



MINUTES OF THE MEETING HELD ON 20 FEBRUARY 2024

Members

Group A: Dr Bernard Arambepola, *Hasan Boluceh*, Nick Chanda, Gillian Hood, Rabbi Danny Rich, Rabbi Emanuel Levy, Marina Robb, Kaj Seth, Dr John Strange **Vacancies x 9**

Group B: Father Vince Sheehan, Judith Tomioka **Vacancies x 4**

Group C: Jenny Barton, *Rebecca Islam (Maternity Leave)*, Samantha Manipon, Caroline McGivern, Josh Newham, *Becky Shah*. **Vacancies x 2**

Group D: *Cllr Alessandro Georgiou, Cllr Destiny Karakus, Cllr James Hockney, Peter Nathan, Lucy Nutt, Cllr George Savva*

Italics denotes absence

Also Attending

Julia Diamond-Conway – RE Advisor (RE Today)

Louise McNamara – Clerk

The meeting was held at the St. George's RC Primary School, and Caroline was thanked for hosting. Members felt that it was good to meet in a school environment.

1. APOLOGIES FOR ABSENCE

NOTED apologies had been received from Hassan Boluceh. Gillian Hood and Cllr Karakus who was unwell. No other apologies for absence were received.

In the absence of the Chair, Cllr Destiny Karakus, Marina Robb chaired the meeting.

As none of the Group D councillors were in attendance, the meeting was not quorate, and any decisions would need to be deferred to the next meeting.

2. MEMBERSHIP AND WELCOME

Vice Chair:

NOTED that no nominations had been received for Vice Chair.

Appointments:

REPORTED the following appointments

Group B - Judith Tomiokas, London Diocesan Board for Schools (LDBS)

Group C - Jenny Barton, Eversley Primary School, Teacher Association Representative

Members welcomed Judith and Jenny to SACRE and introduced themselves. Judith informed members that she had recently retired after working in 2 church schools and was passionate about RE. Jenny was the RE subject leader at Eversley School.

For the benefit of the new members, Julia explained that she was not a member of SACRE but attended the meeting on an advisory basis.

RESOLVED by all members that Judith Tomiokas and Jenny Barton would be formally welcomed and appointed as newly elected members on Enfield SACRE.

Resignations:

REPORTED the **resignation** of Sally Moore, LDBS representative on Group B.

Non-Attendance:

NOTED

- (a) that if a member is absent for three or more consecutive meetings for any reason not acceptable to the Council, there shall be deemed to be a vacated place to be filled by the appointing body for that member;
- (b) that attendance was better at this meeting;
- (c) the ongoing non-attendance of the following members

Group A: Hasan Boluceh , Alevi Representative – Non-Attendance from November 2022

Group C: Rebecca Islam, Samantha Manipon, Becky Shah – Non-Attendance from November 2021

RESOLVED that the clerk would be asked to confirm the action that had been taken regarding these members and whether they had provided any explanation for their ongoing absence at meetings and/or indicated whether they planned to remain on the committee.

ACTION: CLERK

Vacancies:

REPORTED that there continued to be a high number of vacancies on SACRE, at present count 15.

Lucy informed members that there remained an urgent need to appoint a Muslim representative to SACRE but despite contacting the British Council of Muslims and the 3 local mosques, no names had been put forward. It was felt that a personal approach was needed to

fill these vacancies and members were all asked to consider what they could do to progress this issue.

ACTION: ALL MEMBERS

3. MINUTES AND MATTERS ARISING FROM THE MEETING HELD ON 14 NOVEMBER 2023

The Minutes of the previous meeting held on 14 November 2023, were **agreed** as a correct record.

RESOLVED that a representative from Group D would be asked to confirm the Minutes.

ACTION: LUCY

REPORTED that

- (a) the 'All Cultures' event detailed on page 3 of the Minutes had been postponed;
- (b) Rabbi Levy said that he would be unable to attend the next planned SACRE meeting on 11th June 2024, due to preparations for Shavuot;

RESOLVED to refer to the religious calendar when setting dates for future meetings.

