of Schools
	Eddie Griffiths	Lay CoE Member
<b>Group C:</b> Teachers Associations, including representation from Academy Schools	Glenford Johnson Vice-Chair	Teacher Secondary
	Bernie Sheridan	Teacher Secondary
<b>Group D:</b> Local Authority, including elected Councillors	Fay Jackson	HEP Advisor
	Sheila Peacock	Cllr & Mayor
	Chenot Sakina	Cllr
	Alessandra Rossetti	Cllr
	James Chiriyankandath	Cllr
	Ian Blaney	Governor Primary
<b>Co-opted non-voting members</b>	Jan McGuire	Independent RE Advisor to Haringey SACRE
	Jean Brown	LB Haringey
<b>Also in attendance</b>	Maria Gabrielczyk	Clerk

#### 4. Standards and Quality of Provision of Religious Education \*\*\*

DATE	EXAM	STUDENTS ENTERED	% Haringey	% National	% Haringey	% National	Comment
<b>Key Stage 5 Attainment</b>							
2020	A LEVEL						Entry maintained.
2019	A LEVEL	50					% may reflect grade boundary changes
2018		64					decline linked to ceasing of AS offering
2015	A/S LEVEL	74					The A/S examination is still being offered by examinations boards.
<b>Key Stage 4 Attainment</b>							
			% Haringey Grade 4+	% National Grade 4+	% Haringey Grade 7+	% National Grade 7+	
2020	GCSE FULL COURSE						
2019	GCSE FULL COURSE	1005	60% 61%	71.8% 72.6%	19% 22%	29.8% 30.5%	Increase on entry compared to previous year
2018	GCSE FULL COURSE	898					
2017	GCSE FULL COURSE	1,202/2,148					

\*\* The first examination of the current AS and A level in religious education and studies was in September 2018.

The first examination of the current GCSE in religious studies, graded 9-1, took place in the summer of 2018.

**Commentary from the 2019 Report:** Anita Compton (RE Adviser – December 2019)

Key Stage 4

Entries in Haringey schools rose from 898 in 2018 to 1005 in 2019. Schools who substantially increased their entries – Duke’s Aldridge, Greig City Academy, and St Thomas More – are to be congratulated. In the borough overall, the percentages of students achieving Grade 4+ and Grade 7+ have improved since the previous year:

Results 2018 2019:

Haringey Grade 4+ 60% 61% National Grade 4+ 71.8% 72.6% Haringey Grade 7+ 19% 22%  
National Grade 7+ 29.8% 30.5% The schools showing the best/most improved results in 2019, especially at Grade 7+, are Hornsey School for Girls, Highgate Wood and St Thomas More.

2019: For the first time, Haringey schools overall achieved +0.02 progress points above the national average (compared with -0.18 below in 2018.) This is a significant improvement which indicates that Haringey students, on the whole, now make expected progress from their Key Stage 2.

Overall, results across the borough at GCSE remain below the national mean. The statistic of most concern continues to be the very low rate of entry for RS examinations at Key Stage 4. In 2017 only 1,202 Key Stage 4 students were entered for an examination in the subject. This is from a total roll of 2,148. Although this is an improvement on recent years, it still means that nearly 1,000 students were not attempting to gain a qualification in the subject. As has been pointed out in previous reports, the low entry rate for examinations may indicate a lack of provision at Key Stage 4 and hence a possible lack of statutory curriculum entitlement.

Key Stage 5

50 students were entered for ‘AS’ Level RS 2018-2019, compared with 64 the previous year. This represents a decline in the trend of recent years, where 74 candidates were entered in 2015.

The picture at Key Stage 5 in AS and A2 level examinations reveals a worrying decline 2018-2019 compared with the rise in entries up to 2015. SACRE may wish to conduct a survey of Haringey schools to ascertain whether students at Key Stage 4 are receiving their statutory entitlement to RE.

