

A G E N D A

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
(SACRE)**

Notice is hereby given that a meeting of the Kent Standing Advisory Council on Religious Education will be held in the The Common Room, Cathedral Lodge Canterbury on Tuesday, 10th June, 2025 at 10.00 am

1. Membership
 - A welcome to new Members.
 - Election of Vice-Chair
2. Apologies for Absence/Substitutes
3. Declarations of Interests
4. Minutes of the Meeting Held on 12.3.25 (Pages 1 - 6)
5. RE Advisor Verbal Update and Wire Awards (Pages 7 - 22)
 - Interfaith week update ([Report: Inter Faith Week Consultation - The Faith & Belief Forum](#))
 - Update on the curriculum review and RE's inclusion in a new National Curriculum ([Curriculum and Assessment Review: interim report - GOV.UK](#))
 - Wire Awards - Submissions from Ditton Infant School and Lady Boswell's Primary School
6. Verbal Update on Local Network Groups
7. Development Plan 2024-25 (Pages 23 - 26)
8. 2025 NASACRE Conference Feedback
[2025: SACREs taking a stand: positive responses to controversial issues - NASACRE](#)
9. School Website Review Update
10. Budget Update (Pages 27 - 28)
11. The Kent Agreed Syllabus - Sept 2027
12. Any other items which the Chairman decides are urgent

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Monday, 2 June 2025

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KENT COUNTY COUNCIL

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

MINUTES of a meeting of the Standing Advisory Council on Religious Education (SACRE) held in the Darent Room, Sessions House, County Hall, Maidstone on Wednesday, 12 March 2025.

PRESENT: Mr S C Manion (Chairman), Miss C Bostock, Mr S Bowen, Ms N Brownfield, Ms K Burke, Ms J Hawkins, Ms G Hltch, Mr D Jeffrey, Lawson, Lilley (Substitute for Ms H Williams), Mrs B Naden, Miss M Paddison-Chapman, Mr J Paul, Mr John Philpott, Ms Porteous, Ralph and Mrs J Wigg

IN ATTENDANCE: Ms P Smith-Orr (Consultant Advisor) and Mr J Clapson (Democratic Services Officer)

UNRESTRICTED ITEMS

Membership

It was noted that Dr Ruth Smith, who joined the SACRE towards the end of 2023, had stepped down from the role due to ill health. All present expressed their gratitude to Dr Smith for her contribution and offered her their best wishes.

1. Apologies for Absence/Substitutes

(Item 1)

Apologies for absence were received from Miss Pope, Ms Williams who was substituted by Mr Lilley, Ms Hamilton, Mrs Goldstein and Ms Curtis.

2. Declarations of Interests

(Item 2)

The Chair declared that he sat on the Canterbury Diocesan Board of Education.

3. Minutes of the Meeting Held on 5.11.24

(Item 3)

RESOLVED that the minutes of the meeting held on 5 November 2024 were correctly recorded, and that they be signed by the Chair.

4. RE Advisor Verbal Update

(Item 4)

1. Mrs Smith-Orr provided her update.

2. During consideration of the item it was noted that:

- The planned date in June for the secondary school RE Co-Ordinators meeting clashed with another event. Mrs Smith-Orr would liaise with Ms Pope and Ms Hawkes about an alternative date.

- A Humanist speaker could be booked for schools and other community groups through the Humanist UK website.
- Monitoring RE and collective worship in schools.
 - Around 15 schools would be allocated to each member of the SACRE. They would look on the school's websites for information about the syllabus, the time allotted for RE study, and collective worship.
 - Ms Ralph offered to assess schools in the Canterbury area, and Ms Hitch offered to assess schools in the Rochester area.
 - It was felt that it would not be appropriate for elected Members to carry out the assessment until after the County elections in May.
 - Following the assessment, schools would receive a letter from the Chair with feedback and suggestions. This could also be a good opportunity to promote the work of SACRE and the WIRE award.
- Funding for Inter Faith Week UK had been withdrawn by Government, however, due to its popularity, events had continued to take place each November. A Government consultation on future support was underway and the findings were due to be announced in the Summer.
- Mrs Cheema advised that she did a walk as part of Inter Faith Week. It offered an excellent opportunity to learn about practices in other places of worship, and highlighted commonality of themes between faiths. She offered to invite the SACRE members to join her this year.
- Inter Faith Week would be held from 9 November to 16 November in 2025.