ACTION: LUCY, CLERK

- (c) members discussed whether there was a need to have a representative with non-religious beliefs. Julia said that in another authority there had been a court case regarding this issue and the outcome was to appoint a member from a humanist background. Members felt that if approached, they could add a humanist representative to Committee A as they would need to follow the precedent.

4. ENFIELD SACRE WORK AND MEMBERSHIP

Julia shared a PowerPoint presentation with members which provided an overview of the purpose and responsibilities of SACRE. 'As mentioned at SACRE, this presentation is now fairly old, so please use it in conjunction with the messages given at the last meeting.'

<https://nasacre.org.uk/resources/training-and-support/>

REPORTED that

- (a) the National Association of Standing Advisory Councils on Religious Education (NASACRE) provided a wide range of resources and training which were covered in the LA annual subscription. Details of the website and log in details were included on every agenda for member's reference;

- (b) a Standing Advisory Council on Religious Education, SACRE, is legally constituted by a Local Authority and forms part of local government. With effect from 1988, all LAs were required to have a SACRE in place who has sufficient time to meet their statutory duties. Most Councils met 3 times per year. Meetings were held in public so that anyone could attend unless there were any confidential items and Minutes were available for inspection by the LA.

Members asked how the public would know about the meetings. Lucy said that the meeting dates were included in the Minutes which were on the website and also on the Council meetings calendar;

RESOLVED to check and confirm that SACRE meeting dates were including on the Council meetings calendar.

ACTION: LUCY, CLERK

- (c) the Council has a statutory responsibility for advising the LA on matters relating to Religious Education and Collective Worship. They are required to publish an Annual Report and a copy of this is shared with the Secretary of State. The Council could co-opt individuals who were not members of any groups to provide education expertise when required;
- (d) the Council developed a bespoke syllabus for Enfield schools which was introduced with effect from September 2023 and would stand for 5 years;
- (e) SACRE were required to consider applications from schools wishing to modify the legal requirement for the majority of acts of Collective Worship to be of a mainly Christian character. This procedure was called a determination. Members felt that most religions shared similar values.

Members discussed whether assemblies were the same as collective worship. Julia advised that collective worship may take place within an assembly, but this needed to be a distinct period of reflection and spirituality. Different things were appropriate for different schools depending on their religious or non-religious character.

RESOLVED to have a more detailed focus on Collective Worship at a future meeting.

ACTION: CLERK

- (f) SACRE monitored the provision and quality of the agreed RE syllabus and collective worship in schools in order to provide targeted support. Lucy and Josh attended RE Teach Meets organised by Sabah Raza, an RE leader at Firs Farm Primary School and former Chair of Enfield SACRE;
- (g) Julia discuss the membership of the 4 groups as follows

- Group A – representatives from religions other than Church of England which reflected the principal religions of the local area
- Group B – Church of England representatives nominated by the Diocese
- Group C – representatives of Headteacher and teacher associations
- Group D – the LA

Members expressed some concerns regarding the lack of attendance and apologies from Group D members.

- (h) Julia said that some SACREs have developed Vision and Purpose Statements and she said some of these from other LA's;
- (i) the NASACRE website included lots of useful information and guidance including resources from other LA's;
- (j) members discussed their work schedule now that the RE syllabus was in place. Items for consideration included carrying out a survey with subject leaders and developing a register of places of worship that pupils could visit and a list of people who would be willing to visit schools and provide training;
- (k) members split into 3 groups for a 15 minute discussion about the areas of focus for SACRE and then provided feedback to the group as follows

Group 1

- to support schools with providing opportunities for spirituality and reflection, away from technology, to inspire hearts and minds
- to ensure that pupils were encouraged to foster an appreciation of different views whilst also sharing the commonalities of different faiths
- to carry out surveys with children to get feedback on RE and collective worship

Members felt that it would be useful to work with the RE Teach Meets group regarding the survey. They felt that some schools were in the development phase of implementing the new RE syllabus but were attending the RE Teach Meets as wanted to improve. Lucy added that 'The Hub' could be used to communicate the survey to schools and governors could be prompted to ask their schools if they had completed them.

