



## MINUTES OF THE MEETING HELD ON 11 JUNE 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, Mohammad Tariq Sediq* **Vacancies x 8**

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

**Group C:** Jenny Barton, Caroline McGivern, Josh Newham, **Vacancies x 5**

**Group D:** Cllr Destiny Karakus, *Cllr Doris Jagge, Cllr Emma Supple, Cllr Reece Fox, Peter Nathan, Lucy Nutt,*

*Italics denotes absence*

### Also Attending

Julia Diamond-Conway – RE Advisor (RE Today)

Felicia Ferraro – SACRE Clerk

The meeting was held at St Peter's Church, and Father Vincent Sheehan was thanked for hosting the meeting. Members felt that it was good to have the meetings at different places of worship or at a School.

### 1. APOLOGIES FOR ABSENCE

**NOTED** apologies of absence had been received from Kaj Seth, Dr Bernard Arambepola, Rabbi Emmanuel Levy and Rabbi Danny Rich.

**Clerk's note:** an apology of absence was received via email the following day from Dr John Strange to Lucy Nutt. No other apologies for absence were received.

An apology of lateness were received from:

- Marina Robb via email in advance of the meeting due to compulsory training;
- Caroline McGivern via email during the meeting, due to childcare difficulties.

As at least one member of each Group was in attendance the meeting was quorate.

### 2. ELECTION OF CHAIR AND VICE CHAIR

**REPORTED** that Cllr Destiny Karakus opened the meeting by asking if any members wished to nominate themselves as Chair or Vice Chair for a period of two years. Cllr Destiny Karakus was

happy to stand as Chair again if there were no other nominations. Following discussion Cllr Destiny Karakus nominated Father Vince Sheehan as Vice-Chair, which was seconded by Josh Newham and members voted (in accordance with accepted practice). SACRE members agreed that it was good to have a Vice-Chair also in place to chair meetings when the Chair was not available. SACRE members thanked both Cllr Destiny Karakus and Father Vince Sheehan.

**RESOLVED** that

- Cllr Destiny Karakus be elected Chair of the Enfield SACRE for two years;
- Father Vince Sheehan be elected Vice-Chair of the Enfield SACRE for two years.

### **3. MEMBERSHIP AND WELCOME**

**Appointments:**

**REPORTED** the following appointments

Group A – Mohammad Tariq Sediq, Islamic Faith Representative

Group C – Appointment of Council Committee Memberships for 2024-25: 4 Members – 2 Majority party and 2 Minority party:-

- Cllr Destiny Karakus
- Cllr Doris Jiagge
- Cllr Emma Supple
- Cllr Reece Fox

Members welcomed Mohammad Tariq Sediq and Cllr Emma Supple to the meeting. The Chair asked all members to introduce themselves.

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** to ratify the appointment of Mohammad Tariq Sediq and the 4 Council Committee Members to Enfield SACRE.

**Resignations:**

**REPORTED** the following **resignations:**

Group C: Becky Shah

Group C: Rebecca Islam

Group C: Samantha Manipon (all Teacher representatives)

**RESOLVED** that more Teacher representatives were needed on the Enfield SACRE membership. For Group C, positions to be shared with Schools via the Headteachers' briefings organised by Peter Nathan, Director of Education. Lucy Nutt to liaise with Peter Nathan accordingly. Josh Newham to promote via the Primary Schools Teach Meet group. Julia Diamond-Conway suggested looking at the GCSE results to see which Secondary Schools were doing well and then approaching those Schools to ask whether a member of their department would be interested in helping at SACRE or joining.

**ACTION: LUCY NUTT/JOSH NEWHAM**

**Non-Attendance:**

**NOTED**

(a) that if a member was absent for three or more consecutive meetings for any reason not acceptable to the Council, there would be deemed to be a vacated place to be filled by the appointing body for that member;

(b) that attendance at the last meeting was good and hopefully would improve even more moving forward;

(c) the ongoing non-attendance of the following members:-

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

Group A: Gillian Hood - two meetings

(d) the absence of Cllr Doris Jiagge and Cllr Reece Fox – first meeting.

**RESOLVED** that the clerk check with previous SACRE Clerk what action had been taken regarding these members and whether they had provided any explanation for their 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 17.

Group A – 8 vacancies (Membership 18)

Group B – 4 vacancies (Membership 6)

Group C – 5 vacancies (Membership 8)

Members discussed the ongoing urgent need to try and appoint more members. At the last meeting it was discussed and agreed that a more personal approach was required to fill the aforementioned vacancies and all members were asked to consider what they could do to progress the difficulty in appointments.

**ACTION: ALL MEMBERS**

#### 4. **MINUTES AND MATTERS ARISING FROM THE MEETING HELD ON 20 FEBRUARY 2024**

The Minutes of the previous meeting held on 20 February 2024, were **agreed** as a correct record.

