

# Activist SACREs in 2024

## 35+ things a good SACRE can do!

Any SACRE could be passive and reactive -some are - but this is a plea for activism from SACREs. I hold the view that any SACRE, large or small, expert or developing, should consider how to take action in pursuit of its mission to guard and develop standards in RE. NATRE has a very strong interest in SACRE effectiveness and is pleased to support our many teacher members who serve on SACREs.

We think that SACREs are more powerful than we have yet seen – statutory bodies, in all local authorities, with representation from religion, professionalism and democratic structure are powerful, but often don't notice their powers. Both dependent upon the LA, and independent of it, the SACREs that do most for RE are powerful indeed.

I like the idea of activism, because it represents the capacity of the SACRE to make a difference, rather than merely maintain itself. Perhaps a rule of thumb for activism might be 'does this SACRE innovate at least one project every year?' Is yours an activist SACRE?



## 35+ things a good SACRE can do: teacher representatives can initiate any or all of these.

### Flexing the activists' muscles.

- 1. Ask the LA for money – or offer to raise money for your work by being entrepreneurial.** Tackle the question of the SACRE's own funding needs. I think NASACRE has an important role here, to disseminate best practice in funding SACREs. Some SACREs manage without anyone to pay the cost of stamps or web updates, and others can find tens of thousands of pounds of local authority money from a core services budget for working parties and agreed syllabus work. Connecting the work of SACRE with citizenship and community cohesion is a route some have taken here. This is, for some SACREs, the essential first step to becoming activist.
- 2. Monitor and praise.** Monitoring schools' performance through reading OFSTED reports (this data not as good as it was, so needs supplementing by GCSE and provision data from Secondary schools and any possible sources from Primary schools, especially with regard to self evaluation in schools (the 'Watchsted' website is searchable for RE comments.). Will MATs be able to give us some data as their work unfolds? ASK them!! Celebrate success, and seek to find at least three schools in each key stage that are 'beacons' for quality RE ~ then spread the word about them.
- 3. Information on provision.** Send out questionnaires to schools, or to pupils, (named or even anonymous?) to support teachers in the endless 'status skirmishing' required of RE subject leaders in their battle for more of the buns, rather than just the crumbs. Information is power here – can your schools say 'we know we need to improve, because of what SACRE say'? Can they say that they know how to improve because of their SACRE's advice? If schools ask SACRE for help do they get it? *If not, what's the point?*
- 4. Offer professional development.** Providing or organising CPD and INSET for teachers, with faith communities to the fore (using the expertise of SACRE members?), running conferences for a day, to bring SACRE members, teachers and governors together, or doing courses on new syllabuses, guidance, schemes of work or planning. Staffordshire, Leicestershire, Gloucestershire and Plymouth are just a few examples who do this, along with many others. The training offer should be on every SACRE's agenda, and every SACRE's events

on 'RE Hubs'. Work collaboratively with other local SACREs – good practice in South Yorkshire could be a model.

**5. Inspect the inspectors.**

Monitoring OFSTED inspection performance and complaining to the office of HMCI. (Could we do that 21<sup>st</sup> century Biblical contextualisation activity, where students write up 'the parable of the good OFSTED inspector'?) Why don't they mention RE even if its non-compliant, or if its excellent? This needs challenging locally and nationally. Join in with NATRE's program here, thanks to the indomitable Deborah Weston. SACREs might take this up with inspection contractors or regional commissioners.

**6. Try a resource project.** Activist SACREs offer local religions chances to resource RE in local, authentic and contemporary ways. Make a booklet, website or video of photos, contacts, teaching and learning activities related to a dozen places of worship in the Local Authority area, as Leicestershire, Somerset, Blackburn and Coventry have done. This makes schools grateful to SACREs – and can even attract a grant or produce some revenue!

**7. Give authentic faith community voices an audience among teachers.** Write from faith to school: Redbridge's excellent briefing papers on Sikh dress,

observing Ramadan, Jehovah's Witnesses and RE, and other topics are all good models. And it doesn't have to be written: Video, web, photopack or visiting speaker work even better. Tackle the issues

**8. Tell parents.** Publishing a parents' leaflet, to highlight the value of community involvement in RE. Show off some pupils work! (Barnsley once did this with their SACRE annual report) This could significantly shift one of RE's perennial problems, that parental attitudes always seem at least a generation out of date. DFE's contribution here was nice, but could be bettered! Can NASACRE make your work national?