3. RESOLVED that the update was noted.

5. Verbal Update on Local Network Groups (Item 5)

1. Ms Brownfield advised that her last meeting, held in September, had been successful. During the meeting they heard from Picture News about their offer for collective worship. She advised that a virtual meeting was scheduled at the end of March and there would be an in person meeting in June.

2. RESOLVED to note the update.

6. NASACRE 2024-25 virtual training programme (Item 6)

1. Mr Clapson provided the SACRE with a brief overview of the training material available on the NASACRE website.
2. During consideration of the item it was noted that:
 - SACRE had subscribed to the NASACRE Virtual Training Package for the last two years that ran from September to August. The package cost the SACRE around £50 per year.
 - Members could attend all virtual training sessions for free and could access the materials from previously held sessions through the NASACRE website.
 - SACRE members were also able to view training materials from the 2023/24 year, following a request for access.
 - Mr Clapson offered to re-circulate the log in details following the meeting.

3. RESOLVED to note the update.

7. 2025 NASACRE Conference

(Item 7)

1. Mrs Smith-Orr advised that the Conference was scheduled to take place in Stratford Town Hall, London on 19 May 2025.
2. During consideration of the item it was noted that:
 - There were up to five places available to the SACRE.
 - Mrs Smith-Orr, Mrs Cheema and Mrs Burke registered their interest in attending.
 - Members of the SACRE were asked to contact Mr Clapson as soon as possible after the meeting if they wished to attend the Conference.
 - Mr Clapson would contact NASACRE and the finance department to facilitate the bookings.
3. RESOLVED to note the Conference details and to authorise the Democratic Services Officer to facilitate the booking of the Conference for the SACRE members who wished to attend.

8. The WIRE Awards

(Item 8)

1. Mrs Smith-Orr introduced the item noting that there were a number of schools who has shown an interest and were preparing their submissions for the Award.
2. During consideration of the item it was noted that:
 - Miss Paddison would present the Award to Holy Trinity & St. John's Church of England Primary School on Wednesday 19 March, during their collective worship.
 - Mrs Burke advised that her school had agreed to work towards the Award. This would be led by one of her colleagues to avoid any conflict of interest.
3. RESOLVED:
 - a) To note the presentations of the award to Westlands Primary School in Sittingbourne, and Holy Trinity & St. John's Church of England Primary School.
 - b) To thank Mrs Wigg and Miss Paddison for presenting the awards on behalf of the SACRE.

9. Development Plan 24/25

(Item 9)

1. Mrs Smith-Orr introduced the item.
2. During consideration of the item it was noted that:
 - The exam results had been received in January and were included in the Annual Report. The submission deadline for the Annual Report was delayed until 31 March 2025 to allow the inclusion of exam results.
 - Some schools appeared to be missing from the list of exam results. Ms Smith-Orr offered to investigate any omissions.
 - Mrs Smith-Orr completed and submitted the SACRE's response to the Government consultation on the inclusion of RE on the national curriculum.

- It was suggested that Ofsted would need to assess RE provision more thoroughly if it was included on the national curriculum.
- Ofsted were currently consulting on their assessment and inspection framework. Members of the SACRE could respond to the consultation and Mr Clapson offered to circulate the link after the meeting.
- SACRE members were encouraged to contact Mrs Smith-Orr if they had any additions to the Development Plan.

3. RESOLVED that the update was noted.

10. Budget Update

(Item 10)

1. Mrs Smith-Orr introduced the Budget.
2. During consideration of the item it was noted that:
 - Consideration could be given to purchasing an expanded unit from RE Today that could be used by secondary schools.
 - Basic membership of NATRE was available for £15 per year. This provided access to some of the online materials and would be a good way of keeping up to date.
 - Mr Clapson offered to arrange for basic membership of NATRE for those who felt they would benefit from the service.
3. RESOLVED to note the update and to authorise the Democratic Services Officer to organise basic NATRE membership for those members who felt they would benefit from it.

11. Submission of the Annual Report 2023/24

(Item 11)

1. Mrs Smith-Orr introduced the item.
2. During consideration of the item it was noted that:
 - The Report was presented to the Children's Young People and Education Cabinet Committee and had been submitted the NASACRE. It would be sent to The Department for Education after the meeting.
 - Future reports should detail what the membership vacancies were.
3. RESOLVED that the update was noted.