**RESOLVED** that the agreed Minutes be uploaded onto the SACRE website and Schools Hub.

**ACTION: CLERK**

The Chair reviewed the summary actions and the following actions had been carried forward as follows:-

**RESOLVED** that

- (a) the religious calendar would be referred to when setting future meeting dates to avoid clashes and the SACRE meeting dates were going to be included on the Enfield Council's meeting calendar;
- (b) the list of places of worship in the borough needed to be explored and then shared with the members;
- (c) feedback from the RE Teach Meets Group on implementation of the new Agreed Syllabus would be included on the next meeting agenda on the 12 November 2024;  
**ACTION: LUCY NUTT/CLERK**
- (d) the electronic survey of implementation of the new Agreed Syllabus with Schools, as prepared by Josh Newham be forwarded to the Clerk, so it could be generated into a Microsoft forms questionnaire to be sent out to RE Subject Leads, Headteachers and School Business Managers at all Schools. Nine questions had been agreed and an appropriate covering email needed to be devised and sent out with the survey.  
**ACTION: JOSH NEWHAM/LUCY NUTT/CLERK**

**NOTED** that all other actions had been duly completed and there were no other matters arising that were not already being covered on the agenda.

#### 5. **SACRE VISION**

**REPORTED** that Julia Diamond-Conway advised that it had been discussed and agreed at the last meeting to look at developing a Vision or Mission Statement to be a good point of reference and help to underpin and showcase the work and support of SACRE. Julia read out a few different example Vision/Mission Statements from other boroughs/SACREs to provide members with some ideas and to help prompt discussion/recommendations (as extracted below).

***Kent SACRE seeks to ensure that all pupils in our schools develop spiritually, academically, emotionally and morally, as well as socially, culturally and physically, so that they are able to understand themselves and others and cope with the opportunities, challenges and responsibilities of living in a rapidly changing world.***

***Kent SACRE aspires to:***

***Enhance the quality of religious education and collective worship in Kent schools, and Celebrate the religious and cultural diversity found in Kent***

## **Standing Advisory Committee on Religious Education (SACRE)**

Northamptonshire SACRE advises on the agreed syllabus and RE generally within schools in the county.

**To offer Northamptonshire local authority high-quality, informed advice about the provision of religious education and collective worship in schools**

*Mission statement*

### **Values**

In undertaking its statutory functions the Northamptonshire SACRE will:

- value and promote cultural diversity and religious, social and racial harmony
- respect and value the beliefs, views and opinions of individual members
- establish effective, sensitive, respectful and positive partnerships

### **Aims**

#### **[View meeting dates, minutes and agendas](#)**

Rutland SACRE aims to:

- promote a positive understanding of religious education and valuable contribution it can make to young people's education and personal development
- promote high quality religious education in Rutland schools - encourage schools to see the value of the subject
- recognise and celebrate high quality provision of religious education and share good practice
- help teachers raise standards in religious education - support and promote training for schools and sharing good practice
- promote effective teaching and learning in religious education
- help schools improve the quality of collective worship in schools so it makes an effective contribution to pupils' spiritual, moral, social, cultural and physical development
- monitor and evaluate the training and support given to schools, standards, the effectiveness of the agreed syllabus and the effectiveness of Rutland SACRE
- contribute towards community cohesion
- advise us about our statutory duties in supporting SACRE

### ***The Intent of RE: the principal aim***

*The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.*

NASACRE website also included lots of useful information and guidance including resources from other LA's;

Members split into 4 groups for a 10 minute discussion about the areas of focus for the SACRE Vision and or Mission Statement and then provided the key points of feedback to the members, as summarised below:-

### Feedback Shared

- (a) important that the children felt included and involved, represented at certain events;
- (b) that children clearly understood why their friends from different religions might behave in a specific way, or are not available on certain days and so forth;
- (c) to educate children by using appropriate easy to understand language;
- (d) wanting children to navigate in society as there were so many different beliefs to learn and understand;
- (e) inclusivity, feeling valued no matter what your religion beliefs/background was, being accepted;
- (f) imperative that the vision or mission statement linked into the agreed syllabus, shared humanity, understanding everyone's different religions;
- (g) teachers needing to develop self confidence and taking more ownership, in order to ensure the pupils get the best out of RE. Perhaps identifying specific training needs and more empowerment for teachers and leaders, including more resources for advice and guidance, recorded bite size webinars/video clips was suggested. Mohammad Tariq Sediq shared that an Inset day had been arranged at Oaktree Primary School about the Muslim faith, staff visited a mosque with no cost to the School and materials were then shared. The overall Muslim culture was explained and staff could see if at first hand. It was really successful and helped the School understand, no issues had been experienced since. Reaching out to the places of worship was a step in the right direction;
- (h) supporting teachers and leaders to effectively implement the syllabus and collective worship;
- (i) good to include specific eye catching words within the Vision/Mission Statement, for example, engaging, exploring, enjoying, flourishing. The members liked all these words shared;
- (j) despite challenging, but to have some form of accountability so as to examine ways of monitoring that the syllabus is being covered and that it was not just about a tick box exercise;
- (k) a common comparable discussed with members was the idea of pupils visiting a different place of worship and children asking questions.

