

**Lancashire
Standing Advisory Council
on Religious Education (SACRE)**

Annual Report 2024-2025



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Words from the Chair of Lancashire SACRE



On behalf of Lancashire SACRE I welcome this report on our work in the academic year 2024 – 25. I wish to thank Alison Lloyd, who retired as SACRE Support Officer in August 2025 and Afrasiab Anwar, who has taken over the role and produced this report. We are also very fortunate in the high quality of clerking support and the contributions of our diverse membership. A particularly pleasing feature of this academic year is the very high response from schools to the annual survey; consequently, I wish to thank the headteachers and RE staff for their contribution.



John Wilson
Chair, Lancashire SACRE

Words from Cabinet Member for Education & Skills

I'm delighted to be part of SACRE as I am passionate about the value of Religious Education, and see supporting SACRE as a key part of my role as the Cabinet Member for Education and Skills at LCC. Good quality Religious Education is essential to give young people the best possible experience in school and prepare them for their lives ahead, whatever they may choose to do. It is crucial to understand the impact of Christianity on our history, legal system, art and wider society, and to appreciate how all the major faith communities and worldviews contribute to our society. Learning RE is also an opportunity to really develop young people as thinkers - to give them the tools to debate and discuss different perspectives in a respectful and articulate way, with pedagogies such as Philosophy 4 Children enabling young people to bring their own experiences and views into perspective, and to learn how to engage with others who have different life experiences and give them skills to succeed in all areas of education and life.



County Councillor Matthew Salter



Meetings of the Lancashire SACRE

Lancashire SACRE met four times during the reporting period. All meetings were in-person meetings. The following table gives a brief overview of the agenda items for each meeting:

Date	Contents
18 November 2024	-Election of chair and vice chair -Faith & wellbeing discussion with NHS Foundation Trust -SACRE Constitution & Terms of Reference Review -Agreed Syllabus Conference Update & Terms of Reference - New Member induction Material -Updated RE Directory - SACRE Newsletter Autumn 2024 -Religious Education & Governors -Approval of Calendar of meetings -Members' News -Building Bridges Update -Observer Contributions -Correspondence
03 February 2025	-Membership Update - Report of The SACRE Officer - Lancashire SACRE Annual Report 2023-2024 - In Conversation with NASACRE - Building Bridges Update - Members' News (Including feedback from training and Development) - Observer Contributions -Correspondence
28 April 2025	-Membership Update -SACRE Spring Newsletter -Collective Worship Training -Curriculum & Assessment Review – Interim Report -NASACRE Update -Summer Term School Visits - Building Bridges Update -Members' News (Including feedback from training and Development) - Observer Contributions -Correspondence
7 July 2025	-Membership Update -Lancashire Humanists Membership Status -NASACRE annual conference feedback -Development Plan 2023-2025 -Observers' contributions and members' news. -Correspondence

Minutes of the meetings can be accessed on the Lancashire SACRE web site:

<http://council.lancashire.gov.uk/mgOutsideBodyDetails.aspx?ID=385>



An attendance overview can be found below:

SACRE Attendance 2024/2025

Representative Group	18.11.24	03.02.25	28.04.25	07.07.25
Group 1 - Christian and other religious denominations which appropriately reflect the principal religious traditions in the area	4	3	1	3
Group 2 - Representing the Church of England	3	2	2	2
Group 3 - Representing the Teaching Associations	3	3	0	3
Group 4 - Representing Lancashire County Council	3	2	3	1
Co-opted Members	2	1	1	1
Observers	2	1	1	1
Officers	3	3	2	3
Total	20	14	9	13



Quality and Standards Committee

The QSS is a working party that meets between meetings of the full SACRE to drive forward the SACRE's business. Meetings of this smaller committee are open to all members and were held three times during the reporting period as follows. All meetings were held virtually.

Date	Contents
10 September 2024	- SACRE Induction Pack - Raising profile of SACRE with School Governors - Updated RE Directory
15 January 2025	- Lancashire SACRE draft Annual Report - Initial Teacher Training Providers Handbook - Education (assemblies) Bill. Collective Worship Implications - SACRE Membership – Update on Muslim Representation
10 September 2025	- Pupil / Student voice - Westhill or Culham St Gabriels Award - Proposed 2026 programme of meetings for SACRE QSS