Members asked if academies were required to follow the LA RE syllabus. Julia said that they would not have to follow the LA scheme but would need to have an ambitious scheme in place. The LA were concerned about RE provision for all schools in the borough and would, therefore, want to have an overview of academy curriculums. Members added that academies that were part of a Multi Academy Trust (MAT) may have their own syllabus, but standalone academies would often adopt the LA scheme.

Group 2

- to consider what SACRE wanted for pupils in respect of RE and to ensure that the profile of RE in schools was high with regular teaching so that all children developed a good understanding of other faith groups
- to support schools in utilising the resources already available to them and encourage them to visit other places of worship
- to find out what schools needed in terms of support with the new syllabus
- to develop a Vision Statement which would be a good point of reference and underpin the work of the group

Julia informed members of the RE Hub, a new initiative that listed places of worship that offered visits and also sourced speakers from different religious backgrounds. It was hoped that this would develop to become a 'One Stop Shop' for all schools nationally and Julia encouraged individuals and organisations to register on the website.

Members asked how local religious communities would find out about the RE Hub. Lucy said that schools had been informed through the latest Enfield Hub update, but all members were encouraged to use their own networks to promote this site.

Members felt that it would be good to develop an Enfield list and anyone who was interested in being added to the list should contact Julia and Lucy who would start to develop the list. Julia added that anyone interested in talking to schools would need to complete a training course lasting 1.5/2 hours. Attendees had rated the training very highly.

Members were concerned that those on the list may be overwhelmed by requests, and it was agreed that this would need to be managed especially in the early stages when numbers were low. Members asked if a separate DBS check would be needed for these visits, and it was felt that as the visitor would not be alone with children a full DBS would not be needed.

Members asked if the LA had a list of all places of worship and Lucy said that she would confirm the position.

Group 3

In addition to the points raised by the other groups

- Want to encourage more visitors and visits as these enabled children to be inquisitive and ask challenging questions which needed leaders to provide full answers. Evidence from trips had shown real value and supported pupils in developing an understanding and respect of all faiths
- To continue to monitor feedback from schools on the new syllabus and support where necessary, although initial reports were that children were enjoying the scheme and in particular the practical RE lessons. It was felt that pupils would learn more through a broad range of different experiences.

Members discussed having a central store for religious artefacts but felt it was better for individual schools to build up their own resources. It was suggested that they would appeal to staff from different faiths to share artifacts. It was also felt that some staff may needed training on how to handle different objects as some teachers were anxious about this subject area for fear of getting it wrong.

Members discussed a potential survey in more detail. Julia advised them to keep any survey brief, maximum 6 questions, and consider what they wanted to achieve from the exercise. They felt that questions needed to relate to how staff were finding the new syllabus and what support was needed. Lucy suggested that the survey could be sent to Headteachers for them to share with their RE leaders and this would enable an up to date list of leaders to be compiled.

In conclusion, the following actions were agreed.

RESOLVED

- (i) to confirm if the LA had an up to date list of all places of worship in the borough;
ACTION: LUCY, CLERK
- (ii) that members and their associates, would contact Julia or Lucy if they were willing to be added to the Enfield Visits/Visitors list;
ACTION: ALL MEMBERS
- (iii) to invite Sabah Raza to the next meeting, or have feedback from the RE Teach Meets group, to share feedback from schools on the implementation of the new syllabus and whether any input or support from SACRE was needed;
ACTION: LUCY, CLERK
- (iv) to complete an electronic survey with schools. Josh would raise this at the RE Teach Meet group and potential questions would be agreed with Marina, Nick, and Julia prior to circulation.
ACTION: JOSH, MARINA, NICK, JULIA
- (v) to have a focus on the Vision of the group at the next meeting.
ACTION: CLERK

5. HOLOCAUST MEMORIAL DAY 2024

NOTED the following feedback from the Holocaust Memorial Day from Rabbi Levy.