12. Any other items which the Chairman decides are urgent

(Item 12)

Future meeting date – Canterbury Cathedral 10 June 2025, 10am

1. Miss Paddison advised that she had made enquires and found that the Community Room at Canterbury Cathedral was available for the next meeting.
2. SACRE members were encouraged to attend the meeting in person, as the virtual attendance option could not be guaranteed when meeting outside of the Council offices.

3. RESOLVED that the Democratic Services Officer was authorised to progress with the booking of the Community Room at Canterbury Cathedral for the 10 June 2025.

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The Wire Award – Application Form

Widening Inclusion in Religious Education

To register
your
interest
and
intention
to apply

for this award please complete the following:

This application is for the 12 months period between

March 2024 and February 2025

Date of submission:

| | |
|--|---|
| Name and full postal address of school | Ditton Infant School Pear Tree Avenue Ditton Aylesford Kent ME206EB |
| Name of Headteacher | Claire Lower |
| Name and role of staff member applying for the WIRE award | Isla Stigle |
| Contact e-mail address of above | headteacher@ditton-inf.kent.sch.uk |

Please send this application form- before you start on the activities, so we know you are taking part, to Penny Smith-Orr, RE Consultant to Kent SACRE: pennysmithorr@gmail.com


Final Submissions will be seen at the next termly SACRE meeting.

The WIRE was initiated by Bristol and South Gloucestershire SACREs to whom thanks go from Kent SACRE for such an excellent idea.


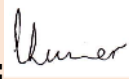
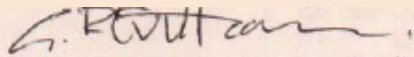


The Wire Award - Evidence Form


Please note: SACRE is looking for evidence of the impact on pupils understanding in RE, not essays.

| Element | Evidence required |
|---|---|
| 1. Attend an RE conference / RE course/ RE Network meeting. | Essential RE Knowledge: Islam (The Education People). Zoom – online course. 29.11.2023 |
| | Updating of terms/vocabulary used when teaching about Islam. Update and refresh of resources and websites used to support the planning of lessons surrounding the teachings of Islam and the Islamic faith. |
| | Via verbal feedback in Staff meeting, and CPD notes/slides shared on our online system (sharepoint). |
| |  |

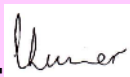

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| | |
|--|--|
| | <p>I certify that Isla Stigle attended the above conference / course / meeting.</p> <p>Name: Claire Lewer</p> <p>Signature: </p> |
| <p>2. Take a group of pupils to visit a Christian place of worship and encounter members of the Christian community which worships there.</p> | <p>Name of Christian Place of Worship visited. St Peter's Church Ditton</p> |
| | <p>Date of visit - 23.4.24</p> |
| | <p>Class details – year group and numbers Yr1 (60 children)</p> |
| | <p>Bell ringing, research and discussion of religious artefacts, discussion of why church is importance for worship.</p> |
| | <p>Children were able to apply their knowledge of items found within a church and their use, and the impact they have on how Christian's worship. They were able to apply this to their RE work by fully understanding the importance of each artefact and why they are used within practical applications.</p> |
| | <p>The staff enjoyed seeing the children engage with outside speakers, and enjoying spending time in an important building in their local community. They fed back to Isla (RE lead) that the children loved learning about bell-ringing, and enjoyed being able to ring the bells properly! For some, this is a once-in-a-lifetime opportunity.</p> |
| | <p>Signature of headteacher: </p> |
| | <p>Signature of the minister:  Revd Canon GILES WILLIAMS St. Peter's Ditton</p> <p><i>Additional information e.g. photo or brief report from a child is welcome, or a copy of child's thank you letter, or link to school gallery pictures of the visit.</i></p> |

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| | | |
|---|--|-----------------------|
| |  | |
| 3. Arrange for pupils to welcome someone of a non-Christian faith to school as part of a series of lessons on that faith | Name of visitor: Zahra Ismail | Date of visit 16.5.24 |
| | KS1 – 4 classes (Two Year One and two Year Two classes) Approximately 120 children. Assembly – shared by a fellow member of the teaching community at another local school who is a practising Muslim. | |
| | <p>Children were excited to learn more about Islam from a friend of their teacher. They were quiet and attentive and enjoyed listening to Miss Ismail share her background, family life and stories about her faith. They were particularly interested in Eid. She shared her knowledge and experiences about the 5 pillars of Islam, Ramadan and Eid-Al-Fitr.</p> <p>There was a Muslim child in attendance at the time who was incredibly excited and proud to see a fellow female Muslim in her school. Zahra took the time to speak to her about her faith and her upcoming celebrations for Eid. This had a lasting impact on the child who regularly talked about the visit.</p> <p>The children also enjoyed sharing stories about Eid and Ramadan through books in their book corner, and talked about their visitor.</p> <p>In addition to supporting the R curriculum via:</p> <ul style="list-style-type: none"> • Identifying some ways Muslims mark Ramadan and Celebrate Eid-ul-Fitr and how this might make them feel. • Talking about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. • Recognising some objects used by Muslims and suggest why they are important. • Making links between what the Holy Qur'an says and how Muslims behave. | |
| | | |