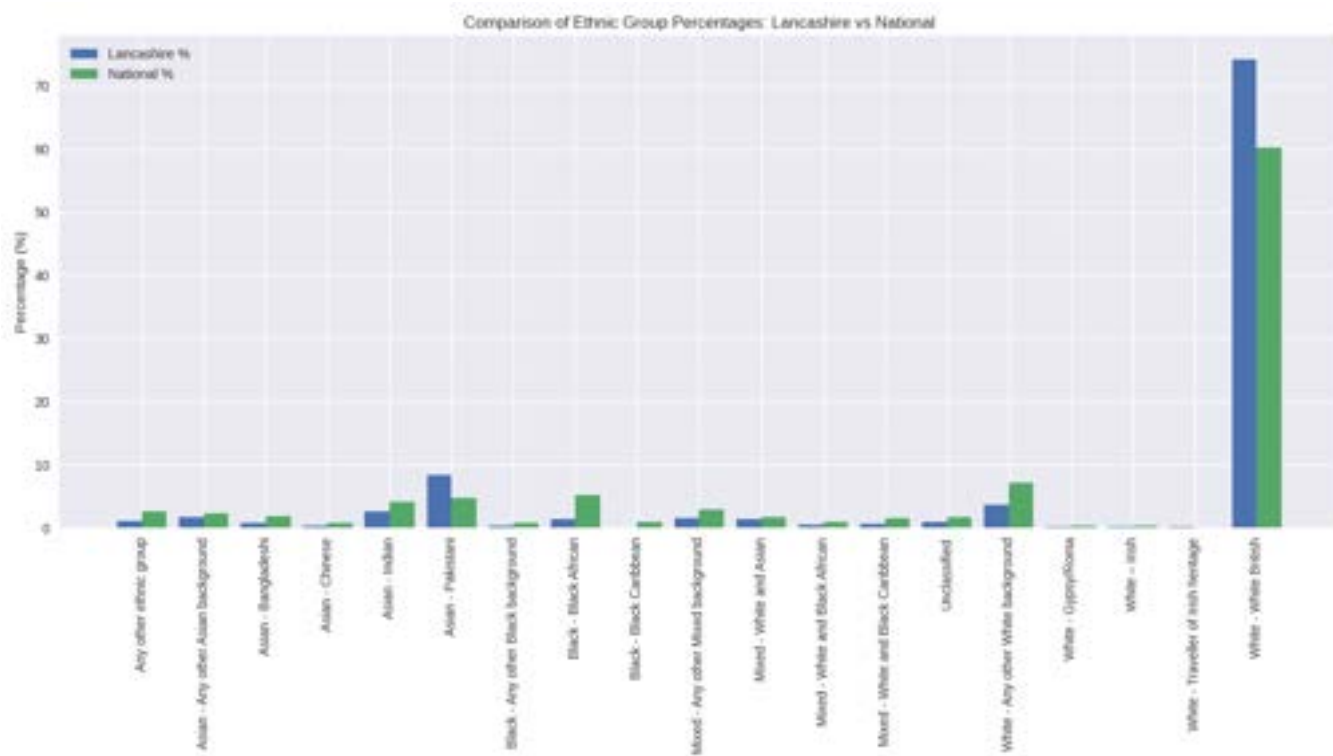
Ethnicity Across Lancashire Schools

Number and Percentage of Pupils 2025

	Lancashire Number	Lancashire %	National Number	National %
Any other ethnic group	1850	1.04	212612	2.52
Asian - Any other Asian background	3097	1.74	195694	2.32
Asian - Bangladeshi	1387	0.78	152024	1.80
Asian - Chinese	644	0.36	65703	0.78
Asian - Indian	4663	2.62	351620	4.16
Asian - Pakistani	14804	8.32	393720	4.66
Black - Any other Black background	482	0.27	67301	0.80
Black - Black African	2415	1.36	437625	5.18
Black - Black Caribbean	98	0.06	76646	0.91
Mixed - Any other Mixed background	2786	1.56	245017	2.90
Mixed - White and Asian	2550	1.43	146348	1.73
Mixed - White and Black African	879	0.49	80582	0.95
Mixed - White and Black Caribbean	1191	0.67	134001	1.59
Unclassified	1685	0.95	138423	1.64
White - Any other White background	6539	3.67	600734	7.11
White - Gypsy/Roma	343	0.19	28416	0.34
White – Irish	227	0.13	20144	0.24
White - Traveller of Irish heritage	201	0.11	6586	0.08
White - White British	132185	74.25	5096013	60.31

*The totals include state-funded nursery, primary, secondary, alternative provision (AP) schools and special schools, and non-maintained special schools. It does not include independent schools nor general hospital schools. This is because independent and hospital schools submit an aggregate school level census that does not include characteristics breakdowns such as ethnicity, age and language.

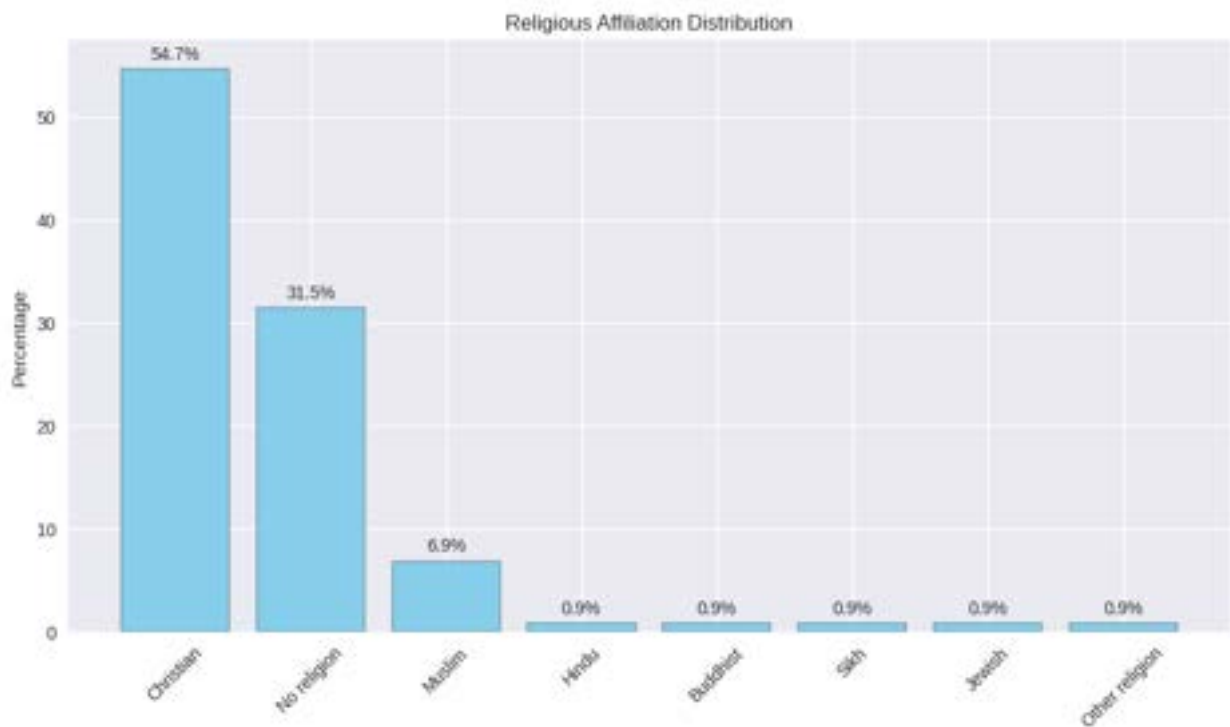




- Lancashire has a much higher proportion of White British (74.25%) compared to the national average (60.31%).
- Asian Pakistani stands out in Lancashire at 8.32%, nearly double the national figure of 4.66%.
- Conversely, Black African is significantly lower in Lancashire (1.36%) compared to the national average (5.18%).
- Other minority groups (e.g., Indian, Bangladeshi, Caribbean) also tend to be less represented in Lancashire compared to national figures.