Julia Diamond-Conway concluded by summarising some of the feedback raised by the members and thanking everyone for their honest input.

**RESOLVED** that a first draft Mission/Vision Statement be prepared and shared with members for further consideration and discussion at the next meeting in November.

**ACTION: CLLR KARAKUS / JULIA DIAMOND-CONWAY/LUCY NUTT/CLERK**

## **6. FEEDBACK ON IMPLEMENTATION OF THE NEW AGREED SYLLABUS**

**REPORTED** that **in response to a question**, for the benefit of new members, Julia advised that the Council had developed a bespoke syllabus for Enfield Schools which was introduced officially from September 2024 and was valid for five years. SACRE monitored the provision and quality of the agree RE syllabus and collective worship in Schools so that targeted support could be offered. Lucy Nutt and Josh Newham attended the RE Teach Meets that was organised by Sabah Raza, an RE Leader at Firs Farm Primary School and former Chair of Enfield SACRE.

**RESOLVED** that

- (a) an action had been carried forward from the last meeting (item 4), for Saba Raza to be invited to the next meeting in order to have feedback on the implementation and progress of the new agreed syllabus;

**ACTION: CLERK/LUCY NUTT**

- (b) an introduction email be sent out the third week of September to try and reach all Primary RE Subject Leaders, welcoming them to the new year in School and to the RE teach meets that happen termly, (this was in order to stop the Primary Teach Meets from seeming too exclusive to Primary Subject Leaders who did not currently attend).

**ACTION: SABA RAZA/LUCY NUTT/CLERK**

## **7. COLLECTIVE WORSHIP**

**NOTED** that at the last meeting it had been discussed and agreed that a more detailed focus on Collective Worship was necessary.

SACRE are 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. Lucy Nutt explained that this procedure was called a determination and members briefly discussed some of the challenges around that. Members felt that most religions shared similar values. No schools in LBE have requested a determination.

It was confirmed that collective worship was usually an assembly, but could take place at any time of the day, but needed to be a distinct period of reflection and spirituality. Different aspects would be appropriate for different Schools depending on their religious or non-religious character. **Following a question**, Julia Diamond-Conway clarified that collective worship could also be child led. Lucy Nutt confirmed that there was no statutory requirement

for Schools to have a specific policy on collective worship, but members agreed there was a need for some simple guidance to be shared with Schools.

Following comprehensive discussion the following actions were agreed:-

**RESOLVED** that

(a) collective worship be included on the agenda for the spring term meeting, so that members had more time to prepare, reflect and consider their thoughts and bring back relevant questions to SACRE;

**ACTION: CLERK/ALL MEMBERS**

(b) more advice and guidance was needed for Headteachers and teachers on collective worship overall, particularly community Schools. Father Vince Sheehan had a powerpoint display he was happy to share that could be helpful for members;

**ACTION: FATHER VINCE SHEEHAN**

(c) members email Father Vince Sheehan if they wanted to visit and see a collective worship in action;

**ACTION: ALL MEMBERS**

(d) there were a number of resources online available for members to research, (in terms of guidance about determinations), as recommended by Julia Diamond-Conway. For example, Waltham Forest website and the NASACRE website were good starting resources to research. Details of the NASACRE website links/password were detailed at the end of these minutes.

**ACTION: ALL MEMBERS**

## **8. SACRE ANNUAL REPORT 2022-23**

**RESOLVED** that the necessary changes be made to the report and circulated to members for discussion at the next meeting.

**ACTION: LUCY NUTT/CLERK**

## **9. UPDATE FROM SACRE RE ADVISOR**

**RECEIVED** a summer term 2024 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 18<sup>th</sup>, 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 29<sup>th</sup> 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

Enfield SACRE · A partnership for good religious education · Religious communities · Teachers · Local Authority

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 calligraffiti 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](http://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/](http://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 Diamond-Conway for her very comprehensive and informative update and the useful links provided.

## 10. SACRE MEETING DATES 2024-25

**NOTED** the date of the Autumn Term 2024 meeting to be held on Tuesday 12 November 2024 at 5.30pm, **venue to be at The British Alevi Society, Great Cambridge Road, London, N9 9LE.**

**RESOLVED** that Cllr Destiny Karakus to confirm address with the Clerk.

**ACTION: CHAIR/CLERK**

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.