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|---|---|
| | <p>It was lovely to see how another teacher addressed the children, and it was very informative to hear about the celebrations shared during Eid – it was also good to recap vocabulary and pronunciations of key words with Zahra.</p> <p>"I highly enjoyed visiting Ditton Infant School. The children had exemplary behaviour and asked some very interesting, inquisitive questions about my life as a Muslim woman. I especially enjoyed speaking to the children who are members of my religion about their upcoming Eid-al-Fitr celebrations." Zahra Ismail.</p> <p>Signature of headteacher: </p> <p><i>Additional information e.g. photo or brief report or copy of thank you letter from a child. Photos of children's follow-up work or sharing of children's questions.</i></p>  |
| <p>4. Arrange an RE event in school, or locally, which includes aspects of more than one faith, or focuses on a religion or worldview not held by most of the school</p> | <p>Brief description of the event</p> <p>16.12.24 Whole School Festival Afternoon - Hannukah</p> <p>To support the teaching of Judaism through:</p> <ul style="list-style-type: none"> • Talking about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe • Showing that they have begun to be aware that some people regularly worship God in different ways and in different places • Expressing their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers • Suggest meanings for some symbols and actions used in religious celebrations |

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Or

**Enter a
Competition to
do with RE
(such as
'Spirited Arts')**



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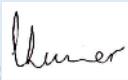


Examples of work created by the children, and the display created in our main school hall that showcases their work.

The children enjoyed learning all about a different religion, and particularly enjoyed hearing the story behind why Hannukah is celebrated.

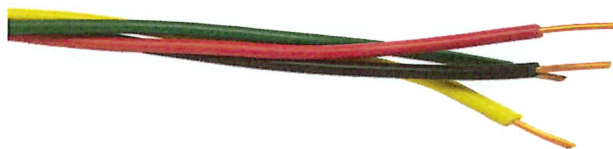
Signature of headteacher:

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| | |
|---------------------------------------|---|
| | <p><i>Alternatively, you could invite a member of SACRE to attend.</i></p> <p>Signature and comment from SACRE Member:</p> <p>Name of lead teacher for this activity: Isla Stigle</p> <p>Number of pieces of work submitted to the competition: N/A</p> <p>Children's work attached to this application? Y / N</p> |
| <p>Headteacher's signature</p> | <p>I agree that this application for a WIRE award is accurate and representative of our commitment to widening inclusivity and impact in RE.</p> <p>Signature of headteacher: </p> |

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The Wire Award - Evidence Form



Please note: SACRE is looking for evidence of the impact on pupils understanding in RE, not essays.

| Element | Evidence required |
|---|---|
| 1. Attend an RE conference/ RE course/ RE Network meeting. | <p>Since taking over as the RE co-ordinator I have been on the following courses/training:</p> <ul style="list-style-type: none"> → Zoom RE Subject Leaders Meeting 22nd September 2023 → SIAMS training (October 2023) St. Faith's Centre Maidstone with members of the Leadership team (Head and Assistant Head) → RE Conference Lenham March 22nd, 2024 → Subject leader new to role took on board new ideas and had disseminated these to staff. → Governors attended SIAMS training 9th October 2024 → Zoom RE subject leader meeting 6th December 2024 → Subject leader took part in the inspiREd course (December 2023-December 2024). This allowed me to reflect on my role as subject leader and to really think about leading with integrity. → Christian Character Conference, 6th February 2025 <p>The conference allowed network with other leaders and the information shared on assessment was particularly useful. Met with the Headteacher to look at how assessment could be used more effectively in school. Reflection stickers/hexagon assessments introduced based on the pedagogy of solo taxonomy. Information shared with staff at staff meetings.</p> <p>I certify that <u>as above</u> attended the above conference / course / meeting.</p> <p>Name: <u>Hannah Pullen</u></p> <p>Signature: <u>[Signature]</u></p> |
| 2. Take a group of pupils to visit a Christian place of worship and encounter members of the Christian community which | <ul style="list-style-type: none"> → Rochester Cathedral – Thursday 20th June 2024 → 2 Year 6 classes (64 Children) <p>Year 6 took part in the Church Schools Festival at Rochester Cathedral. This celebration began and closed with an act of worship which the children enjoyed. During the day the children attended two workshops. One using beads to help guide children during prayer and the other a journey round the cathedral. This allowed the children to learn facts about different sections of the cathedral and ended with some chants accompanied on the organ. The classes were in awe of the size and</p> |