**9. Gather information.** Monitoring standards and examination results, time for RE, subject leadership and other aspects of provision. Information is power in this context, and local authorities can reasonably be asked to provide information to the SACRE. Northamptonshire's approach is exemplary, among many others. Leicestershire and North Yorkshire did surveys that led to improved budgets for syllabus revision. Easy to use survey software and thus gather all important email addresses for your data sheets and contact listings (*you do have these, don't you?*)

10. **Exemplification.** Get together some pupils' work that exemplifies standards in RE with reference to the local syllabus, at levels 1-8. The exemplification is important to establish standards, and such projects have a powerful impact, specially for those new to an area or new to a syllabus. As for example Warwickshire, Worcestershire, Leicester and Hertfordshire local authorities have all done this, to the great benefit of their teachers.
11. **Run a local parliament of religions** for 14-18 year olds. Can we think of a better way of helping young citizens see the place of faith in the 21<sup>st</sup> century? Inter faith projects model the best of RE and are always exciting. Prince-now-king Charles did one – make him your role model! Dozens of SACREs including Thurrock, Islington, Stoke, Bradford and Lancashire have done these events with some grant funds available and some support from LA budgets for diversity and inclusion.
12. **Organise an arts competition:** RE improves where it gets more creative, and the linked curriculum models increasingly popular in primary schools can make this very useful. Design the cover for the new syllabus ~ as children in Gloucestershire, Lincoln and Hereford have done. Why not relate faith and spirituality to poetry, drama or creative writing too? NATRE's 'Art in Heaven' competition is a model and can be run with a local SACRE round, as Sandwell and Wakefield – who published a booklet of brilliant work and ran an art show in the Minster - have done recently (see [www.NATRE.org.uk/spiritedarts](http://www.NATRE.org.uk/spiritedarts))
13. **Help the SEND schools and teachers.** Some SACREs have used the LA's good offices to give particular support to SEND+ schools and practitioners for RE, and others have made a section of their Agreed Syllabus that addresses this clearly and helpfully. Training and CPD can go with this. Well done Wolverhampton, Doncaster and Lancashire for organising here.
14. **Facilitate some exhibitions.** In Croyden, Wakefield, Newham and Coventry, hundreds of children from dozens of schools attended and learned from exhibitions at the faith community buildings of several religions over a period of years. Copy that. Inter Faith Centres in, for example, Leicester, Kirklees, Lancashire, Derby City, co-ordinate visits and visitors to contribute to this purpose. Or invite the national faith community bodies to mount a 'Jewish Way of life' for your schools to visit. Or similar.

15. **Do an essay competition.** RE today and partners promoted an essay competition on the spiritual principles for life in conjunction with the Templeton Foundation. Thousands entered. A SACRE would be an ideal local partner for this. We may even be able to put you in touch with a grant to provide the money for prizes and administration.
16. **Book the stage.** Arrange a pupil performance, like those hundreds inspired by the long-ago RE Festival of 1997, or the JC 2000 millennium arts festival or the RE Council's more recent promotion. NATRE has a display which we hire out! Linking this to a syllabus launch, or an annual lecture is powerful, and involves the interaction of pupils and teachers with SACRE members.
17. **Get lecturers.** Set up an annual lecture series for all those interested in RE, as happens in Hounslow, Redbridge, Westminster or Kent for example. Link it to the publication of the annual SACRE report, and invite the director to preside: directors need to know about RE at its best. Hounslow get about 60 to theirs. *I can't imagine any reason why a SACRE wouldn't at least run an annual lecture.*
18. **Be the voice of religion in the Local Authority.** Contribute to civic inter faith work, e.g. in inter-faith forums with the local Catholic or Anglican Diocese or other faith and belief groups. Send and ask for representatives. Ask Leicester City about this. Wandsworth SACRE give multicultural and community cohesion guidance to the schools too. Some SACREs have even widened the net to advise the police or social workers about local religion and worldviews.
19. **Celebrate the grassroots.** Make a presentation to the Education Cabinet or Committee about the SACRE's grass roots work with pupils, teachers and schools. Make them proud of the religious and belief communities involved, and the sense of inclusion SACRE can create. Most LAs aspire to be more religiously inclusive than they are. *Be the solution to their perceived needs.*
20. **Smoke out the key voices.** Invite key people to speak to the SACRE's annual conference: would this invitation to speak help the Chair of the Education Committee or the new Education / Children's Services director to clarify his / her own thinking on RE? What about locally prominent religious leaders? Politicians? Nothing concentrates the mind like having to speak thoughtfully to a plural audience. Norfolk SACRE had a significant influence on Rt Hon Charles Clarke (a local MP in Norwich) when he was Secretary of State. Plymouth had a hotline to

the RE-committed Luke Pollard MP. The APPG for RE in Parliament has over 100 interested MPs – yours?