Targets for improvement could include:

- to continue to increase the number of students taking a qualification in RE/RS.
- to challenge the relevant schools to account for the lack of GCSE Religious Education provision/ examination options/decrease in entry

### **Religious Education examinations: 2020**

#### **Quality of Provision of Religious Education of Standards (during C19)**

The usual practice is to report in this section and analysis the examinations taken in our schools in Religious Education at GCSE and A level. Due to the Covid 19, school closures and the national decision in relation to students taking examinations we will not be carrying out the usual exercise this year.

We are assured the results fairly reflect the performance of teacher assessment, and how it was not easier or harder for students to get a grade this year. We do not want to be drawn into commenting on speculation on the results in Religious Education. We support our schools to make sure standards are maintained and that the outcomes were fair to all students.

#### **Attainment in RE not covered by public examination**

In addition to the data provided, information is also gathered during school visits by the HEP team and from Ofsted reports. Visits to schools are suspended due to the C19 pandemic. Government guidance informs our ability to respond to the needs of the schools. SACRE hopes that they will soon be able to visit schools to offer support and provide guidance.

#### **RE Quality Mark (REQM) 2019- 2020**

The Religious Education Quality Mark (REQM) was introduced in 2014 to acknowledge and celebrate outstanding RE. Haringey SACRE aspires to actively promote this award across schools as well as offering additional support from trained REQM assessors and RE advisers. Currently there are no Haringey schools registered as holding the REQM award. This may be linked to the cost of the award. Haringey SACRE will be monitoring this area.

## **Monitoring of provision**

### **2019- 2020 Monitoring of Primary Schools:**

Members of SACRE have links with primary schools through their faith communities within the borough. SACRE continues to offer training and support to schools via the HEP website. When the C19 situation has abated, SACRE's Religious Education Adviser intends to facilitate an analysis of the Haringey school websites to audit and monitor the delivery of RE.

The Religious Education Adviser also intends to establish an increased working relationship with the local Diocese and Diocesan Religious Education Advisers to establish a more collaborative approach to the monitoring of RE provision.

There is a growing concern for SACRE's ability to report on progress in the future if schools all use their own assessment systems. It will be difficult to standardise these for the purpose of analysis and comparison at Primary level. SACRE will require HEP's support in sharing data relevant to this role.

### **2019- 2020 Monitoring of Secondary Schools:**

Academies bring new challenges in terms of accountability. Haringey SACRE aspires to have positive working relationships with academies that continue to use the locally Agreed Syllabus.

SACRE also monitors the Ofsted reports to note progress and excellence in SMSC and RE delivery as well as issues requiring support. This is ongoing.

## **5. Ofsted Reports**

Currently the HEP lead for Statutory Services and NQT's, Fay Jackson, acts as the conduit between the LA and SACRE. HEP keeps the SACRE informed of Ofsted inspections and HEP reports on comments related to religion and worldviews and SMSC that may require celebration or action. Nationally the picture for RE reflects the overall picture and grading for a school. Mostly, the reports do not make specific reference to RE but report on social, moral, spiritual and cultural development.

Where it has been made known that a school is not meeting statutory advice, SACRE will contact the school and offer support.

## 6. Support for Improving Teaching of the Locally Agreed Syllabus

### Commissioned Projects: 2019-2020

HEP has commissioned two pieces of work during the 2019-2020 period. Each task has been linked to the impending Agreed Syllabus review process, agreed by the SACRE (2020-2021).

1. HEP commissioned the Religious Education Adviser to complete a comparison of the locally Agreed Syllabi currently available for adoption or amendment.
2. HEP commissioned the Religious Education Adviser to attend the Bristol AMV working party. A thorough review of the AMV website and the documents stored to support, and guide teachers was undertaken, and a document was produced that was shared with a SACRE working party in September 2020. The working party fed back their comments and recommendations at the SACRE meeting in October 2020.