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worships
there.

architecture of the cathedral and found the prayer bracelets they made enormously helpful to their prayer times.

Impact on the Pupils

The children's visit deeply enriched their Religious Education (RE) learning. This hands-on approach to learning allowed children to move beyond the taught curriculum and classroom discussions, offering them an immersive encounter with the beliefs, traditions, and practices of the Christian faith.

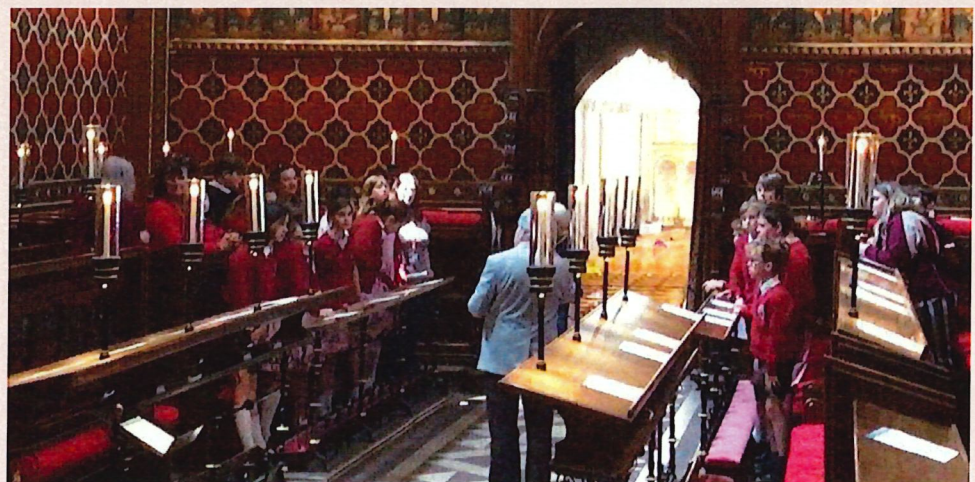
By visiting Rochester Cathedral, pupils were exposed to the tangible and sensory aspects of the Christian faith—architecture, symbols and rituals. They were also given a understanding of the hierarchy of. It created an opportunity for children to ask meaningful questions, engage with faith leaders and witness the principles of the Christian church in action. This not only enhanced their knowledge but also cultivated empathy, respect, and enabled a direct comparison to be made practically with the places of worship for other faiths they visit throughout the RE curriculum.

This experience enabled our children to bridge the gap between theoretical learning and real-world application. Ultimately, the visit to the cathedral was planned to inspire curiosity and encourage children to reflect on their own values and the role of faith and culture in society.

Impact on the Leader:

Being in a place of historical and spiritual importance provided the leader with moments of personal reflection. It was an opportunity to connect with the past, appreciate the significance of such spaces, and consider their own values and leadership approach.

Overall, leading a trip to Rochester Cathedral is a profound experience that contributes to a leader's growth, both as an educator and as a mentor to young learners.



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On November 19th, Year 3, had a visit from the Rev'd Anne Bourne to learn all about the Christian religious rite of Baptism. They were welcomed by the Rev'd Bourne who explained that Baptism is a special ceremony that marks the beginning of a person's journey in the Christian faith.

She showed the children visual images of a baptismal font and used a bowl of water as a symbol of this in the school setting and explained how it is used to baptise someone. The children listened eagerly as she told them that water is a symbol of cleansing and new life. Just as we use water to wash our hands and faces, Baptism washes away sins and represents a fresh start in the Christian faith. She also explained that water is a powerful sign of God's love, reminding people of the way He gives life to all things.

Next, the children learnt about the different symbols and traditions of Baptism. She showed them a ceramic shell used to pour water on person's head and a special candle, which represents the light of Christ guiding the newly baptised person. The children also learned about the role of the cross, which is often marked on the forehead of the person being baptised as a sign that they belong to God.

