

The Surrey
Standing Advisory Council
on
Religious Education



Annual Report
Academic Year 2023-24

Approved by Surrey SACRE March 2025

TABLE OF CONTENTS: *each main section is hyperlinked to location in document*

1. **Introduction & message from the new Chair of SACRE**
 - 1.1 SACRE meetings & attendance
 - 1.2 Brief summary of meeting content
 - 1.3 Surrey SACRE's Development Plan (and in Appendices)
 - 1.3 Status of Agreed Syllabus review
2. **[Religious Education](#)**
 - 2.1 The Surrey Agreed Syllabus for Religious Education
 - 2.2 Implementation of the Surrey Agreed Syllabus
 - 2.3 Standards in RE
 - 2.4 Advice to schools
 - 2.5 Examination data
 - 2.6 SACRE Partnering visits
 - 2.7 SACRE's support for Surrey schools
 - 2.8 Other guidance
 - 2.9 Complaints
3. **[Collective Worship in Surrey Schools](#)**
 - 3.1 'Time to Reflect' – Surrey SACRE's guidance for collective worship in Surrey schools
 - 3.2 Determinations
 - 3.3 Complaints
4. **[Links with Other Bodies](#)**
 - 4.1 National bodies
 - 4.2 Local bodies
5. **[Other Areas of Local Involvement](#)**
6. **[SACRE's Membership & Other Administrative Arrangements](#)**
7. **[Appendices](#)**
 - 7.1 Examination data
 - 7.2 SACRE's CPD for schools
 - 7.3 Policy statements for RE & CW
 - 7.4 Full membership list
 - 7.5 Circulation list for Annual Report
 - 7.6 [Surrey SACRE's Development Plan 2023-26](#)

I. INTRODUCTION by Sarah Harris, SACRE Chair



As the new Chair of SACRE, I am very pleased to present our Annual Report. It represents a year of creative work within a potentially difficult period for interfaith activity. Despite situations beyond our control, SACRE has continued to be a beacon of interfaith co-operation and support. This was particularly evident in the tea we had in November to celebrate the new syllabus when all members brought food celebrating our traditions.

As a SACRE we aim to be inclusive of all the traditions in Surrey and we are therefore particularly pleased to have a representative of the Ahmadiyya Muslim Community join us as they have an important presence in the County. It is important that we do not stand still and so we have also been in active dialogue with representatives of the Dharmic traditions to ensure that their traditions are well taught.

Both Kawther Hashmi and Simon Mortimore have had to resign this year because of other calls on their time; we are very grateful for their respective contributions over many years and wish them well in the future. We are pleased to welcome Sadia Irfan as the new representative from the Surrey Muslim Association and look forward to welcoming a new Bahá'í member in due course.

We appreciate that there are many pressures on our representatives but sadly the report does show that we have not always been able to progress important tasks because we have not been quorate. This creates problems when we have statutory duties to fulfill and so now that we have achieved clarity with our revised constitution, we will be insisting that if members want to continue on SACRE, they attend the stipulated number of meetings or send an agreed representative.

Overall, however this report demonstrates the many achievements of SACRE and RE teaching in Surrey. This would not be possible without the hard work of our advisor Rachel Boxer who goes above and beyond. She is ably supported by our clerk Liz Mitchell and of course none of this would be possible without the commitment of our amazing Surrey teachers.

Sarah Harris **Surrey SACRE Chair, and Jewish member of Group A**

March 2025

Contacts

If you have any issues which you would like to raise with Surrey SACRE, please contact Sarah Harris, SACRE Chair, or Rachel Boxer, Associate RE Consultant, and Adviser to SACRE via Liz Mitchell, Clerk to SACRE, by email at: SurreySACRE@cofeguildford.org.uk

1.1 SACRE Meetings and Attendance

All meetings of Surrey SACRE took place in hybrid format (on Zoom and in person at Church House, Guildford) during this academic year, in order to maximise attendance, but allow those who wanted to meet face to face to be able to do so. Minutes of these meetings can be accessed from Surrey SACRE's webpages: [Surrey SACRE - Diocese of Guildford \(cofeguildford.org.uk\)](https://www.surreysacre.org.uk)

2023-24 Member Attendance at SACRE meetings (excluding Officers):

One meeting of the SACRE was not quorate during this academic year, which resulted in some important decisions being delayed until the following meeting. There were also several changes to membership of the SACRE during the year. Member attendance has also been a significant concern during this academic year and will be robustly addressed during 2024-25.

| <i>Figures don't take account of vacancies</i> | October 11 th 2023 | March 13 th 2024 | April 24 th 2024 Extraordinary meeting | July 3 rd 2024 Meeting not quorate | Group % attendance across 2023-24 |
|--|-------------------------------|-----------------------------|--|--|-----------------------------------|
| Group A (10, 2 vac.) | 5 (50%) | 7 (70%) | 6 (60%) | 7 (70%) | 62.5% |
| Group B (4, 1 vac.) | 2 (50%) | 3 (75%) | 1 (25%) | 1 (25%) | 44% |
| Group C (6) | 4 (67%) | 5 (83%) | 5 (83%) | 3 (50%) | 71% |
| Group D (4, 1 vac.) | 1 (25%) | 1 (25%) | 1 (25%) | 0 (0%) | 19% |
| % SACRE committee: | 50% | 67% | 54% | 46% | |

1.2 Brief Summary of Issues Raised & Discussion Points for each full SACRE Meeting:

Much of this academic year's meetings were taken up with some very sensitive discussions relating to the revision of SACRE's constitution and membership of the SACRE.

Autumn term 2023

- Arrangements for an in-person SACRE meeting to celebrate the completion of the Agreed Syllabus, which took place on November 29th;
- Introduction to the new syllabus webpages and GDBE-elevate site which is where the resources for schools are located;
- Continuation of discussions regarding revision of SACRE constitution to allow for a Chair from any group (not just SCC), to clarify process for member appointment and application for an Ahmadiyya Muslim Community member to join Group A;
- Draft Constitution prepared to present to SCC for formal approval;
- Presentation of draft SACRE development plan for 2023-2026 for discussion;
- Presentation & discussion of School Workforce data: it was noted that the type of school has a profound impact on RE data.

Spring Term 2024

- Appointment of Sarah Harris, new SACRE Chair;
- Presentation and ratification of the 2022-23 Annual Report;
- Further SACRE development plan (2023-26) discussions impacted by delay in SCC contract for next period;
- SACRE self-evaluation discussion;
- Following adoption of new SACRE constitution, continued discussions relating to appointment of Ahmadiyya Muslim Community member to group A;
- Extraordinary SACRE meeting on April 24th 2024 to further clarify voting protocols for Ahmadiyya Muslim Community application, following a challenge made by a member of Group A.

