

SACRE Annual Report

2024 - 2025

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Introduction from the Chair

Welcome to the Annual Report for North Yorkshire Standing Advisory Council on Religious Education, covering the school year 2024-2025.

North Yorkshire SACRE has had another productive year, and I have been proud to continue in my role as Chair, supported by Sarah Beveridge as the Vice Chair. Since the last report, Jo Colledge and David Haddock have both left the committee. I would like to thank them for their valuable contributions to SACRE. At the same time, I have been very pleased to welcome Mary Lou Byrne and Mayan Leadley-Yoward to our team and am looking forward to working with them.

Our members are the beating heart of North Yorkshire SACRE, always ensuring that the right issues are discussed, the right views are sought, and the right actions are taken. Like much of working life, our meetings continue to be hybrid affairs, with some members joining virtually and others physically.

I would like to thank all members of North Yorkshire SACRE who have given their time and attention to SACRE over the past year – faith representatives, teachers, and councillors. Olivia Seymour, our Professional Religious Education Adviser, has informed and supported our work throughout the year, together with Julie Pattison and Heather Russell on behalf of the Local Authority. I would also like to thank Edward Maxwell for clerking for SACRE in the past year.

A highlight of the year was the introduction of school presentations to SACRE. This began with an engaging input from Mary-Lou Byrne, RE lead from Nidderdale High School in Pateley Bridge. Members learned about the pedagogical approaches used by Mary-Lou to inspire the pupils that she teaches, including the opportunity for members to see the quality of work that her pupils produced.

Supporting and upskilling the teachers of Religious Education remains a clear focus, with professional practice groups continuing to be offered termly. This allows teachers to take part in informative sessions covering religion and worldviews, Ofsted and national updates, led by our professional Religious Education Adviser.

As Chair, I was fortunate to attend the NASACRE Annual Conference again this year, alongside the LA Officer to SACRE. This event provided an opportunity for reflection on the work of the North Yorkshire’s SACRE within the national context.

The work of SACRE is never done. With the continuing support of members, teachers, religion and worldview experts and the local authority, I continue to have high expectations for what we will achieve in the year ahead.

Cllr Alyson Baker
SACRE Chair

Introduction

Overview of SACRE meetings and attendance.

North Yorkshire SACRE met four times in the academic year 2024-2025. The attendance, by Committee, is set out below:

Table 1: Attendance

Group	10 Sept 2024	10 Dec 2024	1 April 2025	17 June 2025	Possible maximum attendance
Group A Faith Groups	6	5	5	5	9 (12 including vacancies)
Group B Church of England	2	1	1	2	2 (4 including vacancies)
Group C Teaching Associations	3	1	2	3	3 (5 including vacancies)
Group D Local Authority	4	2	5	2	5 (no vacancies)
Total	15	9	13	12	19 (26 including vacancies)
Professional RE Advier	1	1	1	1	1
LA Officers	2	2	2	2	2

Each meeting receives updates from Local Authority Officers and the Professional Religious Education Adviser. Through these, the Committee has been appraised of various local and national updates which have included:

- Training
- RE and Collective Worship findings from recent Ofsted inspection reports
- National and regional KS4 and KS5 data
- School workforce data
- Regional RE Hub Lead work in Yorkshire and Humber
- The Curriculum and Assessment Review consultation and RE community perspectives
- Theos Think Tank report – Why RE Matters

Implementation of the New Locally Agreed Syllabus for North Yorkshire 2024-2029

Following the launch of the syllabus in June 2024, the 2024-2025 academic year has focussed on supporting schools in reviewing their RE curriculum and implementing changes.

The Agreed Syllabus is supplemented by a range of guidance documents and supporting materials. These include:

- Curriculum progression document including sample long term plans
- Beginner’s guides to the religions and beliefs recommended for learning
- Religion and worldview resource booklets (being developed over time)
- Sample knowledge organisers
- Visits and visitors’ guidance.

Support has been offered to schools through the professional practice groups and individual school advice where requested.

Standards and monitoring of RE

The agreed syllabus and RE in schools have been monitored through teacher voice at termly professional practice groups, teacher representation of Group C, the annual school questionnaire and the findings from recently published Ofsted inspections.

Teacher Questionnaire Findings

The questionnaire was developed by the Professional RE adviser in consultation with SACRE and the local authority. This was approved by SACRE in April 2025.