To help them understand more, the children took part in a special re-enactment of a Baptism. A doll was used to play the role of the baby being baptised, and some children acted as parents and Godparents. The church leader played the role of the priest, explaining how clergy welcome the person into the Christian family. The children learned about the important vows made during the ceremony—promises to help the baptised person grow in faith, love others, and follow Jesus. They saw how Godparents and parents commit to guiding and supporting the child on their journey.

The visit and visual stimuli had a deep impact on the children. Many were fascinated by the way symbols like water and light carried such special meaning. Some asked thoughtful questions about the promises made during Baptism and

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what it means to be part of a Christian community. Rev'd Anne was delighted by their curiosity and felt encouraged by their enthusiasm to learn about faith.

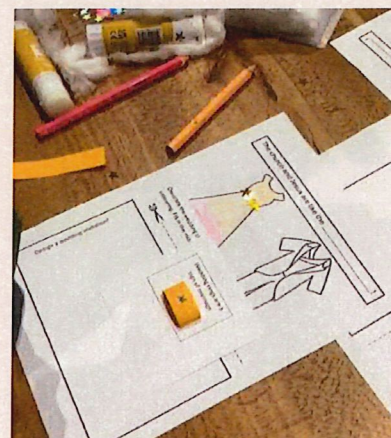
By the end of the visit, the children had a greater understanding of Baptism and its significance in Christian life. They left the church feeling inspired, knowing that this sacred tradition is a meaningful way of welcoming people into God's family.

On October 2nd, Year 3 students embarked on an enriching visit to St. Nicholas Church, Sevenoaks, to deepen their understanding of Christian wedding ceremonies. During the visit, the children enthusiastically participated in a role-play of a wedding ceremony, taking on various roles to bring the tradition to life. This hands-on activity allowed them to grasp the sequence and significance of the rituals involved. Following this, they channelled their creativity into designing outfits for the bride and groom, blending traditional elements with their imaginative flair.

The session concluded with an engaging Q&A, where the students posed insightful questions about Christian wedding practices. This interactive dialogue not only clarified their curiosities but also encouraged them to think deeply about the cultural and religious aspects of weddings.

This visit was invaluable in providing students with tangible experiences that enhance their learning. By stepping into a sacred space and actively engaging with its traditions, children gain a 'feel' of the faith and a sense of the 'spiritual', ensuring they take away more than just facts about beliefs and practices.

The staff and children from Year 3 extended heartfelt gratitude to the parent volunteers who accompanied them and to the staff at St. Nicholas Church for facilitating this memorable learning opportunity. The collaborative efforts of all involved made the day both educational and enjoyable, leaving a lasting impact on the students' understanding of cultural and religious traditions.



Signature of headteacher:

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3. Take a group of pupils (or staff) to visit a place of worship of another faith and encounter at least one community member

OR

Arrange for pupils to welcome someone of a non-Christian faith to school as part of a series of lessons on that faith

- Siri Guru Nanak Darbar Gurdwara
- Wednesday 22nd May 2024
- 2 Year 3 classes (64 Children)

A group of Year 3 pupils and three staff members visited a local mosque as part of their Religious Education (RE) curriculum. The aim of the visit was to deepen understanding of Siki and explore the role of the temple in the life of the Sikh community. The group was warmly welcomed by a community member, Mrs Deepinder Kaur Gill, who acted as the guide and speaker during the visit.

Impact on the Pupils

The visit had a profound impact on the pupils' learning. Many expressed how witnessing first-hand the generosity of the Sikh community towards themselves was inspiring. Pupils were given a tour of the temple and were amazed by the scale of the building being the largest temple in Europe. They noted and gained a deeper appreciation for the discipline and devotion involved in daily prayer. One pupil remarked, *"I didn't realize that Sikhs were required to remove their shoes and wash their hands before they prayed. This is very different to the way other faiths pray".*

Impact on the Leader

For the staff leader, the visit was equally transformative. Witnessing the pupils' genuine curiosity and respectful engagement was a reminder of the importance of experiential learning. The leader reflected on how the visit provided an opportunity to develop intercultural understanding and empathy, which are essential in nurturing a more inclusive school environment.