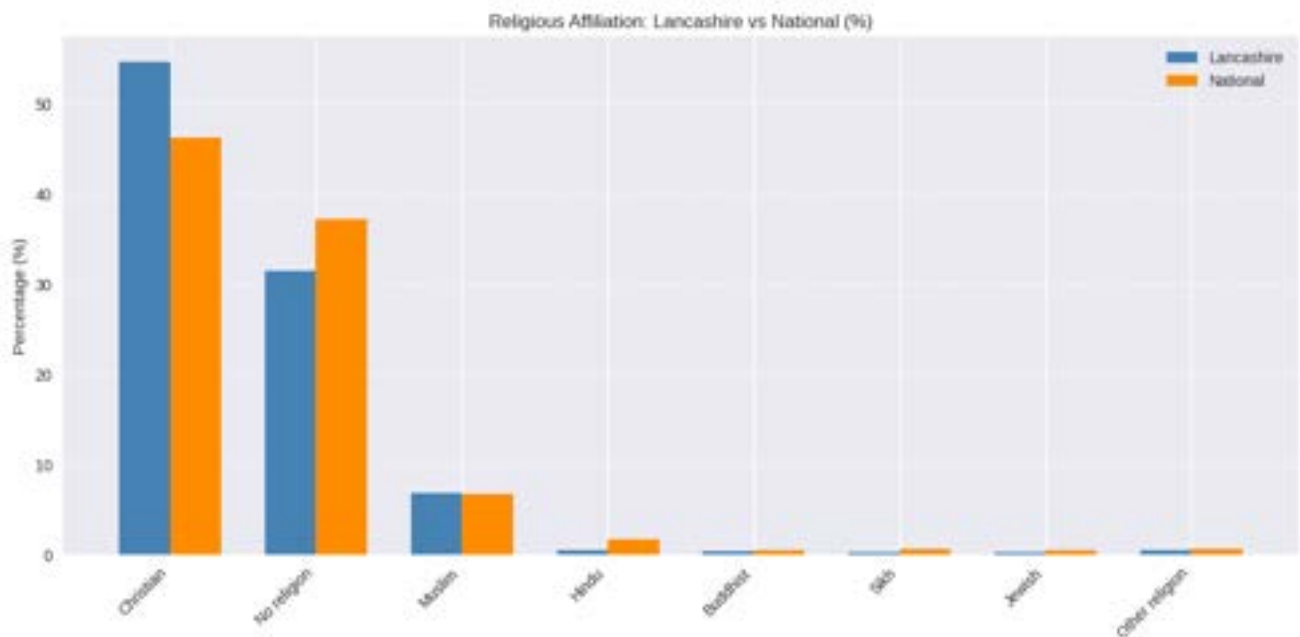
2021 Lancashire- 12 area Census Data

Christian	54.7%
No religion	31.5%
Muslim	6.9%
Hindu	< 1%
Buddhist	< 1%
Sikh	< 1%
Jewish	< 1%
Other religion	< 1%



- Christianity remains the majority at 54.7%.
- No religion is the second largest at 31.5%, showing a strong secular trend.
- Muslim at 6.9% is the most significant minority faith.
- All other religions (Hindu, Buddhist, Sikh, Jewish, Other) are each less than 1%, so they appear as small but important bars.





Key insights

- **Christianity:** Higher in Lancashire (**54.7%**) compared to the national average (**46.2%**).
- **No religion:** Lower in Lancashire (**31.5%**) than nationally (**37.2%**), showing a stronger secular trend nationally.
- **Muslim:** Very similar — **6.9% in Lancashire** vs **6.7% nationally**.
- **Hindu, Sikh, Jewish, Buddhist, Other:** All remain under **1% in Lancashire**, while nationally they are slightly higher (e.g., Hindu **1.7%**, Sikh **0.6%**, Jewish **0.5%**).
- The chart highlights **regional differences in faith composition**, showing Lancashire's stronger Christian presence and lower secular proportion compared to the national picture.

More detailed information can be found here:

[Religion - Lancashire County Council](#)

Agreed Syllabus Conference

In October 2024 Lancashire County Council agreed to convene an Agreed Syllabus Conference (ASC) for the purpose of reviewing the Lancashire Agreed Syllabus for Religious Education. Significant progress has been made over the past twelve months to develop the new syllabus. Lancashire SACRE propose to officially launch the new syllabus in Summer 2026 to meet our legal obligation.

During the reporting period, the Lancashire Agreed Syllabus for Religious Education (RE) was adopted by at least five Lancashire academies and 17 non-Lancashire academies. Four Local Authorities use the Lancashire Syllabus. Namely Wigan, Warrington, Halton and St Helens. Some Blackpool schools also buy into Lancashire's website resources.

Religious Education (RE)

Four associate consultants support the work of the LA Officer who is attached to the SACRE. Three are primary specialists. They enable the authority to provide a continuous programme of teacher training to improve subject knowledge in the teaching of RE. The following support was provided during 2024-2025:

- Termly newsletters which signpost schools to new resources, national developments and advice.
- Free support to those schools where provision for RE is evaluated to require some improvement. This is informed by Ofsted reports and information from the annual school survey.
- Training for those in school-based initial teacher training (SCITT)
- Training to clusters of schools across Lancashire.
- Free termly network meetings.
- Training for secondary teachers on how to raise standards across KS4.
- Training on assessment and moderation in religious education
- Training for other authorities who buy into the syllabus.
- 1: 1 consultancy for individual schools.

Lancashire SACRE has continued to improve methods of communication with schools. This includes the website, a termly newsletter and a twitter page in addition to use of the county portal and emails. A new electronic click form is now available for schools who want to request support for RE. This is located on the RE Website.



Monitoring of Religious Education (RE)

SACRE uses several methods to monitor standards and the quality of provision in RE.

For example:

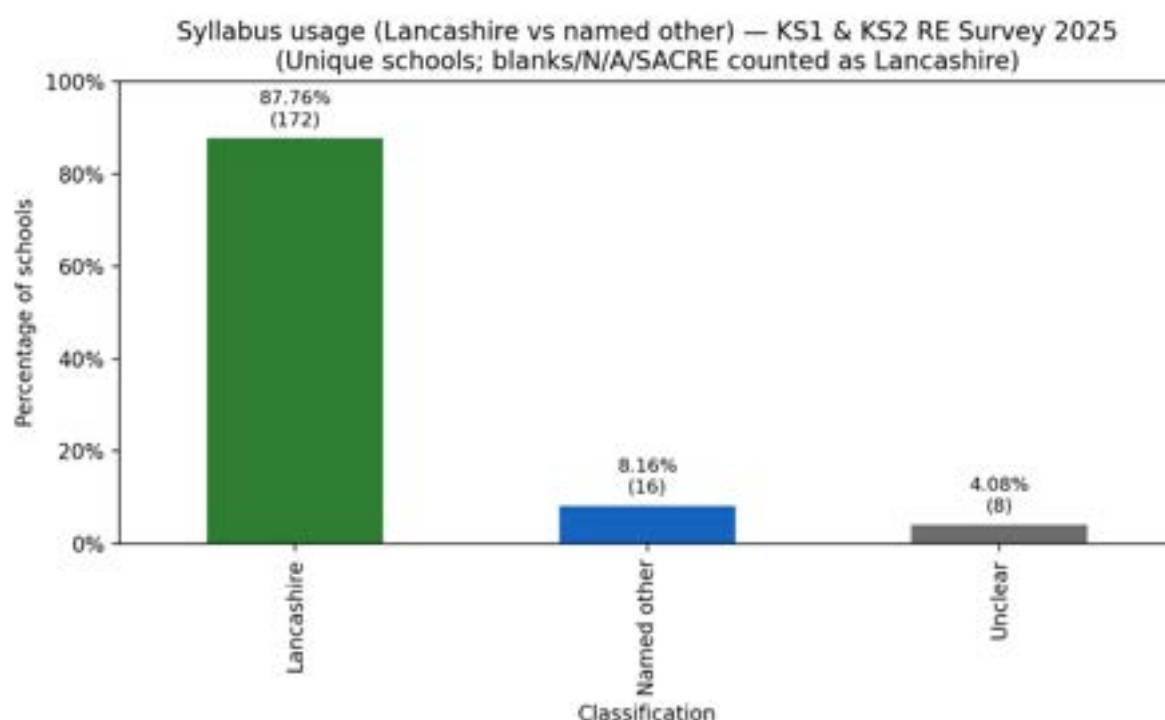
- Scrutinising Ofsted and SIAMs inspection reports.
- Collecting end of key stage attainment data.
- Analysing published data for GCSE/ A level.
- Requesting the completion of an annual school self- evaluation to check statutory duties and request feedback from schools.
- Analysing the Lancashire pupil attitude questionnaire.
- Undertaking school visits to celebrate and share good practice or inviting schools to attend SACRE meetings.
- Monitoring school websites
- Monitoring requests for withdrawal
- Analysing feedback from teachers who attend training.

Each year all schools are asked to complete a school self-evaluation survey. The survey provides an overview of the quality, provision and outcomes of Religious Education (RE) across Lancashire schools during the 2024–25 academic year.

Outcomes from the 2025 survey are as follows:

Survey Responses

A total of 239 schools responded to the SACRE RE Survey 2025. This represents strong engagement from primary schools and a representative sample of secondary schools. Lancashire SACRE are very grateful for their participation.



Of the primary schools that responded:

- 88% use the Lancashire Syllabus
- 8% Named Other
- 4% unclear

Attainment and Standards in RE (Primary)

The majority of responding schools report that pupils are working at or above age-related expectations in RE. Primary schools indicate secure progression across KS1 and KS2, while secondary schools highlight strong outcomes where curriculum time and specialist staffing are in place.

75.8% of pupils met expected at KS1

79.5% of pupils met expected at KS2

Quality of RE – School Self-Evaluation (Primary)

Most schools judge the quality of their RE provision as Good, with a significant minority identifying aspects of Outstanding practice. Very few schools judged RE as requiring improvement overall.

Outstanding	6.4%
Good	92.6%
Requires Improvement	1.1%

Strengths in Practice (Primary)

Key strengths identified by schools include well-sequenced curriculum aligned to the Lancashire Agreed Syllabus, engaging teaching approaches, and enrichment opportunities such as visits to places of worship and visitors from faith and belief communities.

Strong links with local faith communities

This is by far the most common strength.

Schools highlighted:

- Regular visits from local **faith leaders**



- Faith leaders delivering assemblies or workshops
- Partnerships with **churches, mosques, temples, synagogues**
- Use of **Building Bridges** or similar interfaith organisations

Examples:

- “Excellent links with the local church”
- “Local Reverend visits every other week”
- “Visitors from Jewish, Sikh and Hindu faiths”

High-quality RE curriculum and planning

Many schools praised their curriculum structure, sequencing, and clarity.

Themes included:

- Well-planned units with **big questions**
- Progressive, bespoke RE curriculum
- Use of **knowledge organisers**
- Consistent planning across RE and CW

Examples:

- “Our RE curriculum is bespoke and progressive”
- “Consistent planning so everyone knows the themes”

Use of artefacts, real-life objects and experiential learning

Schools emphasised hands-on learning as a strength.

Examples:

- “Looking closely at real life artefacts”
- “Children share their RE learning through class assemblies”
- “Use of floor books to reflect teaching”
- “Working walls and continuous provision in EYFS/KS1”

Visits to places of worship

Many schools highlighted educational visits as a key strength.

Examples:

- “Y6 visit to the Buddhist temple in Ulverston”
- “Each year group visits a place of worship annually”
- “Church visits linked to current learning”



Inclusive and respectful learning environments

Schools described strengths in:

- Encouraging children of different faiths to share their experiences
- Promoting respect and diversity
- Creating safe spaces for discussion

Examples:

- “Children of all faiths are invited to reflect on how their lives are influenced by faith”
- “Teaching with a focus on diversity and respect”

High-quality collective worship

Many schools rated CW as a strength, especially where:

- Worship is values-based
- Themes are consistent and well planned
- Children participate actively

Examples:

- “Pod worship deepens understanding and collaboration”
- “Collective worship based on school values”
- “Calm and reflective start to the day”

Strong assessment practices

A smaller but notable group mentioned assessment as a strength.

Examples:

- “Use of entry and exit tickets”
- “Multiple choice questions and picture-based assessment”
- “Scrapbooks as evidence base”

Skilled and committed staff

Some schools highlighted:

- Strong subject leadership
- Staff collaboration



- Good adaptation for SEND pupils

Examples:

- “We are very skilled in adapting the curriculum for SEND”
- “Subject leaders work collaboratively”

Celebration of religious festivals

Schools described:

- Whole-school celebrations
- Linking learning to real-world religious events

Examples:

- “End-of-unit celebrations aligned with real-life events”
- “Celebrating Christian events in school and church”

Overall Themes

Across the dataset, the most common strengths were:

1. **Links with local faith communities**
2. **Well-planned and progressive RE curriculum**
3. **Visits and visitors**
4. **Use of artefacts and experiential learning**
5. **Values-based, well-structured collective worship**

These themes show a strong emphasis on **community engagement, experiential learning, and clear curriculum structure**

67% of schools have a nominated RE governor



Areas for Development and Support Requested (Primary)

Schools most commonly request further support with subject knowledge (particularly non-Christian worldviews), assessment in RE, curriculum planning for mixed-age classes, and access to high-quality CPD.