Summer Term 2024:

- Changes to NASACRE constitution noted;

- As meeting not quorate, vote in principle for Rashida Nasir to be approved as a member of Group A, representing the Ahmadiyya Muslim Community. This to be ratified in the Autumn term meeting. (Rashida formally served as a teacher on Group C, so following the successful application, there will be a vacancy to be filled in Group C);
- Report on some interfaith training conducted in collaboration with SMEF (Surrey Minority Ethnic Forum), to explore how religion and belief communities can support teachers in RE in providing 'lived experience';
- Report on the work of the SACRE in relation to the first year of the 2023-2026 Development Plan; this has subsequently been amended by the SACRE to follow up a specific concern raised by the Hindu community at the interfaith training.

I.3 SACRE Development Plan 2023-2026

During 2023-24, SACRE continued its work in accordance with the development plan, having extended year 3 to take account of the extension to the Agreed Syllabus revision process. SCC have now agreed to extend the current contract on behalf of SACRE, ensuring consistency of provision of the professional adviser and a budget to support the work identified in SACRE's development plan.

As well as fulfilling the requirements set out in the contract for each year of the development plan, further specific priorities have been identified for each year: 7 targets, reported on annually, relate to SACRE's statutory responsibilities, which are set out annually across the three-year plan, and further targets relate to specific projects supporting schools with RE and Collective Worship. These are outlined in [7.6: Appendices](#), by year.

Specific focuses for 2023-24 were to:

- *identify from attendance records those schools that have not attended training & identify from school websites any that are not using the new syllabus [this task was not achieved, as no schools' database was provided by SCC];*
- *provide support for the implementation of the revised Surrey Agreed Syllabus, responding to queries from schools;*
- *develop resources relating to the lived experience of members of faith and belief communities;*
- *provide training for faith & belief speakers engaging with schools;*
- *arrange 'Open House' visits across places of worship, to support teacher subject knowledge;*
- *invest in the professional development of Primary RE subject leaders in Surrey schools;*
- *ensure Primary RE subject leaders are informed about local, regional & national developments in RE – and receive support for teaching the new syllabus – through the Surrey Primary RE networks.*

SACRE had previously made the decision to suspend visits to schools during the statutory period of revision (2022-23), and into the first year of implementation during 2023-24. The Speakers' Forum video resources were also made available to Secondary schools, utilising new technology to great effect to ensure that the work of SACRE continued, and linking it from the new Surrey Agreed Syllabus webpages. There is more detail about this in section **2.7 Support for Surrey Schools**. We are very grateful to the members of SACRE for their flexibility and creativity!

All the work of SACRE is undertaken with the aim of raising achievement in RE and improving the quality of teaching and learning, to improve the provision and quality of Collective Worship and to help promote pupils' spiritual, moral, social and cultural development, including Fundamental British Values. As a body representing various religions and beliefs in Surrey, it supports inter-faith dialogue and learning about religions for the promotion of respect and racial harmony.

I.4 Status of the Agreed Syllabus Review

The statutory revision period ended in May 2023, with SCC adopting the syllabus in a full cabinet meeting on May 30th 2023. SACRE has granted a full year (2023-24) to allow schools to make appropriate curriculum adjustments to ensure full implementation from September 2024.

2. RELIGIOUS EDUCATION

Most of SACRE's work this year has been in supporting schools in implementing the new Surrey Agreed Syllabus for RE and reflecting on any challenges that are raised during this process. Training for subject leaders has been conducted in person and via Zoom, enabling a far wider reach than previously. There have been sessions for both Primary and Secondary RE leaders, although the latter far less well-attended. Recorded presentations and resources for subject leaders to use with staff teams have also been provided as part of this package of support. There are 2 free video introductions (one for Primary, one for Secondary) available on the syllabus webpage, enabling all schools to be made aware of the changes to the syllabus and consider the impact on their planning. There are also additional materials for Primary schools, accessible from the 'RE Downloads' section of the schools training portal: <https://gdbe-elevate.org/> Schools will need a free log-in to access these; apply here: <https://gdbe-elevate.org/register>

All documents and guidance produced by Surrey SACRE can be accessed via their webpage here: <https://www.cofeguildford.org.uk/education-schools/about-/surrey-sacre/>. The syllabus has its own separate area, which hosts many helpful documents and links to the non-statutory support materials, which are free for all schools to access: <https://www.cofeguildford.org.uk/education-schools/about-/surrey-sacre/surrey-agreed-syllabus/> Further details about these resources can be found below, in **section 2.1**.

As a statutory part of Surrey County Council, there is also information about Surrey SACRE on SCC's website: [Standing Advisory Council on Religious Education \(SACRE\) - Surrey County Council \(surreycc.gov.uk\)](https://www.surreycc.gov.uk/standing-advisory-council-on-religious-education), now updated with details about the new syllabus.

2.1 The Agreed Syllabus for Religious Education in Surrey Schools (2023-2028)



On 1st September 2023, the revised Surrey Agreed Syllabus became the statutory document for maintained Surrey schools, and was also adopted by the Board of Education of Guildford Diocese for use in their Voluntary Aided schools. This means that a significant majority of schools across Surrey are now using the same syllabus document, which will improve pupils' transition into the Secondary phase. Surrey SACRE again wishes to remind schools that this Agreed Syllabus has the equivalent legal standing of a National Curriculum order and that **RE continues to be a statutory entitlement for all registered pupils in all schools (including academies), in**

addition to the National Curriculum.

Academies and free schools without a religious character may also use an agreed syllabus, and Surrey's Agreed Syllabus is available to them, enabling all schools which choose to use it to fulfil their statutory duty to provide RE for all pupils (unless withdrawn at the request of their parents). Schools wishing to seek guidance about the right of withdrawal should contact Surrey SACRE via the Clerk to SACRE,

Academies:

Currently, there are only 2 maintained secondary schools, 2 maintained denominational schools and 1 Foundation school in Surrey that have not converted to academy status. Whilst academies are officially outside the remit of the LA (and therefore SACRE), NASACRE states that many are increasingly opening up their previous contacts, or establishing new relationships with the academies in their area.

Over recent years, there have been some significant developments nationally in thinking about both schools' curriculum and Religious Education. Whilst these shifts may not yet have resulted in any change to legislation, they have most certainly impacted on decisions made about our locally agreed syllabus, which is designed to:

 *be flexible enough for schools to make connections with their wider curriculum, whilst providing robust sequencing of RE [substantive] content so that pupils' understanding of key concepts is built over time;*

 *help pupils (and teachers) to make connections within and across concepts in order to build schemata, better enabling the recall of 'sticky' knowledge;*

 *articulate clearly what it means to get better in RE across substantive, disciplinary and personal knowledge (Ofsted's three 'ways of knowing');*



reflect not just the ‘theology’ of religion or belief, but the lived experience of different communities, drawing on the rich diversity of global and cultural influences in developing pupils’ understanding of both organised (‘institutional’) and personal worldviews, including their own.