### Research Awards: 2020-2021: Westhill NASACRE Project Award

Haringey SACRE is delighted to be involved in the partnership AMV project 'RE-Live': a series of model lesson plans for deep RE learning through reference to contemporary life and events. The project, led by Dave Francis, is a collaboration between Bath & North East Somerset, working with the SACREs of Bristol, North Somerset and the London Borough of Haringey. The project team formally convened in 2020.

'RE-Live' is a project to engage teachers in local schools and academies within four local authorities which currently share an Agreed Syllabus. The project would involve the production of a series of eight model lesson plans (two for each key stage) for RE, that make use of examples from the contemporary world.

For younger pupils, the lesson ideas will most likely emerge from encounters with people from different religion and belief communities (through visits / visitors), and for older students, from stories in the news that have religious dimensions or significance.

Viewing such experiences and events through the lens of 'Big Ideas' will provide a means for deep learning and progression in the subject. This will ensure that religion and belief is the focus of the learning.

The lesson plans will come with opportunities for assessment of learning, making use of the strategies developed by the Learn Teach Lead RE (LTLRE) group of teachers in the South-West and described in 'Big Ideas for Religious Education' (Wintersgill, B. 2017. University of Exeter).

The resulting plans will be published on the [Agreed Syllabus website](#), freely available for public view.

### Aims and Method

The project will:

- bring together a small group of teachers representing different Key Stages from the four AMV areas to learn about and collaborate in writing the materials;

- produce a template showing how to incorporate the Big Ideas for use in an 'RE-Live' learning sequence;
- enable the team to research contemporary practices, issues and events relating to matters that have religious dimensions or significance;
- enable the writing and editing of eight model learning sequences (two for each key stage) in the form of lesson plans;
- trial and evaluate the use of the resources;
- publish the resulting schemes on the Agreed Syllabus website showing how the Big Ideas can be used for deeper learning in RE;
- publicise and promote the new models, through SACRE news bulletins, network meetings, conferences.

### **Community benefit in our area**

It will be a condition of the planning exemplars and RE-Live resource template that they promote understanding between people from different groups, particularly those possessing a protected characteristic as defined in the 2010 Equality Act.

Overall, the project will result in a collection of model planning schemes designed to promote pupils':

- interest in how religion and belief features in the world today;
- knowledge and understanding of the diversity of religion and belief even in apparently 'mono-cultural' settings;
- deeper understanding of people from different groups.

### **Conference: Locally agreed syllabus**

The Haringey Locally Agreed Syllabus for RE is currently under review 2020-2021

[www.awarenessmysteryvalue.org](http://www.awarenessmysteryvalue.org)

Since our last formal SACRE Report, members of SACRE have been progressing the review of the Agreed Syllabus through virtual discussions. Jan McGuire has had one physical meeting with the AMV team led by Dave Francis. Haringey SACRE have agreed that during this unprecedented C19 period it would not be constructive to present a completely new syllabus to teachers. Therefore, it was agreed by the group, to proceed with the AMV syllabus, with the caveat that Haringey's needs were to be reflected within the revised document. It is hoped that this decision will be supportive of the needs of teachers and schools, and therefore, have the best result for the children in Haringey.

Agreed Syllabus Review Process

Option A – AMV current Haringey Syllabus [www.awarenessmysteryvalue.org](http://www.awarenessmysteryvalue.org)

SACRE continues to work in collaboration with the AMV group.

AMV currently focus' on 'Big Enquiry' ideas, that allow for 'deep teaching' and learning.