Theme	Frequency
Faith visitors (Esp Muslim)	★★★★★ Most common
Visits to places of worship	★★★★
Resources & artefacts	★★★★
Collective Worship planning	★★★
Assessment in RE	★★★
Staff CPD	★★★
Curriculum development	★★
Class worship ideas	★★
SEND support	★

Finding visitors from a range of faiths

This is the **most common support request**.

Schools said they struggle to:

- Find **faith visitors**, especially **Muslim** and **Jewish** speakers
- Identify **SACRE-approved contacts**
- Bring in **diverse faith representatives** for assemblies or RE lessons

Examples:

- “We are struggling to find visitors who are of the Islamic faith.”
- “Would like more visitors in school from other faiths.”
- “Support with inviting leaders of other faiths into school.”

Organising visits to places of worship

Schools reported difficulties with:

- Cost of transport
- Lack of local places of worship
- Logistical challenges

Examples:



- “Visits out are tricky because of the cost of transport.”
- “Finding places of worship to visit that are local and accessible.”

Resources and artefacts

Many schools want:

- More **artefacts**
- Shared resource banks
- Updated videos and online materials
- Inclusive CW resources

Examples:

- “Resourcing religious artefacts.”
- “A bank of resources to share with others.”
- “Updated ideas/links for useful videos and resources.”

Collective Worship support

Schools asked for help with:

- Planning CW
- Making CW inclusive
- Understanding statutory requirements
- Improving quality

Examples:

- “Support for staff who deliver CW.”
- “Understanding the provision of collective and daily worship.”
- “More inclusive resources for Collective Worship.”

Assessment in RE

A recurring theme was uncertainty about:

- How to assess RE effectively
- Supporting staff with assessment
- Identifying greater depth

Examples:

- “Support with the assessment of RE.”



- “Supporting/assessing pupils who are working at a greater depth.”

Staff CPD and subject knowledge

Schools highlighted:

- Lack of recent RE CPD
- Need for training on new syllabus
- Support for non-specialist teachers

Examples:

- “We have not had ANY CPD for so long in RE.”
- “When is the revised syllabus being released?”
- “Further staff meetings and training needed.”

Curriculum development

Some schools want support with:

- Developing inclusive RE curriculum
- Improving quality of teaching
- Using knowledge organisers
- Understanding new syllabus expectations

Examples:

- “Room to improve the quality of teaching and lessons.”
- “Developing more inclusive resources.”

SEND and inclusion

A smaller number mentioned:

- Adapting RE for SEND
- Ensuring CW is accessible

Example:

- “Support for SEND schools to work together.”



Ideas for classroom worship

Schools asked for:

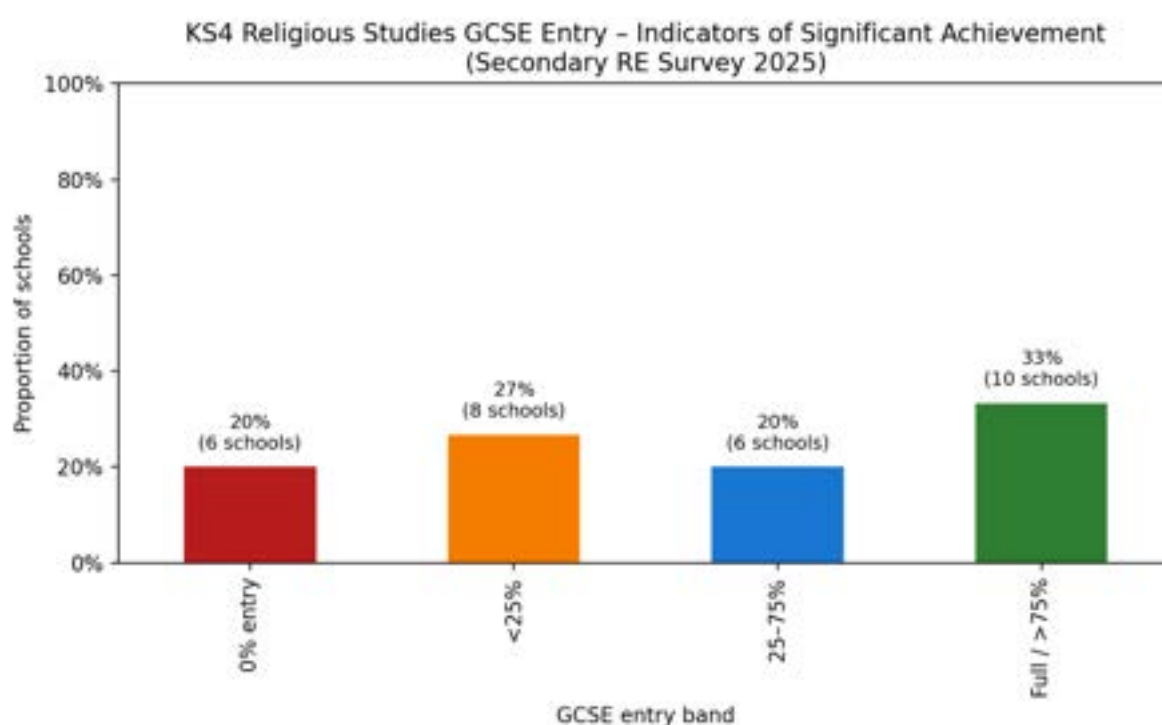
- New ideas for class-based worship
- WAGOLL (What A Good One Looks Like) examples

Examples:

- “New ideas for class worship in a community school.”
- “Benefit for staff to participate in example CW sessions.”

GCSE Religious Studies

Approximately one-third of pupils in responding secondary schools are entered for GCSE Religious Studies. This figure is broadly in line with national averages, though there is notable variation between schools.



Across responding secondary schools, an average of 41.5% of Y11 pupils were entered for a full GCSE in Religious Studies. This headline figure masks significant variation between schools, ranging from no entries in some settings to full-cohort entry in others.