Recognising the fact that many secondary schools are academies and have already developed their own RE curriculum, the KS3&4 elements of the syllabus consist of a menu of units from which schools can select to construct or support their RE curriculum. The units for KS3 build on what pupils have learned during the Primary phase and also reflect multi-disciplinary approaches through the use of key questions. In support materials designed for this phase, schools can access KS3 curriculum ‘walk-through’ videos, where three experienced Heads of Department talk about their curriculum design, based on the content in the syllabus. These can be accessed from the [Agreed Syllabus webpage](#), under the Secondary ‘Non-statutory support materials’ tab.

In the Primary sections of the syllabus, units include:



- Statutory **substantive content**, which in the syllabus is called ‘**sticky knowledge**’
- **Six key questions**, and linked with these, **expected outcomes**, reflecting our multi-disciplinary lenses of **theology** (‘**God**’), **sociology** (‘**Community**’) and **philosophy** (‘**Identity**’)

- Links to prior / future learning which schools will have used to construct their long term plan.

Alongside each Primary unit of work are comprehensive **non-statutory support materials** to help teachers to create a sequence of learning that will deliver the statutory content. These resources are freely available to all Primary schools using the syllabus, via the GDBE-elevate portal, for which they can register from this link: <https://gdbe-elevate.org/register> Locate them in the ‘RE Downloads’ area: <https://gdbe-elevate.org/help#re>

2.2 Implementation of the Surrey Agreed Syllabus for RE

The period of statutory revision ended on May 30th 2023, when Surrey County Council formally adopted the revised syllabus. SACRE granted schools a full academic year (2023-2024) in which to make adjustments to their existing curriculum to take account of the revised syllabus.

During the 2023-24 academic year, through the Surrey Primary RE networks, Secondary RE discussion forums and Surrey Schools’ Bulletin, regular updates have been provided for schools giving further resources and advice as they begin implementing the syllabus in their school. There is more detail about this in **section 2.7 SACRE’s support for Surrey schools.**

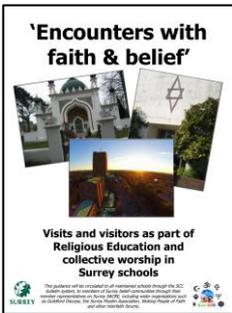
2.3 Standards in RE

Ofsted’s inspection framework covering the academic year 2023-24 follows a model where inspectors may conduct a ‘deep dive’ of specific subjects, of which RE may be one, or where RE may be used as evidence of ‘preparing pupils for life in modern Britain’ or to triangulate elements of schools’ whole curriculum, for example, assessment practices across all subjects. During this academic year, SACRE has again received no information from the local authority in relation to schools inspected under these areas.

In communications during this year (through SCC’s Schools Bulletins), SACRE has continued to recommend that schools using its Agreed Syllabus should ensure that they understand and can articulate the intent of their current RE curriculum, to implement the syllabus in ways that meet statutory requirements, as well as being creative and age-appropriate, and also to reflect on the impact of the RE that is being taught in classrooms as part of pupils’ entitlement to a broad and balanced curriculum. The publication of the long-awaited subject inspection report ‘**Deep and Meaningful?**’ in April 2024 features conclusions drawn from 50 school visits from 2021-23 and will provide some helpful insight for SACRE and for schools going forwards.

2.4 Advice to Schools

SACRE’s advice to schools during this academic year has prioritised the impact of the changes to the Agreed Syllabus and signposting to support for implementation. You can find out about support that SACRE offers on SACRE’s webpages: <https://www.cofeguildford.org.uk/education-schools/about-/surrey-sacre/surrey-agreed-syllabus/>, using the concertinas to navigate.



Surrey SACRE has also produced comprehensive guidance relating to visits and visitors as part of RE and Collective Worship, **‘Encounters with Faith and Belief’**. This document establishes some important principles (including a code of conduct) for schools and belief communities to adhere to in order to establish and maintain good relationships and ensure high quality learning for pupils, bringing the authentic voice of a believer into the classroom – either within or outside of school. This guidance can be accessed from the SACRE website or via this link: [Visits and visitors to RE and collective worship in Surrey schools](#)

This guidance also contains advice to schools about the parental right to withdraw their child(ren) from RE. Schools are also reminded that their school prospectus and/or website should display clear information about withdrawal and how any parents might make such a request.

2.5 Religious Studies Examinations

GCSE Religious Studies

Table I.0

| Full Course GCSE Religious Studies | number on roll from Jan 25 NOR | | | | |
|---|--------------------------------|---------------------|---------------------|---------------------|--|
| Surrey | Full course 2018 | Full course 2019 | Full course 2022 | Full course 2023 | Full course 2024 |
| NOR (Number on roll) | 9841 | 10,388 | 11,080 | 11,713 | 11,842 ↑ |
| Total no. of entries | 5413 (55% of NOR) | 5766 (58.5% of NOR) | 5771 (52.1% of NOR) | 5631 (48.1% of NOR) | 5352 (45.2% NOR) ↓ |
| Total passes (A*-C / 9-4) | 70% | 69% | 78% | 72% | 73% ↑ |
| <i>source 2324_subject_pupil_level_la_dat KS4 National and LA provisional</i> | | | | | |

The number of entries for GCSE Religious Studies has a continued decline for the full course, with a decrease in 2.9% NOR in 2024 compared to 2023 and a 6.9% drop comparing 2024 to 2022. This trend has continued since 2019 and therefore continues the previous consideration, that students are not being entered for Religious Studies GCSE and quite possibly not receiving their statutory entitlement to RE. There is a 1% increase in total passes from 72% to 73%.

SACRE have recently requested a list of school websites to commence the scrutiny activity reviewing school websites. The council advise continues to use the DfE ‘Get Information about Schools’ (GIAS) to download this information to ensure it is current information and have shared this advice.