21. **Listen to teachers.** Ensure that serving RE teachers are heard every time SACRE meets: do the LA and Union seats get filled by people with RE expertise, or without? Can the SACRE arrange to have more in-touch voices present? Could half day cover be paid, or could it be a standard item on the agenda to hear a report of good practice from the classroom? *Some SACREs have a representative from NATRE on the Teachers' Committee. Yours? Why not?*
22. **Serve 16-19s.** Run an active learning day conference for post sixteen students, to model for schools great ways of providing RE for all in the sixth forms. Link it to tertiary college students as well, to show them what they're missing. Ask in Lancashire, Cumbria, Hertfordshire or Gloucester for experience. The 'dare2engage' initiative, hosted by Youthscape, a Christian agency, is a way to get started with this.
23. **Every year, innovate.** Make sure there's an annual working party of teachers and faith representatives on a key topic: current favourites might include special needs and RE, RE and adaptive learning, assessment, RE three to sevens, RE and PSHE /
- RSE, British Values, GCSEs and A levels or citizenship.
24. **Go visiting.** Arrange your meetings around the faith communities: Three meetings a year could enable six religions to host your SACRE over two years. Hospitality always develops community, as Westminster's SACRE might testify. Lancashire SACRE have met at a Hindu Temple and then at a Mosque.
25. **Get well advised.** Use the RE adviser, and if no adviser is available, explore the use of an RE consultant for briefing and supporting the SACRE and pursuing its business. Many SACREs from Tower Hamlets to Newcastle have done this and been pleased with the increased professionalism resulting. 15 days of real professional time is worth more than the cash it costs to the activist SACRE.
26. **Draw attention to yourself ~ be noisy!** If the local authority is being inspected, aim to get a paragraph in the report, praising the best of your work. Ask for an appointment with the inspectorate, and supply your SEF, development plan annual report and syllabus as required. Expect to be noticed in any other ways too: in any local government re-organisation SACREs must be recognised as a core service. Blowing the trumpet will help RE. If they ignore you, play a noisy attention seeking game.

27. **Be publicists.** Let schools and teachers know about prizes and awards for RE, e.g. fellowships from Farmington, science and religion awards from the Faraday Institute or the Templeton Foundation, the Church College Trusts or the Sandford St Martin Trust Award for media excellence in religion and belief. Or set one up of your own, and *ask some local firms, or the library service, to sponsor the prizes and exhibit the winners.*
28. **Tackle the GCSE / KS4 illegality in some schools, praise the provision in others.** Use Freedom of Information requests to get information about excellent and non-compliant schools (NATRE holds this from its FOI requests program). I'm interested currently to provide a planned course of 10 6 hour non-examined RE units for 14-16s. Quality costs – I am looking for SACREs who will invest a couple of thousand pounds in this together.  
[lat@retoday.org.uk](mailto:lat@retoday.org.uk)
29. **Check RE on school websites.** Write to heads about the provision of RE described on their websites. Praise the good ones, and ask for more from the weaker examples. *Every school is required by law to specify its curriculum – obviously including RE – on its website.*
30. **Advice on withdrawal.** Draw attention to advice from e.g. NAHT and NATRE on withdrawal from RE, published in 2018 and supported by the DfE
31. **Support local groups.** NATRE has a link network of over 370 groups for teachers of RE. But many SACREs could really help these often small and struggling but professionally friendly groups. Can you grow one or more in your area? Can the Clerk to SACRE help just a little with publicity or administration? Have a joint SACRE / teachers' group meeting?
32. **Lobby nationally.** Every meeting of a SACRE could (should?) result in a letter to DFE! Or some other nationally powerful institutions (Unions? Faith community bodies?) which need (honestly) the benefit of your experience and grass roots local knowledge. *Activists propose such letters at SACRE meetings, and follow up the replies.*
33. **Tackle the teaching shortage.** Don't give up on teacher supply. If the SACRE asks the local authority who is teaching RE, or uses inspection reports to identify shortfalls in specialist teaching, then it can take action to improve the most intractable problem RE faces. Does the local ITT course or training school provider speak to the SACRE? Contact the University, and see if joint training is a good idea.

34. **Education Sunday:** this annual opportunity for faith to remember education could be taken up at the civic level and among inter faith groups much more than it is. Details are published annually by the Churches' Joint Education Policy Committee. Your chance to get involved? Other national marker days, such as for holocaust remembrance or inter faith week are suitable foci too.

35. **Check your own pulse.** Use the evaluation toolkit to work on yourselves as an effective SACRE. Audit the effectiveness of your own work, and seek to develop the role and influence of the SACRE every year. If this feels out of date, ask NASACRE to update...

Most of these ideas, in one form or another, are culled from my years of SACRE engagement and from RE Today's wide experience of working with SACREs. Therefore they are all already happening somewhere. Making more happen in more places is a definite possibility. It may suggest some new directions for some SACREs. Get active, all you SACRE members.

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From the NATRE Spirited Arts competition:



**RE Today**  
Services

**Isabelle, Charlotte and Astrid (all age 12) entered a group piece of artwork titled 'Mother Earth'.**

**The religions that inspired our work were Hinduism and Paganism. Hinduism inspired us because of the Hindu belief that Brahman, the Hindu God, is in everything and is. But the original idea of Mother Earth came from the Pagan religion, based on the worshipping of nature and that God is like a mother because she has given us life and continues to sustain us.**

**This work is spiritual because it may remind people that the earth is a gift to us, we belong it and should look after it. This, therefore, is very relevant at the moment because humans are at a stage in their existence in which they really need to start caring and putting the earth and others before their own desires.**