On Thursday 25 January, the council commemorated Holocaust Memorial Day with a special ceremony at Dugdale Arts Centre (DAC) where local religious and civic dignitaries, were welcomed with a speech from Enfield Council's Deputy Leader, Cllr Ergin Erbil.

A film presentation by pupils from Wolfson Hillel Primary School in Southgate was shown, followed by readings from pupils at Chace Community School and St Anne's Catholic School.

The event also saw speeches from Cllr Alessandro Georgiou, Rabbi Emanuel Levy from the Palmers Green and Southgate Synagogue, Rabbi Rich from Southgate Progressive Synagogue and Marija Hamza from the Roma Support Group charity.

[Visit our intranet to watch a recording of the event and to find out more about Holocaust Memorial Day.](#)

A display of the event was still available at the DAC.

RESOLVED that a letter of thanks and congratulations would be sent to all schools involved in the event.

ACTION: LUCY

6. **UPDATE FROM SACRE RE ADVISOR**

RECEIVED a National RE update from Julia Diamond-Conway which included details on RE CPD , networking opportunities and RE resources:

Religious Education in the HMCI Annual report

The [Ofsted Annual Report](#) published at the end of November 2023 presents the organisation's findings for the areas they inspect including schools. There is recognition of the challenges faced by teachers of RE and the impact on children.

Ofsted found the following issues in many schools:

- schools failing to meet the statutory requirement to teach RE to all pupils in all year groups.
- pupils not being taught enough substance to prepare them to engage in a complex, multi-religious and multi-secular society,
- non-examination provision typically not being of high quality.
- schools not teaching topics in the RE curriculum deeply enough for pupils to develop a substantial understanding of the subject matter.

Ofsted recommends a coordinated effort by stakeholders to improve the quality of RE in schools including:

- the provision of high-quality professional development
- curriculum publishers identifying clearly what pupils will learn and when
- the government proving clear expectations about RE provision in schools
- non-statutory guidance for RE needing to be updated and include clear information for schools about the breadth and depth of the syllabus they are expected to teach

These findings add weight to the call from many RE Associations for a National Plan for RE and for government support for the National Content Standard published by the RE Council last month.

From the Curriculum Section of the report:

However, some subjects still do not receive the attention they deserve:

- in many secondary schools, pupils do not benefit from a broad and ambitious music curriculum. In physical education (PE), pupils typically experience a broad range of activities. However, schools do not always ensure that these contribute enough to developing pupils' knowledge and skills.
- in too many primary and secondary schools, the religious education (RE) that pupils receive is of a poor quality and not fit for purpose, leaving pupils ill-equipped for some of the complexities of contemporary society.

Religious Education

RE in schools is generally of poor quality. Although it is a statutory subject, schools often consider RE as an afterthought. As a subject on the curriculum, it is undervalued. RE is a complex subject, and the lack of clarity and support from government makes schools' job harder.

Some schools steer through these challenges well, but most do not. We found that:

- many schools do not meet the statutory requirement to teach RE at all stages
- pupils are rarely taught enough substance to prepare them to engage in a complex, multi-religious and multi-secular society (where religion and non-religion play different parts in different people's lives)
- too often, schools do not teach topics in the RE curriculum deeply enough for pupils to develop a substantial understanding of the subject matter
- non-examined RE is typically not high quality.

All pupils should develop a broad and secure knowledge of the complexity of religious and non-religious traditions. It will take coordinated effort by stakeholders to improve the quality of RE in schools:

- schools need high-quality professional development to teach RE well
- curriculum publishers need to identify clearly what pupils will learn and when, building on knowledge over time, so that pupils develop a deep knowledge of the chosen religious and non-religious traditions
- the government should provide clear expectations about RE provision in schools. Schools should follow these. Current non-statutory guidance for RE should be updated and include clear information for schools about the breadth and depth of the syllabus they are expected to teach

National Content Standard for Religious Education

The RE Council of England and Wales has launched its National Content Standard for Religious Education in England. At present there is a postcode lottery of RE provision in England, evidenced in the Ofsted Research Review, NATRE primary and secondary surveys, and analysis of the DfE's own data. However, until now, there has been no national benchmark.