This is the fifth time a questionnaire has been used as a mechanism to monitor RE in North Yorkshire schools. It is useful to support SACRE’s responsibilities in monitoring RE and collective worship in our schools,

The key findings from this evaluation are outlined below:

Question 1: What type of school/setting do you work in?	
Primary	42 (76%)
Secondary	13 (24%)
Juniors	0 (0%)
Infants	0 (0%)
Special	0 (0%)
PRU	0 (0%)
Alternative Provision	0 (0%)

Question 2: What type of school/setting do you work in? Continued.	
Community	18 (33%)
Voluntary Controlled	14 (26%)
Academy without religious character	14 (26%)
Voluntary Aided	5 (9%)
Academy with religious character	4 (7%)
Foundation	0 (0%)
Free	0 (0%)

Question 3: How effective is the updated Locally Agreed Syllabus for Religious Education in meeting and supporting your curriculum needs?	
Effective	40 (73%)
Very effective	11 (20%)
Moderately effective	3 (6%)
Not at all effective	1 (2%)
Slightly effective	0 (0%)

Question 4: Regarding the guidance contained within the updated Locally Agreed Syllabus, how effectively does it enable you to plan and deliver a coherent programme of learning?	
Effective	36 (66%)
Very effective	9 (16%)
Moderately effective	7 (13%)
Not at all effective	2 (4%)
Slightly effective	1 (2%)

Additional comments relating to the syllabus have included:

<i>We like the syllabus. It is well organised and we find the units of planning useful.</i>
<i>Comprehensive coverage.</i>
<i>The progression across year groups and faiths is very helpful.</i>
<i>The links with the different kinds of knowledge are much clearer and easier to differentiate for when planning a more effective curriculum.</i>
<i>The racism unit and Green unit are brilliant for upper Key Stage 2.</i>
<i>Topics are interesting and informative. Schemes of Work (SOW) are very helpful.</i>

Findings from recently published Ofsted Reports

As part of our standing agenda items at SACRE meetings, the LA Officer also produces a summary of the key findings relating to the RE curriculum from recently published Ofsted inspections and shares these with SACRE members as part of the LA report to SACRE.

There have been 111 Ofsted inspection reports published within this period. Of these, comments relating to pupils understanding of RE through acknowledgement of pupils’ understanding of faiths, beliefs or British values have been made within 68 of the published reports.

Positive comments have been made in 58 of the 68 reports (85%). Examples include:

‘Through educational visits to different places of worship, pupils develop a keen appreciation for other faiths and religions.’

Green Hammerton Church of England Primary School (25 and 26 February – Section 5)

‘Pupils have a remarkable understanding of acceptance and tolerance. Regular visits from leaders of different faiths help pupils understand the impact that discrimination can have. As a result, pupils are resolute in their determination to ensure that this does not happen in school.’

Fairburn Community Primary School (3 and 4 December 2024 – Section 5)





‘The school plans meaningful opportunities to enhance children’s cultural awareness. For example, children visit the local mosque. They learn about the religious routines and traditions such as changing their shoes and washing their hands. They learn about the festival of Eid. Through these activities, children gain an early appreciation of the diversity of modern Britain.’

Brougham Street Nursery School (12 and 13 November 2024 – Section 5)

‘They [pupils] learn about the world around them. For example, the whole school visit to a gurdwara has helped pupils understand more about Sikh beliefs and traditions.’

Goathland Primary School (inspected 10 July 2024 – Section 8)



‘They [pupils] understand that everyone is unique and that our individual characteristics are protected by law. They have an excellent knowledge of different faiths and cultures.’

West Heslerton Church of England Voluntary Controlled Primary School (inspected 18 and 19 June 2024 – Section 5)

Statutory responsibilities

The Local Agreed Syllabus

The number of schools at the end of the academic year 2024-2025 within North Yorkshire is as follows;

Table 2: North Yorkshire school types and phases

	Nursery	Primary	Secondary	Special	Pupil Referral Service	Total
Academy	0	137	29	5	1	172
University Technical Colleges	0	0	1	0	0	1
Community	3	75	11	5	4	98
Foundation	0	1	0	0	0	1
Voluntary Controlled	0	63	0	0	0	63
Voluntary Aided	0	19	1	0	0	20
Total	3	295	42	10	5	355

Table 3: North Yorkshire Academy Predecessor School Status

	Nursery	Primary	Secondary	Special	Pupil Referral Service	Total
Community	0	72	26	5	1	104
Foundation	0	0	1	0	0	1
Voluntary Controlled	0	42	0	0	0	42
Voluntary Aided	0	23	3	0	0	26
Total	0	137	30	5	1	173

A total of 40 academies have confirmed that they have adopted the new North Yorkshire Locally Agreed Syllabus 2024-29. This is an increase in the number of academies that adopted the last Locally Agreed Syllabus.