The syllabus focus is on 6 areas of enquiry:

1. Beliefs, teachings and sources
2. Practices and ways of life
3. Forms of expressing meaning
4. Identity, diversity and belonging
5. Meaning, purpose and truth
6. Values and commitments

Dave Francis desires to reshape the AMV Syllabus around the work of Dr Barbara Wintersgill and the 'Big Picture' research that focuses on 6 main 'Big Picture' themes. These will be:

1. Continuity, change and diversity
2. Words and beyond
3. A good life
4. Making sense of life's experiences
5. Influence and power
6. The Big Picture

The AMV continues to provide a vast bank of teaching and planning resources. The AMV working party are tasked with creating a rationalised bank of resources to allow for better functionality on the website and to make it more teacher friendly. The reviewed AMV would also provide some overview planning documents that simply explain the progression of the units, and set down the intent-implementation- impact journey required by Ofsted. The AMV option would include a 'relaunch' conference, to support teachers with ideas and resources.

- The AMV renewal would include updates on the current syllabus – including new dates, a few corrections and potentially an updated Foreword. It would also include a new focus on the 'Big Picture' research.
- This would be produced electronically, so that it can be sent around to all schools.
- The AMV will include a supplementary document that will include, for example:
- An update on the developments in RE, post-Commission Report 2018
- Updated guidance on assessment, withdrawal, Ofsted and SIAMS priorities, legal judgments on Humanism, sample long-term plans for a range of school types, GCSE and A level reform, and links with Understanding Christianity
- Some additional guidance on religions and worldviews

- A focus on the 'Big Picture' questions.

Advantages:

- Teachers build on the work they have put into implementing the current syllabus. Teachers can be involved in the development process through network sessions locally. This could also take into consideration the work Haringey has commissioned from Christine Counsel. Change at this unsettling C19 stage may not be welcome by teachers, so continuing with the same syllabus may be best.
- The website will be updated and simplified to allow for easier navigation of the materials.
- Digital syllabus and Supplement will offer useful updates and additional guidance, to enhance and promote good learning in RE.

Details and costs of the review process:

- December 2019 ASC discussed and SACRE agreed to action: AMV Syllabus update £10,000 - £13,000
- October 2020 Agreed Syllabus Conference formally called, and option considered and agreed
- November 2020 ASC meeting. Results of consultation.
- November 2<sup>nd</sup>: Fay Jackson confirmed HEP's financial agreement to proceed with a £10-13,000 Agreed Syllabus Conference and review.
- February 2021 ASC Final Syllabus agreed by ASC and recommended to SACRE and LA
- June 2021 Syllabus launch conferences
- September 2021 Syllabus implementation year in schools

### **Relevant Links with other agencies**

Haringey SACRE has links with other agencies including the Diocese, AREIAC, NASACRE, NATRE, and REQM, Middlesex University Department for Philosophy and Religious Studies and REC.

## **7. Compliance with the Statutory Requirement**

### **Determinations: Haringey SACRE's Statutory Role 2019-20**

Haringey SACRE has a statutory role in considering and granting determinations.

What is Determination? The Education Reform Act of 1988 (sections 6, 7, 9, and 12) entitles schools to apply to the SACRE for a 'Determination'. This allows the school to adjust the legal requirements to enable collective worship of a different character to take place for **some** or

all pupils in the school. Determinations are made where a school, on behalf of a group of parents, requests Collective Worship other than that set down by statute.

There were no determinations in 2019-20 for Haringey SACRE to consider. 2020 marked an unprecedented year with the disruption and concerns linked to the C19 pandemic. All pupils, after a pro-longed absence, were welcomed back into the classroom. School in September 2020 had set up a process of 'working in bubbles'. SACRE members were concerned, and agreed to monitor how the LA/ HEP were going to manage the requirement for all schools to meet the collective worship requirement during this 'bubble' C19 period.

September 2020 HEP provided a statement on the website with clear national guidance and legislation.

Haringey SACRE has a role in investigating complaints against schools in relation to RE and Collective Worship. In 2019-20 there were no such formal complaints to deal with.

### **Collective Worship**

Haringey SACRE reminds schools of the importance of collective worship. Links to support and guidance are provided on the Religious Education and SACRE area of the HEP website.