NATRE Chair, Katie Freeman said,

“It is genuinely encouraging to see so much agreement around the need for a National Content Standard that applies to all types of school in England. I hope that those who choose to work with this benchmark will find it useful to evaluate their own RE curriculum. If this standard achieves widespread support across the sector, that will give us the greatest chance of achieving our vision of securing high-quality teaching and learning in RE/Religion and Worldviews for all pupils in all schools.

You can read the National Content Standard [here](#) and a blog about it by Deborah Weston [here](#).

NATRE Secondary survey on RE: Results

This is an analysis of the data gathered from a questionnaire on impact of political policies on Religious Education in England, RME in Scotland and RVE in Wales. It relates particularly to the level of provision in different types of school, the experience of teachers in relation to initial teacher training and continuing professional development and the type of examination and non-examination courses offered at key stages 4 and 5. Through publicising this survey, NATRE hopes it can be used widely and seeks to make the case for more attention to be paid to the level of provision and quality of our subject in all schools and, in England for there to be a National Plan for RE as recommended by the Commission on RE in 2018.

This tenth survey was conducted during the summer term of 2023 via a number of teacher networks supported by the National Association of Teachers of Religious Education (NATRE), and RE Today Services. The survey was publicised via social media networks and via the electronic networks of other RE organisations including AREIAC, AULRE, and NASACRE. Replies were received from 241 teachers in different parts of the United Kingdom. Respondents did not all respond to every question. Responses that are significantly different, according to school type of the respondent, have also been discussed. This tenth survey was conducted during the summer term of 2023 via a number of teacher networks supported by the National Association of Teachers of Religious Education (NATRE), and RE Today Services. The survey was publicised via social media networks and via the electronic networks of other RE organisations including AREIAC, AULRE, and NASACRE. Replies were received from 241 teachers in different parts of the United Kingdom. Respondents did not all respond to every question. Responses that are significantly different, according to school type of the respondent, have also been discussed.

Advanced British Standard Consultation

The DfE are currently consulting on the Advanced British Standard, a potential new qualification framework for 16–19-year-olds. The DfE have been advised that current plans have not included the statutory position of RE for those studying 16-19 within a school setting.

Parliamentary question on RE: Supporting and funding RE

Minister of State for Education; Damian Hinds, MP answered this written question from Jim Shannon MP as follows:

To ask the Secretary of State for Education, whether the Department plans to take steps to fund network hubs for Religious Education; and to make a statement.

“Religious education (RE) is an essential part of a school’s curriculum and remains a compulsory subject in all state-funded schools, including academies, to all pupils up to the age of 18. RE develops an individual’s knowledge and understanding of the religions and beliefs which form part of contemporary society, as well as serving to inform their own values and behaviour. Although the Department has not been involved in the establishment of the RE Hubs project, the Department welcomes its work to support teachers and practitioners. The Department currently has no plans to provide funding for the project. The Department does, however, provide support for RE in other ways.”

The answer then goes on to cite spending on the new bursary which was finally reinstated this year but is still very small in comparison to other shortage subjects such as geography and languages including Latin, that the Oak National Academy materials which will eventually be rolled out to all subjects and the eight-week funded subject knowledge enhancement courses for potential trainee teachers of RE – again offered to many other subjects.

DfE’s annual report and accounts set out government policy:

“Our main levers to support schools are our Curriculum Hub programmes (music, computing, languages, English and mathematics), the Behaviour Hubs programme and our model curricula guidance ... (page 72)

House of Lords Debate Quality Religious Education

Religious Education was in the spotlight on January 18th, 2024, as the Lords debated standards in RE in the Grand Committee. NATRE worked with the RE Policy Unit to help brief several peers who offered to speak in this debate proposed by Lord Harries of Pentregarth.