### **Future meeting dates**

Spring Term 2025      Tuesday 18 February 2025 – now resolved to be:-  
**Monday 10 February 2025 as 18 February was in the half term week. Time: 5.30pm at Freezywater St Georges School, Hertford Road, Enfield, EN3 6NR**

Summer Term 2025    Tuesday 10 June 2025  
**Meeting venue at Palmers Green Mosque, 30 Oakthorpe Road, Palmers Green, N13 5JL**

Mohammad Tariq Sediq was thanked for the kind offer of hosting the meeting at Palmers Green Mosque.

**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 NUTT/CLERK**

### **INFORMATION ITEMS**

#### **Improving SACRE's effectiveness**

## 11. HOLOCAUST MEMORIAL DAY 2025

**NOTED** the following:-

27 January 2025 marks the anniversary of the liberation of Auschwitz-Birkenau, the largest Nazi death camp. Every year on that day Holocaust Memorial Day takes place.

The theme for Holocaust Memorial Day (HMD) 2025 is: **For a Better Future.**

The theme encapsulates our collective responsibility to shape a brighter tomorrow – such as

confronting Holocaust and genocide denial, challenging prejudice, and promoting education about the Holocaust and more recent genocides.

In addition to the theme HMD Trust have launched a nationwide arts and education project – 80 candles for 80 years. 2025 marks 80 years since the liberation of Auschwitz-Birkenau. A digital exhibition of 80 bespoke candleholders are to be designed and created by communities across the UK that showcase the life of an individual or a community persecuted by the Nazis.

**12. NATIONAL INTER FAITH WEEK 10-17 NOVEMBER 2024**

Inter Faith Week has grown steadily ever since it was started by the Inter Faith Network (IFN) for the UK in 2009, in partnership with Government for the launch year. This will be the 16th Inter Faith Week. Sadly, the Inter Faith Network will be closing shortly, however a number of IFN’s member bodies will be working together to take the Week forward in 2024.

**13. 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!**

**SUMMARY OF ACTIONS AGREED**

ITEM	DESCRIPTION	BY WHOM
3	Appointment of more Teacher representatives from group C required. To receive an update on any progress of appointments.	LN / ALL
3	Non attendance of members where an apology of absence or explanation of non-attendance has not been provided to be explored and fed back at the next meeting.	CHAIR/CLERK
4	Agreed Minutes of the 20 February 2024 meeting to be uploaded onto the SACRE website and School Hub.	CLERK
4(b)	List of places of worship in the borough to be explored and shared with the members for any additions.	LUCY NUTT/CLERK
4(c)	Feedback from the RE Teach Meets Group on implementation of the new Agreed Syllabus to be included on the next meeting in November.	CLERK
4(d)	To receive feedback on the electronic survey sent to Schools regarding the implementation of the new Agreed Syllabus with Schools at the next meeting	JOSH NEWHAM



5	Sacre Vision to be added to the next meeting agenda and consider draft Vision/Mission Statement shared. Follow up to the statement in training to be on the next agenda.	ALL MEMBERS
6(b)	an introduction email be sent out the third week of September to try and reach all Primary RE Subject Leaders, welcoming them to the new year in School and to the RE teach meets that happen termly.	SABA RAZA/LUCY NUTT/CLERK
7(a)	Collective Worship be included on the spring agenda for a more comprehensive discussion with members.	ALL MEMBERS/ CLERK
7(b)	Advice and guidance required on Collective Worship for Schools.	FATHER VINCE SHEEHAN
7(c)	Members to contact Father Vince Sheehan if they wanted to visit and see a collective worship in action.	ALL MEMBERS
7(d)	Online resources to be explored as recommended by Julia Diamond-Conway, detailed in the minutes.	ALL MEMBERS
8	SACRE Annual Report 2022-23 to be reviewed and circulated to members for discussion at the next meeting in November.	LUCY NUTT/CLERK
9	Training item to be included on the next agenda in November.	CLERK
10	The Tuesday 18 February 2025 meeting date to be changed, as it fell in the half term week. New date to be presented to members. Venue kindly offered by Father Vince Sheehan at Freezywater St George's School in Enfield.	LUCY NUTT/CLERK
10	Venue to be confirmed by the Chair for the next meeting on 12 November 2024, 5.30pm and shared with the Clerk and members.	CHAIR/CLERK
10	Meeting on Tuesday 10 June 2025 to be held at Palmers Green Mosque, kindly offered by Mohammad Tariq Sediq – details to be confirmed.	MOHAMMAD TARIQ SEDIQ/CLERK
13	Members to explore training/useful links available (refer to item 13 for log in and password details).	ALL MEMBERS