Table I.1

| Full Course GCSE Results with National Comparators – 2018, 2019, 2022 & 2023, 2024 9-1 gradings | | | | | | | | |
|---|-----------------|----------|-------|-------|--------------|-------|-------|-------|
| Year | Entries | National | | | Surrey | | | |
| | | 9-8 | 9-4 | 9-1 | Entries | 9-8 | 9-4 | 9-1 |
| 2018 | 201,390 (38.5%) | 15.6% | 70.2% | 97.9% | 5413 (55%) | 14.4% | 69.9% | 97.8% |
| 2019 | 210,810 (38.8%) | 17.9% | 71% | 98.1% | 5766 (58.5%) | 14.7% | 68.9% | 97.7% |
| 2022 | 207,350 (35.1%) | 20.1% | 75.5% | 97.8% | 5771 (52.1%) | 21.2% | 77.9% | 98.1% |
| 2023 | 210,340 (34.7%) | 17.2% | 70.8% | 97.7% | 5631 (52.1%) | 17.8% | 72.2% | 98.0% |
| 2024 | 209,614 | 18.6% | 72% | 97% | 5352 | 25% | 73% | 97% |
| <i>source 2324_subject_pupil_level_la_dat KS4 provisional</i> | | | | | | | | |
| <i>source Map of GCSE 9-1</i> | | | | | | | | |

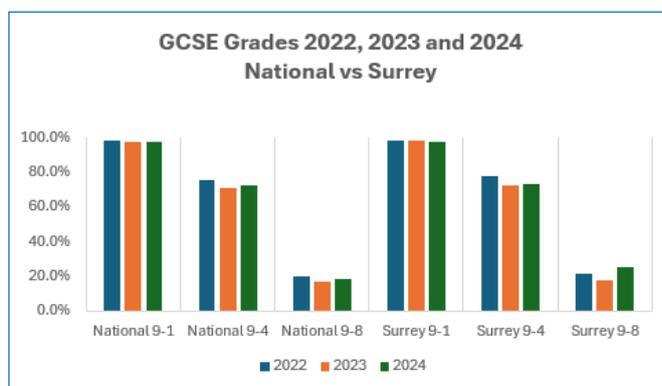


Figure 1.0

Table 1.1 and Figure 1.0 provide comparisons of Surrey to National results.

There is a continuation of a greater proportion of students taking GCSE Religious Studies in Surrey compared to national entries.

There is a positive comparison for grades 9-8 reviewing national data to Surrey, with a 6.4% higher percentage of Surrey students achieving the highest grades. Surrey is in line nationally for the grade boundaries 9-4 and 9-1. It is to be celebrated that there is a 7.2% increase in number of students achieving grades 9-8 in 2024 compared to 2023.

AS Religious Studies

| AS Grades in Religious Studies | | | | |
|--|---------|--|--------------|---------------|
| AS Level | Entries | A | A-B | A-E |
| Surrey 2018 | 373 | 73 (18.6%) | 157 (42%) | 338 (90.6%) |
| Surrey 2019 | 121 | 21 (17.4%) | 54 (44.6%) | 108 (89.3%) |
| Surrey 2022 | 16 | 6 (37.5%) | 12 (75%) | 16 (100%) |
| Surrey 2023 | 34 | 14 (41.2%) | 26 (76.5%) | 32 (94.1%) |
| Surrey 2024 | 7 ↓ | 4 (57.1%) ↓ | 5 (71.4%) ↓ | 7 (100%) ↓ |
| National 2018 | 15590 | 2588 (16.6%) | 5581 (35.8%) | 13517 (86.7%) |
| National 2019 | 7180 | 1185 (16.5%) | 2585 (36%) | 6290 (87.6%) |
| National 2022 | 1081 | 266 (24.6%) | 554 (51.2%) | 997 (99.2%) |
| National 2023 | 2070 | 490 (23.7%) | 1000 (48.3%) | 1890 (91.3%) |
| National 2024 | 949 ↓ | 196 (20.7%) ↓ | 409 43.1% ↓ | 854 (90%) ↓ |
| <i>Source data-a-level-and-other-16-to-18 National</i> | | | | |
| <i>Source A level and other 16 to 18 results 2024 Surrey</i> | | <i>Entries and Results - A level and AS by region and subject (single academic year)</i> | | |

In 2024 there is a notable significant drop in students taking the AS Religious Studies in KS 5 from 34 in 2023 to 7 in 2024, this level of decline is a national trend. The total number of entries is more than 50% lower than in 2022. The data evidence that like nationally, Surrey had also observed an increase from 2022 to 2023 and then observed a significant decline in entries in 2024.

All students entering, passed the AS examination with 57.1% achieving an A grade and 71.4% achieving either a grade A or B. Surrey students achieve significantly higher Grades A and B than compared to national comparators.

The following factors may be now impacting on the numbers of students undertaking the AS Level qualification:

- Changes to the curriculum/syllabus content
- Decision making by students to focus solely on A Levels, the AS system may be considered less flexible
- The depth of study and examination-based assessment methods have been revised

Anecdotal feedback is that students are feeling the increased level of content to cover is impacting on the balance of their studies. It could also be reflected on that teacher recruitment and retention to offer this level in the subject is impacting on numbers.

A Level:

Table 3.0

| A Level Grades in Religious Studies: | | | | | |
|--------------------------------------|-------------------|------------|--------------|--------------|---------------|
| A-Level | Number of entries | A* | A*-A | A*-B | A*-E |
| Surrey 2018 | 232 | 16 (6.9%) | 61 (26.3%) | 121 (52.2%) | 227 (97.8%) |
| Surrey 2019 | 182 | 5 (2.7%) | 45 (24.7%) | 93 (51.1%) | 177 (97.3%) |
| Surrey 2022 | 206 | 18 (8.7%) | 70 (34%) | 153 (74.3%) | 201 (97.6%) |
| Surrey 2023 | 358 | 28 (7.8%) | 132 (36.9%) | 259 (72.3%) | 356 (99.4%) |
| Surrey 2024 Revised | 180 ↓ | 5 (2.8%) ↓ | 41 (22.8%) ↓ | 94 (52.2%) ↓ | 178 (98.9%) ↓ |
| National 2018 | 16490 | 4.7% | 23% | 52.3% | 98% |
| National 2019 | 15980 | 4.4% | 21.7% | 50% | 97.9% |
| National 2022 | 12883 | 9.8% | 31.1% | 64% | 98.5% |
| National 2023 | 14720 | 6.0% | 25.5% | 55.1% | 97.3% |
| National 2024 Revised | 14552 ↓ | 6.2% ↑ | 26.1% ↑ | 54.7% ↓ | 97.6% ↑ |

source Time-series - National 2024 A level subject entries and grade by sex

Student counts and Results - Surrey A level by region and subject (end of 16-18 study)

An analysis report conducted by NATRE into comparing A level results of 2023 to 2024 concluded that A-Level Religious Studies (RS) teachers have noted an ongoing gap in the proportion of students achieving A* grades in RS compared to other subjects, especially A-Level English.