In his contribution, Lord Harries of Pentregarth raised concerns about schools' poor quality of religious education (RE) and quoted data collected by NATRE. He also referenced the damning 2023 HMCI Annual Ofsted report from Amanda Spielman, where RE was described as "poor quality" and "not fit for purpose". Ofsted suggested, he said, that RE was "undervalued" and often considered as an "afterthought" by schools and the "lack of clarity and support" from the Government made schools' job "harder".

The peer criticized the lack of government support, citing the survey conducted by NASACRE in August 2023, which found that five authorities declared no spending on RE at all, and a further 34—39 in all, or 31%—stated they did not spend any money supporting RE in schools.

Lord Harries closed his remarks by calling for a National Plan for RE, including a benchmark for the curriculum. He made a list of matters for inclusion in this National Plan.

1. it should include a budgetary provision at least comparable to that received for other subjects such as music.

- the plan should include a benchmark for what is expected from the syllabus,
- that what happens locally should be judged by this benchmark.
- that RE should be taught by people who have qualifications in the subject and who are given regular opportunities to enhance their professional skills,

- that more bursaries and more money for enhanced professional training should be made available to this end.

Responding to the Government, Baroness Barran – parliamentary under-secretary of state for Education, commended Lord Harries for initiating the debate on religious education (RE) and said she appreciated the insightful contributions from other speakers. She highlighted the importance of high-quality RE in a society with a changing religious demographic, emphasising its role in developing children's knowledge, understanding, and tolerance of religious and non-religious beliefs.

Baroness Barran addressed the unique nature of RE, which contributed, she said, to personal, social, and academic benefits, fostering respect and providing opportunities for exploring questions of belief, values, and morality. She acknowledged the significant shift in the religious demographic, as Lord Warner and Lady Meacher highlighted, and stressed the importance of adapting to this diversity.

Regarding teacher recruitment and retention, Baroness Barran outlined the Government's efforts to transform teacher training and recruit specialists in RE. Introducing a £10,000 bursary for RE trainee teachers in the 2024-25 academic year aims to incentivise more applicants. She also mentioned subject knowledge enhancement courses and the need for teachers to feel supported in handling sensitive content. She explained the poor recruitment for this year's RE initial teacher education (44%) by saying that the Government had increased the target by around the same amount but failed to acknowledge that the Government had inexplicably cut the target a few years ago, and the target had been restored to previous levels due to the apparent undersupply of secondary RE teachers.

Various speakers contributed to the debate which can be read in full here:

[Religious Education in Schools - Hansard - UK Parliament](#)

Listen via Parliament TV [Parliamentlive.tv - Lords Grand Committee](#)

RE Featured in Radio 4's Beyond Belief

On Monday 29th January, BBC Radio 4's Beyond Belief focused upon Religious Education. The episode was entitled [What Should We Teach in RE](#). Guests discussed the subject's importance, what they think should be taught in the subject and how, alongside challenges faced by RE at this time. The panel included Henna Karin-Sayer (RE teacher and TikTok content creator), Fiona Moss (CEO of NATRE, the National Association of Teachers of RE), Stephen Evans (CEO of the National Secular Society) and Rabbi Benjy Rickman (Head of RE at King David High School, which has a Jewish faith character).

The episode can be listened to on the [BBC's website](#).

Institute for Jewish Policy Research: Key Findings from National Jewish Identity Survey

[This study](#) provides a up to date profile of how Jews in Britain understand and live their Jewish lives. It is the largest survey of its kind, being conducted among a research panel of nearly 5000 members and is free to download. Headlines include:

-94% of Jews in the UK say that ethical and moral behaviour make up part of their Jewish identities.

-Nearly 1/3 of Jewish adults had personally experienced antisemitism in the year leading to the survey.

-Over half of British Jewish adults in the UK belong to a synagogue. More than this practice aspects of Jewish religious culture.

The key findings of the report can be found in the film [Who Are Jews in the UK Today?](#).

How can SACRE encourage school RE to reflect the picture of lived religion in this report and in the UK in general?