Importantly, this Y11 figure does not fully reflect KS4 coverage. Several schools reported that all pupils sit GCSE Religious Studies in Year 10, or described their provision as “**full cohort**”. In these cases, pupils complete the qualification earlier in KS4, which depresses Y11 entry statistics while still indicating strong entitlement and coverage across KS4 as a whole.

The most frequently raised area for support is non-examined RE at KS4. Schools are seeking clearer guidance on:

- **Curriculum models** that meet statutory requirements
- **Minimum taught time expectations**
- **Assessment approaches** for non-examined courses
- Evidence of **compliance and progression**

This reflects uncertainty across the subject, particularly where GCSE RS is optional or taken by a limited cohort.

Schools report ongoing challenges in recruiting and sustaining RE specialists, with non-specialists delivering significant parts of KS3 and KS4 in some settings. This is accompanied by repeated requests for:

- **Targeted secondary-specific CPD**
- Support focused on **Ofsted expectations** and deep dives
- Opportunities for **subject leader development**

While 22 schools report regular access to RE professional development, 10 schools do not, suggesting scope for more coordinated county-wide CPD for secondary RE.

Most schools report that curriculum time for RE is sufficient; however, six schools identify this as an issue. Non-exam KS4 provision is frequently allocated less than one hour per week, which limits depth of learning and challenges meaningful assessment.

A small number of schools highlight a need for support in:

- **Assessment**
- **Moderation and consistency**
- **Quality assurance processes**, especially where non-specialists teach RE

This is closely linked to staffing capacity and curriculum time.

What schools are doing well

Despite the challenges above, the survey shows strong practice across many secondary schools:

- Robust quality assurance is common, including learning walks, book scrutinies, pupil voice, data analysis, external QA and subject reviews.



- Strong KS4 entitlement is evident in schools offering full-cohort GCSE RS or early entry models, typically supported by 2–3 hours of RE per week.
- Commitment to subject knowledge and CPD is evident through widespread engagement with NATRE, AQA, REtoday, diocesan training and subject networks.
- Curriculum breadth is a strength, with most schools covering both Abrahamic and Dharmic traditions and framing RE to prepare pupils for life in a diverse society, often drawing on Religion and Worldviews approaches.

Schools self-assessment as **Good** or **Outstanding** describe:

- Regular learning walks, book looks and moderation
- Systematic monitoring cycles linked to reports and action planning
- SLT engagement and drop-ins supporting subject leaders
- Collaborative deep dives and governor involvement
- Internal and external QA reviews embedded within wider school systems

Ofsted and SIAMS Evidence

Inspection evidence indicates that RE makes a strong contribution to pupils' personal development, cultural capital and understanding of diversity. SIAMS inspections frequently identify RE as a strength in Church schools.

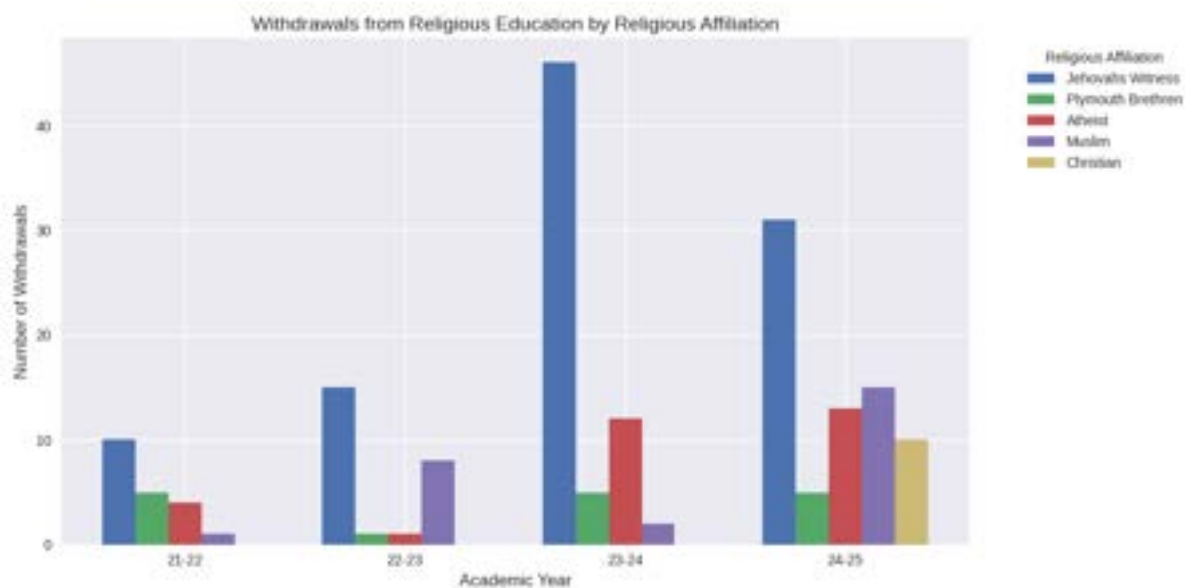
Withdrawal from RE

Withdrawal from RE remains very low across Lancashire schools. Where withdrawals occur, numbers are small and typically relate to specific religious convictions.

The majority of RE withdrawals come from:

- **Jehovah's Witness families**, followed by
- **Plymouth Brethren**,
- **Christian families with specific objections**, and
- A small number of **non-religious families** with concerns about particular lessons or visits.





- **Jehovah's Witnesses consistently had the highest number of withdrawals**, peaking at 46 in 2023–24.
- **Atheist and Muslim withdrawals increased notably in 2024–25**, suggesting a growing trend of secular or religiously diverse opt-outs.
- **Christian withdrawals were negligible until 2024–25**, when they rose to 10.
- **Total withdrawals rose steadily**, from 20 in 2021–22 to 74 in 2024–25

Collective Worship

Collective worship is well established in primary schools and varies in structure in secondary schools. Overall, it contributes positively to school ethos and values education.

A comprehensive suite of documents are available on the RE website to support schools in meeting their legal obligations with regards to the delivery of collective worship. This resource is entitled 'Mirrors and Doors 2' and was updated in 2021. The documents available are as follows:

- Example of a collective worship Policy
- Resources
- List of themes for primary RE
- Suggested programme of themes in action for primary RE
- Suggested programme of themes in action for secondary RE
- Long Term Planning Grid
- A Planning, Recording and Evaluation Pro-forma for a Week
- An Act of collective worship Pro-forma
- Monitoring Pro-forma
- 32 ideas about collective worship from RE Today (2011)
- Where is God? A visual resource to demonstrate an assembly idea (2011)



Feedback on Collective Worship reflects an improving picture with many schools assessing their provision as outstanding. Training will be offered to any schools who require improvement in this area.