In 2024 we have seen a decrease of 50% number of entries for A level in Surrey. A total of 180 students completed the A Level examination in Religious Studies in 2024. (Table 3.0)

Previous consideration that the increase in entries in 2023 was due to the AS course becoming a 2-year course has impacted on entries however we observe a decline in the numbers of students undertaking the A level course. In 2024 those sitting the examination have not achieved in line with national comparators in the higher grades A*-B. However, the total number of students achieving A*-E remains higher than national comparators.

It remains SACRE's recommendation in the Agreed Syllabus that all secondary pupils follow the full RS GCSE exam course, with the expectation that pupils be entered for an exam at the end of KS4. If there are pupils who are not taking (or have already taken) an RS GCSE, the teaching of RE still remains **statutory** at KS4 and it should be published on schools' websites how this is being provided. Schools are reminded that Ofsted makes use of website information as a means of monitoring whether schools are teaching a broad and balanced curriculum, which promotes fundamental British Values and includes RE.

2.6 SACRE Partnering Visits

During this academic year, planned partnering visits were again suspended due to the syllabus being so new for schools. The aim of partnering visits is to help SACRE to understand how the syllabus is being implemented, its impact on pupil progress and to consider how SACRE can best support schools in the future. Discussions are currently ongoing about the relative benefit of these visits for both schools and the SACRE, given the amount of time that they consume, and will not be resumed until the syllabus has been sufficiently embedded, given that 2023-24 was the first full year of implementation.

2.7 SACRE's Support for Surrey schools

RE Training:

RE training for teachers offered by Surrey SACRE's professional adviser during 2023-24 has included a full day course as part of the **Surrey South Farnham SCITT programme**, repeated across 5 locations for up to 90 students at each session. Having been conducted on Zoom in previous years, it was wonderful to meet so many teachers in training face to face. This is not funded by Surrey SACRE but is an important insight for them through SACRE's professional adviser in the development of teachers in training within Surrey and understanding current educational theory. Part of the day included a very brief introduction to Collective Worship as part of pupils' spiritual, moral, social and cultural development. For many trainee teachers this is the only input that they receive to equip them to teach RE and deliver collective worship,

A training session for **new Primary RE subject leaders** was also delivered on Zoom in November 2023, across two twilight sessions, with 29 new subject leaders attending. This session aimed to give teachers an understanding of the statutory role of RE within Primary schools, including its contribution to SMSC and British Values, and an introduction to the new agreed syllabus, knowing that these new RE leaders were taking on the implementation of the

revised syllabus in their schools. The sessions also included an insight into what good teaching and learning and expected attainment in RE looks like and into the role of a school leader managing RE. It is expected that this training will be repeated during the Autumn term of each new academic year and will be adjusted to reflect the current needs of new leaders. There are now significant challenges delivering training on Zoom, as a large number of delegates at this and other training join with their camera turned off or not working and don't always engage with discussion opportunities.



Surrey Primary RE Networks:

The Surrey Primary RE Networks for Subject Leaders met termly during 2023-24 on Zoom and in person. These are booked through the training portal: <https://gdbe-elevate.org/> These networks are run by Rachel Boxer, RE Adviser for Surrey SACRE, whose other work as an adviser in Diocese of Guildford means that she brings a broad professional expertise that is much valued by schools. These sessions are free to attend and are repeated across three different dates in the term as twilights (4.00-5.30pm), with one meeting each term being offered as an in-person event, allowing subject leaders to better share good practice (and cake!) During this academic year, these networks have been the main opportunity to help support subject leaders as they implement the Surrey Agreed Syllabus in their school.

During the academic year 2023-24:

- In the **Autumn term**, we highlighted some of the key resources that were created in partnership with members of the SACRE to support learning in RE, including videos and PowerPoints, and considered how important high quality resources play an essential part in enriching pupils' understanding in RE and giving them insight into 'lived experience';
- In the **Spring term**, in readiness for the Summer term, we focused specifically on planning for the thematic units, specifically on how these important units draw on learning across the Golden Threads of **God, Community and Identity**;
- In the **Summer term**, we considered the importance of good and accurate subject knowledge for subject leaders and teachers, reflecting on some of the findings in the recently published Ofsted subject inspection report. We highlighted how substantive knowledge is linked with disciplinary knowledge in the syllabus units of work, and how the structure of the syllabus should provide opportunities for revisiting learning and addressing misconceptions. Delegates were also signposted to resources to support teacher subject knowledge.

All resources linked with these networks can be accessed through subject leaders' GDBE-elevate course bookings. During this academic year, we also produced two short videos for class teachers, **'From page to classroom'**, designed to help them to implement the syllabus and providing them with a 'walk-through' turning planning into learning. These can be accessed from [GDBE-elevate](#), under the **'Resources to support teachers'** tab.

In addition to the free RE networks and introductory videos created for schools, outlining the aims and principles of the Surrey Agreed Syllabus, schools can also access, at a small cost, a suite of short video tutorials, to walk them through some key elements of the syllabus. This series, entitled 'Unpacking RE' can be booked via GDBE-elevate (<https://gdbe-elevate.org/help#ure>) and consists of:

1. **Unpacking RE:** Assessment
2. **Unpacking RE:** Golden Threads
3. **Unpacking RE:** Introduction for Subject
4. **Unpacking RE:** Personal Knowledge
5. **Unpacking RE:** RE in Early Years Foundation Stage
6. **Unpacking RE:** Thematic units
7. **Unpacking RE:** Compulsory units
8. **Unpacking RE:** Weaving your curriculum
9. **Unpacking RE:** Staff Meeting
10. **Unpacking RE:** RE for school governors (Church school / Community school / Academy)



Open House – welcome to 'my place' visits:

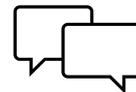
'Open House – welcome to 'my place' created three opportunities during this academic year to enhance teacher subject knowledge, invest in teachers' CPD – and establish some links with local faith and belief communities. This project was generously supported by members of Surrey SACRE, who opened their place of worship to subject leaders and teachers across Surrey. Open House was hosted in the Summer term by Shah Jahan Mosque and the Dhammakaya Buddhist community, both in Woking, and included a meet and greet by the community, a tour, a short presentation and plenty of time for questions and answers, as well as the opportunity to take photographs for use back in school. There was also one online event, facilitated by Jennie Johnson, Humanist member of Group A. Although these events sadly didn't draw large numbers, the feedback from those who did venture out was overwhelmingly positive and provided them with unique insights into the lived

experience of these Surrey communities. Our thanks go to the SACRE members and their communities for facilitating these visits. Further opportunities are planned for 2024-25 and can be booked via GDBE-elevate: [GDBE elevate](#)

Surrey Primary RE E-Newsletter:

The Surrey RE E-Newsletter has an established (and free) subscription, with over 100 schools signed up to receive regular updates. This has proved a very reliable way of keeping schools updated with RE news and resources and advertising local events. For more information about the newsletter, please use the link [here](#) to sign up and view previous publications, or email Liz Mitchell, Clerk to SACRE: surreysacre@cofeguildford.org.uk

Surrey Agreed Syllabus for RE: 'Curriculum Conversations' for Secondary Heads of Department:



Two sessions for Secondary RE leaders took place during the Spring and Summer terms. The sessions were convened at the request of a few of the heads of department who'd attended the statutory briefings prior to the formal implementation of the syllabus and aimed to create an opportunity for the schools to talk about their own curriculum design following the implementation of the syllabus and to share good practice. Compared to the Primary equivalent briefings, these were not well attended (6 delegates at the Spring term briefing; 7 in the Summer). The RE adviser, who chaired the discussions, agreed to put the schools in touch with each other for further support.