Signature of headteacher:

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4. Arrange an RE event in school, or locally, which includes aspects of more than one faith, or focuses on a religion or worldview not held by most of the school

Or

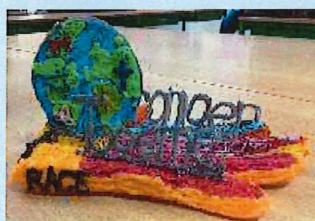
Enter a Competition to do with RE (such as 'Spirited Arts')

As a school we entered the 'Spirited Arts' competition 2024, as a school we choose to make entries for the 'Faith in Humanity' section. Children were asked to complete a piece of work for homework (from YR to Y6) and we were blown away by the standard of the entries. They were given information regarding the ways in which their work could be presented and examples from previous winners.

These are 3 examples of the entries made and commentaries from the children about their work:

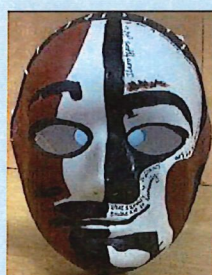
We're stronger together

I chose to create a 3D hand that shows how we can protect the world together. On top of the hand I included a world map and have shown different religions that are practised around the world and words such as religion race gender all being important.



Stereotypes

This mask was inspired by a piece of Picasso artwork I have at home. For me, it depicts how no matter what you look like or where you come from you should be valued as an individual. The wording I have written is 'Stereotypes fall in the face of humanity. Human beings are best understood one at a time. What sunshine is to flowers, smiles are to humanity' on the mask encapsulates what I think about faith in humanity and stereotypes.



Together we can be one

My work represents lots of different cultures and countries coming together as one. This is because I believe we can fight against all the bad things in the world and work together to find peace.

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Prayer days:

This year we celebrate prayer day on March 4th. As in previous years the children will complete 9 activities across the day. These activities are based on bible verses such as the prayer labyrinth based on Matthew 6: 5-8. The children look forward to these days as a chance to reflect on bible verses and based on the reasons to pray sorry, forgiveness, please, praise, thank you, on my own with God, family, community and the world. Each has a verse and each station is led by people with a faith background from the church or local community.

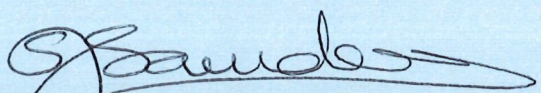


To celebrate Lady Boswell's 350th anniversary celebration we have renowned Mosaic artist Oliver Budd coming into school in February to work with our Year 6 classes to create a mosaic based on our school values (faith, honesty, respect, love kindness and forgiveness). This is an example of a previous piece of work that he created that is placed in our spiritual garden:



Signature of headteacher:

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| | |
|--------------------------------|---|
| Headteacher's signature | <p>I agree that this application for a WIRE award is accurate and representative of our commitment to widening inclusivity and impact in RE.</p> <p>Signature of headteacher: </p> |
|--------------------------------|---|

The WIRE was initiated by Bristol and South Gloucestershire SACREs to whom thanks go from Kent SACRE for such an excellent idea.

Development Plan September 2024- July 2025

PRIORITY OBJECTIVE: Advise the LA on RE given in accordance with the Agreed Syllabus

Advice and Guidance for Teachers

| What? | and How? | Reporting | Resources | Legal Requirements | Progress |
|---|--|---|--|---|---|
| Analysis of exam results | Compilation of local and national data | Written Draft report to SACRE Annual Report sent to NASACRE, the LA, the DfE and the Education Cabinet Committee | Consultant – 2 days SACRE Chairman | Publish an Annual Report which is sent to NASACRE and the DofE | Exam results arrived December Annual report written and sent out in February |
| Hold 3 meetings of SACRE p.a. plus 3 meetings of Chair's pre-briefing meeting | On a virtual platform or face to face as desired | Agendas and Minutes Financial Budget Annual Report | Consultant – 9 days Admin. support Chair Membership | Hold meetings in public. Make Agendas and Minutes available to the public | 2 meetings held in Maidstone. Summer meeting at Canterbury Cathedral |
| Advise LA on RE and CW matters relating its functions | Annual Report Verbal/written reports/briefings | Annual Report Verbal/written reports/briefings Publish annual report by December 2024 | Consultant – 4 days Admin. support SACRE Chairman | Produce and publish Annual Report to advise LA Meetings with LA Members & Officers as appropriate | continues |