Conclusion

Overall, the survey results demonstrate that RE in Lancashire schools is generally strong, with many examples of good and outstanding practice. SACRE will continue to support schools through guidance, professional development and partnership working.



GCSE Outcomes (KS4)

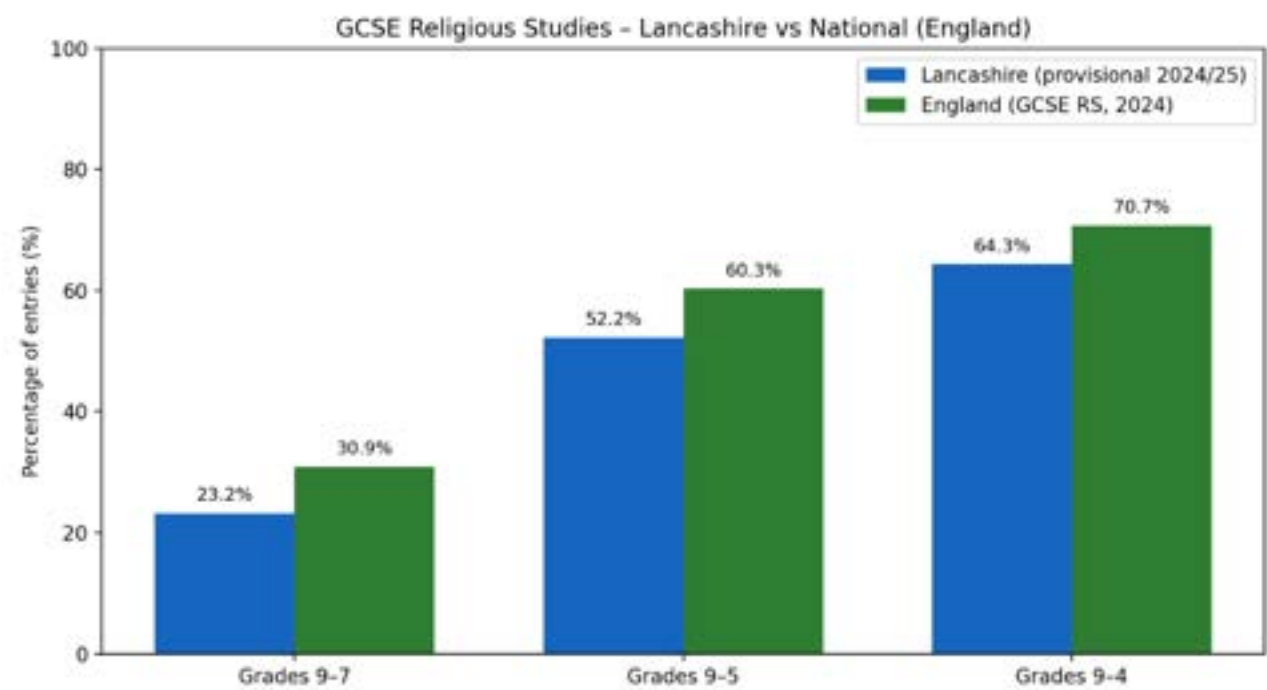
Here are the provisional GCSE Religious Studies grades for Lancashire 2024/25:

Entries	9	8	7	6	5	4	3	2	1	U
7107	5.1	7.6	10.5	15.3	13.7	12.1	15.0	11.3	6.8	2.5

Provisional GCSE Religious Studies Outcomes – Lancashire (2024/25)

- **Total GCSE RS entries: 7,107**
- **Grades 9–7: 23.2%** of entries
(strong higher-attainment performance)
- **Grades 9–5: 52.2%** of entries
(a majority achieving a good standard or above)
- **Grades 9–4: 64.3%** of entries
(nearly two-thirds meeting the standard pass benchmark)
- **Grades below 4 (3–U): 35.7%** of entries
(indicating ongoing challenges with lower-attaining cohorts)

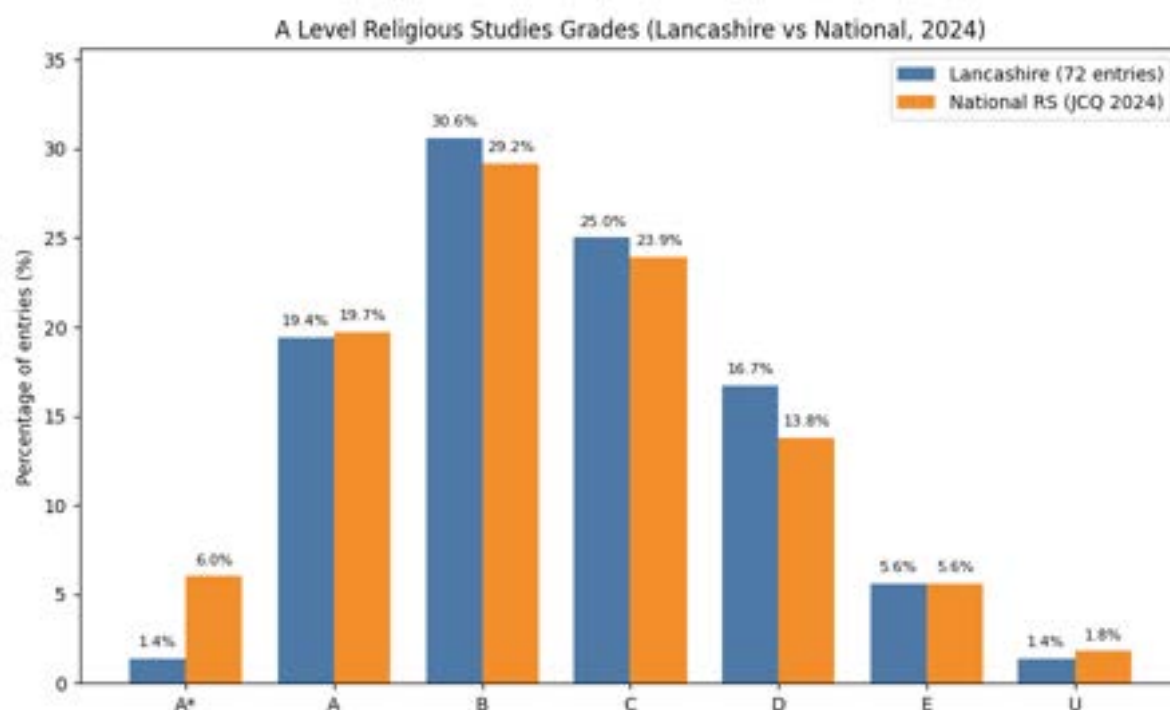
Overall, Lancashire’s provisional GCSE Religious Studies results show a **balanced attainment profile**, with **over half of pupils achieving Grade 5 or above** and a solid proportion reaching higher grades, alongside a clear need for **continued support for lower-attaining learners**.