Bayt al Fann: Exploring Art and Culture Inspired by Islamic Tradition

'Bayt al Fann' is Arabic for 'Art House'. It was launched in November 2021 and welcomes all to explore the past, present, and future of Islamic art, culture, and heritage. It's [website](#) is a huge treasure trove of information and examples of art and culture linked to Islam from ancient scriptures to modern calligraphiti and architecture.

For those who want more, there are events and workshops and a new quarterly periodical with the first edition centred around Islamic pattern. There are regular, detailed social media posts across many platforms including Instagram (baytal.fann), Threads (baytal.fann), TikTok (@baytalfann) and X (@BaytAlFann).

List of Resources to Support Schools with Contentious Topics

[Together](#) is a coalition of some of the UK's best-known organisations that aim to build a kinder, closer, and more connected society. As one of its campaigns, 'Together for Humanity' is building a movement to stand against rising antisemitism and anti-Muslim hate in the UK amidst the conflict in the Middle East. The campaign is working to support schools, universities, and councils to build bridges in their communities.

It has created a document containing links and information to offer guidance that schools and teachers may find helpful. There are also some resources that could potentially be used with pupils on this document. [Access resource](#)

Training, networking, and other support

NATRE Membership and direct support for teaching

NATRE is the largest RE membership organisation which promotes, defends, and supports RE teachers and RE teaching. It does this through producing high-quality resources and CPD, lobbying government, being involved in conversations with the DfE and Ofsted, LAs and SACREs, telling teachers' stories and experiences and being a voice for all teachers.

NATRE currently has membership packages for students, ECTs, teachers, schools, RE professionals and RE enthusiasts.

Details: www.natre.org.uk/membership

RE Today in partnership with NATRE have created a primary curriculum made up of learning pathways for each half term, lesson by lesson power points, retrieval questions, knowledge organisers and much more.

Schools will receive this if they become NATRE school enhanced members which is an annual subscription currently priced at £270 per school.

www.natre.org.uk/primary/retoday-primary-re-curriculum/

NASACRE Training for SACRE members

Wednesday 26th June 6.30-8.30 So you have joined your local SACRE

Description: A rerun of the September session, to help new SACRE members to understand their role, how SACRE works, its statutory responsibilities and how members make their contribution to SACRE's work.

Price: Free

Other training and resources available on the NASACRE site - do log in

[Welcome to NASACRE - NASACRE](#)

New RE Today Learning Zone

RE Today Services are delighted to have launched a new e-learning platform that puts teachers in control of their CPD. Courses already available on the Learning Zone include subject knowledge webinars for both primary and secondary teachers on Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi, and Non-Religious Worldviews alongside the ever-popular Understanding Christianity course for primary colleagues. Teachers of RE can select those courses and webinars most relevant to them – each can be accessed and used at times convenient for the participants, or even accessed in short bursts over a few weeks or months. More will be added to the Learning Zone over the coming months.

To find out more, please go to [RE Today Learning Zone. Login](#)

Members thanked Julia for her very comprehensive and informative update and the useful links provided.

7. SACRE MEETING DATES 2023-24

NOTED the remaining dates of the **2023 -2024 calendar of meetings** at 17:30.

Summer Term 2024 – Tuesday 11 June 2024 – St Peter's Church, Grange Park (tbc)

Autumn Term 2024 – Tuesday 12 November 2024

Dates were set in accordance with school terms, religious dates, and Council meetings. However, the dates are subject to full Council approval in accordance with the Municipal Calendar.

SACRE groups were warmly invited to make recommendations, through the Chair, on matters and topics of business for future meetings.

RESOLVED that the Minutes of SACRE meetings should be circulated via The Hub so that all schools could access the wide range of resources detailed in the RE Update.

ACTION: LUCY, CLERK

INFORMATION ITEMS

Improving SACRE's effectiveness

8. AOB / USEFUL LINKS

Useful Links

Enfield SACRE Website: <http://enfieldsacre.com/>

NASACRE LINK: <https://nasacre.org.uk/>

Most areas of the NASACRE website are open to all, but log-in is required to access parts of the Resources section.

Username: members

Password: 23@Gr8RE24!