| | | | | | |
|--|--|--|---|---|--|
| CPD for Kent schools | Continue with local network groups Face to Face meeting in September Secondary meeting in June 2025 | To SACRE after the events Report on progress | Adviser. Natasha, Andrew, Fiona, Liz- running local groups | Ensure good quality CPD for schools | Meeting in September Local groups run by teachers going well Secondary meeting will be in July |
| Support for collective Worship in Schools | Discuss cw in meetings Put on training for teachers? | SACRE members to attend training event Cllr members to report on CW from school visits | Adviser Guest Cllrs | To monitor quality and practice of CW In Kent schools | Website checking Summer 2025 |
| Monitor provision of RE and schools Encourage teachers to look at the Kelsi website | Re visiting Monitoring websites | Written summary to SACRE annually Guidance sent to schools Send a news sheet to RE Coordinators each term on Kelsi | Consultant – 2 days Admin. support | Monitor the provision and quality of RE | Website checking summer 2025 |
| The WIRE Award Encourage schools to take the award. Give advice | Advertise through news bulletin, the Kent and Medway Hub on Facebook and the Kelsi website. Tell teachers when the SACRE meeting will be. | Each termly meeting to look at any entries and judge them Members of SACRE to give out certificates to local schools | Certificates Judging panel of SACRE members | Monitor the provision and quality of RE | 2 Schools achieved in Autumn Other schools collecting evidence |

OBJECTIVE: Management of SACRE

| What? | and How? | Reporting | Resources | Legal Requirements | Progress |
|--|--|---|---|---|---|
| Raise profile and status of Kent SACRE | Use the self-evaluation toolkit to focus on developing areas Communications with LA and schools Relationship with LA Hold Kent Governors course | At SACRE meetings Evaluation and feedback to SACRE SACRE Annual report RE Consultant | SACRE members SACRE Chairman Consultant Admin. Support RE Consultant Enquire with Governor services -speak about new syllabus | Stakeholders to contribute to wider educational objectives of the LA December 2024 Governor knowledge of RE curriculum in schools | |
| Raise profile and status of Kent SACRE | Hold one meeting in the summer term in a place of worship | clerk | Vice chair to approach canterbury cathedral for 2025 | Raise profile and status of Kent SACRE | Meeting in Canterbury Cathedral |
| Membership of SACRE to better reflect diversity of religions and teacher community | Check membership and ask unrepresented groups to send a rep. Ask Kent teachers to attend | Verbally to SACRE | Membership Chair and Vice Chair Clerk to keep track of membership | Bring together local stakeholders to act positively for the LA on statutory duties for RE and CW and wider strategic educational objectives | Clerk continues to monitor this |
| Membership of SACRE training and understanding of educational objectives | Training for members during SACRE meetings Encourage members to attend NASACRE training event. | To SACRE and in Annual report | RE Consultant using NASACRE materials | Members to advise the LA on RE and CW and wider educational objectives of the LA | Training package purchased and members encouraged to take up training |
| Send rep to NASACRE AGM in May | Make sure that someone attends the NASACRE AGM | Report back to SACRE in the summer meeting and take any | Chair or other member | Understanding of wider issues in religious education | To decide reps in Spring |

| | | | | | |
|--------------------------|--|--|-------------------------------|---|---|
| | | actions necessary | | | meeting/ 3 Reps sent to AGM will report in Summer |
| Support high quality CPD | LA to be advised to commission CPD Collaboration with Dioceses Collaboration with CCCU and Regional (NATRE) Hub | Financial support from budget as appropriate Evaluation and feedback to SACRE | SACRE members SACRE Budget | Monitor the provision and quality of RE | Local groups continue |

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| | | Budget | Total Estimated Amount | Actual YTD Spend | Remainder available to spend |
|---|--------|------------|------------------------|------------------|------------------------------|
| | Subj | | | | |
| External Room Hire | 120000 | | £ - | £ 170.00 | |
| Public Transport Expenses | 230000 | | £ 219.20 | £ - | |
| Mileage Expenses | 242000 | | £ 149.78 | £ - | |
| Internal Refreshments | 342000 | | £ - | £ 79.00 | |
| Printing & Photocopying Charges | 350000 | | £ - | £ - | |
| Attendance Fees for Conferences | 440000 | | £ - | £ 360.00 | |
| Subscription to NASACRE | 451000 | | £ 175.00 | £ - | |
| Reimbursement to Academies for supply cover | 521000 | | £ - | £ - | |
| External Refreshments | 646000 | | £ - | £ - | |
| Reimbursement to Schools for supply cover | 680000 | | £ - | £ - | |
| Subsistence Expenses | 441000 | | £ 92.47 | £ - | |
| | | £ 5,000.00 | £ 636.45 | £ 609.00 | £ 3,754.55 |

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