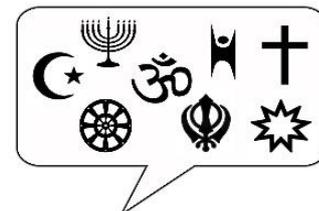
SAfE Curriculum Leaders' Forum:

As part of their support for secondary schools, the Schools Alliance for Excellence (SAfE) run a range of subject forums which provide discussion opportunities for heads of department focusing on teaching, learning and curriculum design. SACRE's RE adviser is connected with this hub, providing a potential channel

of communication

for SACRE with schools, and schools with SACRE. More information about SAfE's curriculum support can be accessed here: [Secondary Curriculum Leaders Forum 24-25 | Schools Alliance for Excellence](#)

Speakers' Forum: One of the roles of any SACRE is to be a resource to support the delivery of their locally agreed syllabus. Speakers' Forum is one way in which Surrey SACRE chooses to do this. As a group of speakers from different perspectives of faith and belief, they are passionate about engaging children and young people with the big questions they have. Over the period of time since they were set up, the group have supported interfaith dialogue in several Surrey secondary schools – and been invited back! During the pandemic, Speakers' Forum also developed a suite of virtual resources, which are now freely available for KS3 and KS4, located in the Secondary 'Non-statutory support materials' area: [Surrey Agreed Syllabus](#). They have also created resources to support a selection of Primary units of work in the new syllabus, especially the thematic units. These materials can be accessed from the '**RE Downloads**' area of GDBE-elevate: <https://gdb-elevate.org/help#re>



Encounters with faith and belief: interfaith training in partnership with SMEF (Surrey Minority Ethnic Forum)



SMEF

This session, aimed at members of faith and belief communities wanting to engage with schools, took place during the Summer term and was designed to help support interfaith dialogue in schools, helping delegates to:

- understand the educational context in which school visits operate;
- understand how their engagement can best facilitate and support RE and collective worship in Surrey schools;
- agree some principles & protocols in work with schools;
- appreciate the power of their own lived experience, the 'I' in presenting;
- consider next steps in their engagement and partnership with Surrey SACRE.

The session, run on Zoom, was very well-attended and appreciated by delegates, who could see the importance of understanding the educational context of schools and showed great willingness to engage with them to give pupils real-life examples of faith and belief. During the session, a concern was raised about the balance of content in the newly-published Surrey Agreed Syllabus, which has been brought to the SACRE and will be addressed through its work during the next academic year.

2.8 Other Guidance:

During the past academic year, SACRE has received several communications from schools in relation to RE provision in the agreed syllabus, as well as some queries about implementing the syllabus in their context. The RE adviser, to whom these queries were sent, ensured an appropriate outcome for all emails, and recommended attendance at the appropriate networks. Further information about the support that SACRE can offer can be found [here](#). **The SACRE also regularly draws on advice from faith and belief members in order to answer relevant queries from schools.**

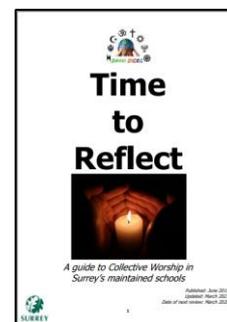
2.9 Complaints Concerning RE

Every school governing body and LA is required by law to have an accessible and easily understood route through which parents and others can make a complaint about school or other educational matters, including RE. A copy of this procedure should be available in each school and the school prospectus must make reference to it. Local Authorities can seek advice from their SACREs in addressing complaints about RE. No complaints have been made and no such consultations have taken place during this academic year.

3. COLLECTIVE WORSHIP

3.1 Time to Reflect – SACRE’s guidance for Collective Worship in Surrey Schools

Although there are other reports & guidance relating to Collective Worship in schools, schools are strongly encouraged to read Surrey SACRE's Guidance on Collective Worship in community schools, **'Time to Reflect'**. This document outlines what the law requires of this important element of school life, and how schools might realistically interpret these requirements. The law states that Collective Worship is to be “wholly or mainly of a broadly Christian character” and may, to many, seem very restrictive. However, it does in fact allow schools a wide scope for the variety and breadth of approach to reflect the religious and non-religious traditions of those who form a part of their school community. It also reflects the challenge to craft collective worship that is inclusive and inspiring, and which embraces the increasingly diverse communities of which we are a part. **You can access this guidance [here](#).**



This guidance also contains advice to schools about the parental right to withdraw their child(ren) from collective worship. Schools are also reminded that their school prospectus and/or website should display clear information about withdrawal and how any parents might make such a request.

Ofsted continues to confirm the value of Collective Worship as part of schools' SMSC provision in its current Education Inspection Framework. Surrey SACRE believes that **'Time to Reflect'** can help schools, parents and governors to fully understand (and meet) the legal requirements for Collective Worship.

3.2 Determinations

No Surrey maintained schools currently have determinations in regard to Collective Worship. SACRE provides details of the process and criteria for applying for a determination, linked both from the guidance document above and via this link: [Applying for a determination](#)

3.3 Complaints

As with RE, every school governing body and LA is required by law to have an accessible and easily understood route through which parents and others can make a complaint about collective worship. A copy of this procedure should be available in each school and the school prospectus must make reference to it. Local Authorities can seek advice from their SACREs in addressing any complaints. No complaints have been made and no such consultations have taken place during this academic year.

4. LINKS WITH OTHER BODIES

4.1. Links with Other Agencies – National

Surrey SACRE is a member of NASACRE (National Association of SACREs), and a representative attends national meetings, with the professional adviser. A representative also attends any regional meetings for SACRE.

Surrey SACRE's adviser for RE is a member of AREIAC (The Association of RE Inspectors, Advisers and Consultants) and NATRE (National Association for Teachers of RE) and attends regional and national meetings whenever possible.