## **8. Contribution of SACRE to the wider Local Authority agenda**

SACRE members continue to generously offer schools their time and expertise. Faith representatives offer to deliver assemblies, support curriculum planning and provide guidance to individual teachers. Currently this is not embraced widely by schools. During this current C19 time this offer can be via a virtual interaction. SACRE aspires to have a more active support role with schools and teachers in the Haringey area.

### **Contribution of SACRE to Social and Racial Harmony Agenda**

SACRE continues to offer to support the LA with their social and racial harmony, SMSC, British Values and Prevent agenda as well as sharing social bridging opportunities and enrichment of diversity and faith awareness experiences .e.g. Holocaust virtual workshop (October 2020). Social bridging and wider diversity and faith experience still remains an Ofsted concern, and it can be particularly difficult for certain groups to access relevant opportunities. SACRE remains a key partner in sharing such opportunities to Haringey schools, through their committed work in raising the quality of Religious Education in the classroom.

Going forward it would be beneficial for SACRE to be more aligned with the LA's key priorities.

### **Advice to Local Authority, Schools and Statutory Bodies**

8.1 SACRE provides advice to the Local Authority through the RE Adviser, and the Lead Adviser for Statutory Services in Haringey Education Partnership, who brings concerns from schools and Governors, to SACRE. SACRE in turn discusses the issues, establishes small working parties and publishes requested advice.

8.2 SACRE depends on the diligence of members of group D to raise the profile and statutory requirements of Religious Education in Haringey within the LA. HEP representatives and Cllrs act as a conduit between the LA and SACRE. SACRE is mindful that it needs to be aligned to the LA strategic vision.

Advice has been given to schools for example on Religious and Cultural sensitivities in the Expressive Arts as some Headteachers were concerned by parents requesting that their children be withdrawn from aspects of the National Curriculum. For example, from music lessons, because their religion forbids the learning of musical instruments. The Advisers and SACRE collectively researched and shared knowledge of the local situation and information from other London boroughs where this concern arose. SACRE produced guidance to include, art, drama, dance and music and a template letter for schools to assist them in responding sensitively to parent's concerns.

A Cllr called on SACRE to work with the Alevi community in Haringey, to listen to their desire for Alevism to be formally included within the Syllabi review process. As a result, an Alevi community member has been welcomed to sit on SACRE to represent their faith group more pro-actively.

### **8.3 Haringey SACRE and the promotion of diversity:**

Haringey SACRE believes that encountering people of different faiths is one of the most effective ways of breaking down barriers and overcoming prejudices and misconceptions. SACRE aspires to provide opportunities within the community for children and young people to engage with different faith groups, and for teachers to have confidence in the support and knowledge that the SACRE may provide to them in their schools. Currently support is offered on the HEP website. However, engagement within schools and RE training and support has had little uptake. Going forward this is an area that the SACRE intend to develop.

Haringey is fortunate to work with the support of members and faith communities who give their time voluntarily to attend meetings in the interests of supporting and promoting RE. SACRE guidance through working parties and documents intended to support specific

religious issues raised in meetings and fed back to HEP and schools by the Advisers (Independent RE and Lead Adviser in HEP and to the LA via the Cllrs.)

For example:

- Religious and Cultural Sensitivities related to the Expressive Arts, (2016-2017)
- Controversial Issues (2017 -2018)
- guidance and resources for HMD; (2017-2018)
- guidance and resources for redressing negative media stereotypes about Jihad and Islam. (2019)
- CoE Guidance on Spiritual Development for Haringey Schools, linking it to the Agreed Syllabus Awareness, Mystery, Value and to the new Education Inspection Framework. (2019)
- Determinations (uploaded 2020)
- Role of SACRE (uploaded 2020)

If you have any comments about this report, please contact the Haringey SACRE Clerk Maria Gabrielczyk via e-mail at [mariagabrielczyk@gmail.com](mailto:mariagabrielczyk@gmail.com)

Jan McGuire Adviser for RE (Religion and Worldviews)

November 2020