KS5 Outcomes 2024 (A level)

Provisional A level Religious Studies grades for Lancashire 2024/25 (72 entries):

A*	A	B	C	D	E	U
1.4%	19.4%	30.6%	25.0%	16.7%	5.6%	1.4%



Lancashire's 2024 A-Level Religious Studies results show a broadly strong performance, with the combined A–B grades closely mirroring the national picture, indicating that learners locally are achieving in line with students across England at these upper-middle levels.

Advice provided to the Local Authority

During 2024/2025 the SACRE has provided advice to the Local Authority on a range of matters relating to policy and provision for Religious Education. For example:

- Recommendations on the variety of professional development and breadth of support provided to schools. This ensured that the LA targeted support to those areas of need identified in the self-evaluation survey as well as those school who are struggling to provide quality RE.
- Advice on how to engage with academies. The LA has ensured that academies can access all of Lancashire's RE resources, are included in all circulation lists and invited to participate in surveys.
- Advice on aspects of monitoring that the SACRE wish to engage with.
- Advice on how to develop pupil voice.

SACRE has not referred any issues to the Department for Education during the past academic year.

Complaints and FOI requests

SACRE has a role in investigating complaints against schools in relation to RE and Collective Worship. No such complaints were received in the past year.

During the reporting period, the Local Authority received no formal requests for information under the FOI act.

Academies

Lancashire SACRE ensure that all Lancashire academies are provided with free access to resources to support delivery of the Lancashire Agreed Syllabus. The SACRE are currently discussing ways to strengthen relationships with academies as identified in the development plan.



REQM, Religious Education Council

Lancashire SACRE encourages schools to apply for the RE Quality Mark and regularly signposts schools to the audit tool. Schools can apply for three levels of the REQM award. See <http://www.reqm.org>

Determinations

Determinations are made where a school, on behalf of a number of parents, requests Collective Worship other than that set down by statute. No such requests have been received by SACRE during the past year. A Determination Request Proforma was designed and created by SACRE for use if needed.

Links with other Agencies

The Lancashire SACRE continue to maintain positive links with several agencies namely:

The Lancashire Governance Association (LGA)

The Lancashire Association of School Governing Bodies is an independent Governors' organisation, run by Governors for Governors. Nearly 500 Governing Bodies subscribe to the Association. The LGA speaks on behalf of, and represents, Governors in Lancashire.

The National Association of SACREs (NASACRE)

NASACRE works to support, strengthen and promote the work done by local SACREs and represents the interests of members at a national level.

The LA Officer and another SACRE member, representing one of the teacher unions, represented Lancashire at the NASACRE Annual Conference. Feedback was provided to all SACRE members.

Diocesan Groups

Lancashire SACRE maintains positive links with the following Diocesan groups e.g.

Anglican – Blackburn, Liverpool, Leeds and Manchester

Roman Catholic – Liverpool, Lancaster and Salford.

Methodist – Lancashire District



NATRE and RE Today

NATRE is a subject association for religious education professionals in primary and secondary schools. It provides a focal point for their concerns, a representative voice at national level, and publications and courses to promote professional development.

RE Today Services works to support multi-faith RE in schools by providing consultancy, teaching and learning resources and a subscription service.

Several SACRE members have strong links with NATRE and RE Today. This ensures that all members are continually updated with new national developments in the teaching and assessment of RE.

Universities (University of Cumbria and Edge Hill University)

During the last academic year Lancashire SACRE forged positive links with local universities. Regular contact is made with Edge Hill University through the Senior lecturer in RE and former NASACRE chair.

Northwest Hub (NWHub)

For several years, Lancashire SACRE has hosted the 'Northwest Hub' SACRE network. Representatives from several SACREs across the Northwest are invited to come together to raise issues of common concern and share good practice.

Representatives from Halton, Blackpool, Bolton, Bury, Cumbria, Lancashire, Rochdale, Warrington, St Helens and Wigan are usually represented.

The SACRE supports the work of other local authority teams within Lancashire. Such as the Equality and Diversity team and PSHCE department.

Local SACRE Involvement

Lancashire SACRE has worked with Community and Faith groups to offer schools a unique chance to enrich Religious Education (RE) through visits from faith representatives and trips to places of worship. By signing up for a Service Level Agreement (SLA), schools can bring faith and religion to life through lived experiences. These workshops are customised to meet the specific needs of each school and are an excellent way to promote and celebrate Lancashire's diversity through positive role models.

In addition, to the above, SACRE members ensure that schools are signposted to a range of faith events across the county for example linked to Interfaith Week and the UN sponsored World Interfaith Harmony Week. Lancashire SACRE has connections with the Lancashire Education Improvement Equality and Diversity Team, Faith in



Lancaster Interfaith Group, Building Bridges Burnley, Building Bridges Pendle and Building Bridges Preston.

SACRE Management and Operation

During the reporting period, Lancashire SACRE was supported by the following officers of the County Council:

Alison Lloyd, LA Officer

Special Support School Adviser

Dave Gorman

Senior Democratic Services Officer

SACRE continues to be well supported by the Local Authority. Funding has been used to pay for:

- The services of RE consultants e.g., for writing resources, providing consultancy support and leading INSET
- The time of the LA Officer (15 days/ year)
- Administrative support (0.5/ week)
- Supply cover for teachers supporting the work of the SACRE
- Attendance at NASACRE conferences and travel expenses
- Room letting rates for meetings, e.g., hosting the NWHub.
- Subsidising courses and offering free network meetings.