4.2 Links with Local Bodies

Through membership on SACRE, there are also established links with:

- Surrey Muslim Association [Home \(surreymuslims.org\)](http://surreymuslims.org);
- Ahmadiyya Muslim Community: [Mubarak Mosque](#) and [Ahmadiyya Muslim Community - Official Website](#)
- Jewish Board of Deputies; [Board of Deputies of British Jews - Board of Deputies of British Jews \(bod.org.uk\)](http://bod.org.uk)
- Humanists UK; [Humanists UK](#)
- Diocese of Guildford www.cofeguildford.org.uk
- Schools Alliance for Excellence (SAfE) [Schools Alliance for Excellence | Schools Alliance for Excellence](#)
- Local interfaith forums: Guildford & Godalming Interfaith Forum, Elmbridge Multifaith Forum, Woking People of Faith and Surrey Heath Faith Forum. Find contact information in the Interfaith directory: [Local Inter Faith Groups-South East - The Inter Faith Network \(IFN\)](#)
- RE Hubs: <https://www.re-hubs.uk/>

5. OTHER AREAS OF LOCAL INVOLVEMENT

The Role of the Governing Body

The role of the Governing Body in monitoring coverage of the Agreed Syllabus is critical for its successful implementation. Governors also have a key role in providing a challenge to schools to raise standards in specific areas and SACRE believes that this can have a significant impact on standards in RE. Schools are encouraged to identify a governor with specific responsibility for RE. There is now an information leaflet for governors about RE in schools, SACRE and its work. This can be found in the section '[SACRE support for Religious Education](#)' on the SACRE website. There are also resources for school leaders on the [GDBE-elevate platform](#), aimed at helping governors to understand the statutory nature of RE and the requirements of the Surrey Agreed Syllabus. Schools will need a GDBE-elevate login to access these resources.

The SACRE also regularly draws on advice from faith and belief members in order to answer relevant queries from schools.

6. SACRE'S ADMINISTRATIVE ARRANGEMENTS

6.1 SACRE Contract – Professional Adviser and Administrative Support

SCC currently hold a contract with the Diocese of Guildford to provide management support to Surrey SACRE, which has been further extended to the end of August 2024, allowing for the full implementation of the syllabus to take place. Surrey County Council have also now awarded a further 2-year contract for 2024-2026. The contract provides for the efficient operation of the work of SACRE which undertakes its statutory duties autonomously and independent of the Diocese of Guildford whose sole engagement with SACRE is through its membership of Committee B of Surrey SACRE.

Operational management of Surrey SACRE is exercised through SCC's commissioning officers and the Director of Education for Guildford Diocese, Alex Tear.

The professional adviser to Surrey SACRE is Rachel Boxer, who has been working with SACRE since 2011 and administrative clerking support was provided during 2023-24 by Liz Mitchell, as part of the contractual agreement.

6.2 Current SACRE Membership, as at March 2025 (Full membership list available in [Appendix 7.5](#))

| Group A (12) 10 members, 2 vacancies representing: | | Group B (4) 4 members, representing | Group C (6) 3 members, 3 vacancies representing | Group D (5) 4 members, 1 vacancy representing |
|---|--|---|--|---|
| <ul style="list-style-type: none"> • Methodist • <i>United Reformed Church (vacant)</i> • Baptist • <i>Society of Friends (vacancy)</i> • Roman Catholic, Diocese of Westminster & Diocese of Arundel & Brighton | <ul style="list-style-type: none"> • Hindu • Sikh • Surrey Muslim Association • Jewish Board of Deputies • Buddhist, Woking Dhammakaya Temple • Baha'i • Humanists UK | <ul style="list-style-type: none"> • Diocese of Guildford • Diocese of Guildford • Diocese of Southwark • Diocese of London | <ul style="list-style-type: none"> • NEU (National Education Union) • NASUWT • <i>Secondary teacher rep. (vacancy)</i> • <i>Surrey Primary RE networks (vacancy)</i> • NATRE Primary teacher representative • <i>Secondary & Academies rep (vacancy)</i> | <ul style="list-style-type: none"> • SCC member • SCC member • SCC member • SCC member • <i>SCC member (vacancy)</i> |

During this academic year, SACRE has been continuing in discussions both internally and with SCC, following up a long-standing application from the Tilford Ahmadiyya Muslim Community to join SACRE Group A. The appointment was provisionally approved at the Summer term meeting, but as this meeting was not quorate, could not be formally confirmed. This was subsequently ratified at the Autumn term meeting in November 2024. Following changes to their constitution, and approved by SCC, SACRE also appointed its first ever Chair from within the SACRE groups, long-standing Jewish member Sarah Harris. We also said a fond farewell to long-standing Muslim member Kawther Hashmi, who will be sadly missed and to whom we are profoundly grateful for her wisdom and insight over many years of membership of Group A.

6.3 Training for SACRE members:

New member induction

In response to the irregular timescales for new members joining SACRE, a pre-recorded module is being prepared which can be accessed by new members as they join. This will be ready by January 2024, and will be followed by an opportunity for new members to attend a drop-in session on Zoom as part of their induction process. All new members are encouraged to avail themselves of the opportunity to attend these sessions in order to help them understand their new role.

The training covers SACRE's statutory responsibilities for RE and Collective Worship, a brief tour of the Surrey Agreed Syllabus, other key documents for RE, and guidance that SACRE has produced for schools, as well as opportunity to find out about how SACRE supports schools and think about what it means to be a 'good' SACRE member. We are grateful to the more 'experienced' SACRE members who have also offered their support and advice.

7. APPENDICES

7.1 GCSE – short and full, A/S & A Level RS results:

This data has been published in section 2.5

7.2 Details on CPD provided to schools

SACRE provided no CPD for schools this academic year, although the professional adviser has been providing termly CPD for Primary RE subject leaders, and briefings for Secondary RE leaders, as outlined in section **2.6 SACRE's support for Surrey schools.**

7.3 LA/SACRE policy statements on RE or CW

Please see links in previous sections 2.7 Religious Education: 'Encounters with Faith and Belief' and 3.1 Collective Worship: 'Time to Reflect'. Documents are clearly signposted on SACRE's webpages.

7.4 List of organisations to which SACRE's Annual Report has been sent:

Copies of Surrey SACRE's Annual Report are distributed to all maintained schools in the County via Surrey's School Bulletin system with a request that governing bodies consider the report and take any appropriate action. A copy has also been sent to NASACRE, Surrey County Council, Schools Alliance for Excellence (SAfE), nominating bodies represented by SACRE members, and the Department for Education. It is also available to view on the SACRE website: [Surrey SACRE](#)

APPENDIX 7.5 SACRE Membership (as at March 2025)

Chair Sarah Harris (*from March 2024*)
Vice-Chair Rev Allan Taylor (*from March 2024*)

Committee A: Other Faiths and Beliefs (10 members, 2 vacancies)

Jennie Johnson (Group Chair) Humanists UK
Rev Allan Taylor Methodist Church
Vacancy *United Reformed Church*
Rosslyn Doney Cranleigh Baptist Church
Vacancy *Society of Friends*
Peter Ward Roman Catholic, Diocese of Westminster & Diocese of Arundel and Brighton
Rajendra Pandya Hindu (Sanatana) Dharma, Kingston Interfaith Forum and Shree Vishwa Sanaatan Dharma Mandir, Croydon
Inderjeet Singh Rehncy Sikh [*nominating body TBC*]
Kawther Hashmi Surrey Muslim Association (*to March 2024*)
Sadia Irfan Surrey Muslim Association (*appointed March 2024*)
Sarah Harris Jewish Board of Deputies
Patrick Jatumet Buddhist, Woking Dhammakaya Temple
Simon Mortimore Bahá'í [*nominating body TBC, resigned Nov 2024*]
Rashida Nasir Ahmadiyya Muslim Community (*appointed Nov 2024*)

Committee B – The Church of England (3 members, 1 vacancy)

Jane Whittington (Group Chair) Diocese of Guildford
Shaun Burns Diocese of Southwark
Rev. Sarah Hutton Diocese of Guildford
Jayne Pavlou Diocese of London (*appointed Oct 2024, retired March 2025*)

Committee C – Teachers (4 members, 2 vacancies, 1 co-opted)

Deborah Jackson NEU (National Education Union) (*appointed June 2023*)
Saadia Nawaz NASUWT (*appointed June 2022*)
Alex Page Secondary teacher, The Priory School, Dorking (*appointed Nov 2022, resigned Summer 2024*), leaving a vacancy
Vacancy *Secondary & Academies teacher rep.*
Rashida Nasir Primary teacher representative (*Surrey RE networks, to Nov 2024*)
Saima Saleh Primary & Academies teacher rep. & NATRE exec member
Emma Johnston Co-opted member, Schools Alliance for Excellence (SAfE) (*March 2025*)

Committee D – Local Authority (4 members, 1 vacancy)

Cllr Jordan Beech (Group Chair) SCC member, Conservative
Cllr Buddhi Weerasinghe SCC member, Conservative
Cllr Bob Hughes SCC member, Conservative
Cllr Dennis Booth SCC member (*appointed March 2024*)
Vacancy *SCC member*

Officers in Attendance

Rachel Boxer (Adviser) Associate Consultant for Primary RE, Surrey SACRE & Guildford Diocese
Liz Mitchell Clerk to SACRE (*from September 23*)
Carrie Traill Commissioning Officer, SCC (*from October 2021-March 2023, and from March-Sept 2024*)
Nicola Morgan Senior Educational Effectiveness Advisor, acting in place of Commissioning Officer (*from March 2023-March 2024*)
Jo Kenyon Service manager for Educational Effectiveness (*from September 2024*)

APPENDIX 7.6 Surrey SACRE's Development Plan 2023-2026

Surrey SACRE is a statutory body, working on behalf of Surrey County Council to support and advise maintained schools on Religious Education and Collective Worship, in partnership with the Diocese of Guildford, who manage the SACRE contract on behalf of Surrey County Council.

The contract to facilitate the work of the SACRE, which began in April 2019, has been extended to cover the period until 31.8.24. The Diocese provide the professional adviser, clerking services and the web presence for SACRE's documentation. This development plan covers the final portion of that contract, across the 2023-2024 academic year, as the syllabus is implemented in schools. The development plan sets targets for a further 2 years to ensure that work of the SACRE will continue regardless of who is awarded the contract for the years beyond the life of the current contract. In this contract, the following requirements are set out by the local authority for the work of the SACRE:

- *Provide a suitably qualified RE teacher/consultant who is a registered member of The National Association of Teachers of Religious Education (NATRE) to advise three meetings per year of the Surrey SACRE.*
- *Provide clerking services to all meetings, ensuring that all SACRE meetings run smoothly and all minutes and supporting paperwork are distributed in a timely manner.*
- *Liaise at least 3 times per year with the Chair/Vice-Chair of SACRE for agenda and report planning.*
- *Liaise with the SCC Commissioning Client and the Chair of SACRE regarding the booking and payment of meeting venues.*
- *Produce the draft annual report on the quality of RE teaching in Surrey maintained schools in accordance with NASACRE guidelines.*
- *By agreement with SACRE, liaise with schools to enable SACRE members to undertake pre-arranged visits to monitor the impact of the Surrey Agreed RE syllabus.*
- *Provide support, advice and guidance to SACRE to address general correspondence received in relation to RE or collective worship in schools.*
- *Provide appropriate support to the commissioning client to ensure that the Surrey SACRE website pages are updated and relevant.*

These requirements are taken into account and will be repeated for each year of the development plan, actioned along with further specific priorities for each year agreed by SACRE, so that it will continue to improve outcomes for pupils in local authority schools (as well as other settings that use the Surrey Agreed Syllabus, though at no extra cost to SACRE), and contribute to the professional development of RE leaders and class teachers.

All the work of SACRE is undertaken with the aim of raising achievement in RE and improving the quality of teaching and learning, to improve the provision and quality of Collective Worship and to help promote pupils' spiritual, moral, social and cultural development, including Fundamental British Values. As a body representing various religions and beliefs in Surrey, it supports inter-faith dialogue and learning about religions for the promotion of respect and racial harmony.

Surrey SACRE, March 2025

Annual objectives to meet SACRE's statutory responsibilities, for each year in the Development Plan

- Ensure SACRE conducts its statutory duties efficiently
- Ensure that SACRE is informed about national developments
- Provide regular information to SCC client on progress of contract
- Ensure Surrey SACRE representation at regional / national meetings
- Produce the annual report on the work of SACRE
- Ensure Surrey SACRE website pages are regularly updated and relevant
- Monitor standards of RE & Collective Worship in Surrey schools through school websites
- Develop SACRE's self-evaluation

Additional priorities for 2023-24

- Identify from attendance records those schools that have not attended training & identify from school websites any that are not using the new syllabus [this was not possible, as no schools' database was provided by SCC]
- Provide support for the implementation of the revised Surrey Agreed Syllabus, responding to queries from schools;
- Develop resources relating to the lived experience of members of faith and belief communities;
- Provide training for faith & belief speakers engaging with schools;
- Arrange 'Open House' visits across places of worship, to support teacher subject knowledge;
- Invest in the professional development of Primary RE subject leaders in Surrey schools;
- Ensure Primary RE subject leaders are informed about local, regional & national developments in RE – and receive support for teaching the new syllabus – through the Surrey Primary RE networks.