Separate regulations covering maintained special schools require them to ensure that, as far as practical, a pupil receives opportunities to explore RE. Most special schools use the North Yorkshire Locally Agreed Syllabus, at least partially, and adapt it to meet the needs of the pupils. Some special schools use the 'Equals' curriculum package, which is designed specifically for RE in special schools.

Growing Up in North Yorkshire biennial school survey 2024:

The North Yorkshire Children and Young People’s Service (CYPS), Public Health and North Yorkshire Police commission a survey of children and young people covering aspects of learning, safeguarding and well-being. As reported in the previous annual report, the summer term 2024 survey provides key information about learning, safety and wellbeing of children and young people across Years 2, 6, 8, 10 and 12, in mainstream schools and in special schools and PRUs. The information shared in autumn 2024 shows the children’s responses in relation to their religion/faith from Key Stage 2 and beyond:

Year 6 pupils' responses

a) Do you have a religion, faith or belief that is important to you?

	Boy	Girl
No	62%	55%
Not sure	13%	19%
Yes	22%	24%
I don't want to say	2%	2%

b) What is your religion, faith or belief?

	Boy	Girl
[Not applicable]	78%	76%
Non-religious e.g. atheist, humanist	1%	1%
Buddhist	0%	0%
Christian e.g. Catholic, Church of England	18%	19%
Hindu	0%	0%
Jewish	0%	0%
Muslim	1%	2%
Sikh	0%	0%
Other	0%	0%
Don't know	1%	1%
Don't want to say	1%	0%

c) How useful have you found school lessons about religious education?

Can't remember any	Not at all useful	Some use	Quite useful	Very useful
6%	18%	25%	23%	28%

Year 8/10 pupils' responses

a) Do you have a religion, faith or belief that is important to you?

	Year 8		Year 10	
	Boy	Girl	Boy	Girl
No	59%	59%	60%	62%
Not sure	15%	18%	13%	17%
Yes	25%	21%	26%	20%
I don't want to say	1%	1%	1%	1%

b) What is your religion, faith or belief?

	Year 8		Year 10	
	Boy	Girl	Boy	Girl
[Not applicable]	59%	59%	60%	62%
Non-religious e.g. atheist, humanist	4%	3%	3%	2%
Buddhist	0%	0%	1%	0%
Christian e.g. Catholic, Church of England	26%	25%	27%	25%
Hindu	0%	0%	0%	0%
Jewish	0%	0%	0%	0%
Muslim	2%	1%	3%	1%
Sikh	0%	0%	0%	0%
Other	0%	0%	0%	1%
Don't know	6%	8%	4%	6%
Don't want to say	1%	2%	2%	2%

c) How useful have you found school lessons about religious education?

Can't remember any	Not at all useful	Some use	Quite useful	Very useful
10%	19%	29%	25%	17%

Year 12 pupils' responses

a) Do you have a religion, faith or belief that is important to you?

	Boy	Girl
No	59%	58%
Not sure	12%	17%
Yes	29%	23%
I don't want to say	0%	1%

b) What is your religion, faith or belief?

	Boy	Girl
[Not applicable]	59%	58%
Non-religious e.g. atheist, humanist	1%	3%
Buddhist	1%	1%
Christian e.g. Catholic, Church of England	29%	25%
Hindu	1%	0%
Jewish	1%	0%
Muslim	2%	4%
Sikh	0%	0%
Other	0%	0%
Don't know	4%	6%
Don't want to say	1%	2%

c) How useful have you found school lessons about religious education?

Can't remember any	Not at all useful	Some use	Quite useful	Very useful
14%	13%	29%	26%	17%

The next GUNY survey will be undertaken in the 2025-2026 academic year and therefore be reported on in the next annual report.

Teacher training, materials and advice for schools

The Professional RE Adviser delivered several professional practice sessions via video conference during the academic year. A total of 69 primary schools engaged with these groups, consisting of 43 LA maintained schools and 8 academy schools. This is an increase of 18 schools from the previous academic year.

This training has included a focus on developing an effective curriculum using the North Yorkshire Council Agreed Syllabus, planning for visits and visitors in the Religious Education curriculum, EYFS and assessment in Religious Education.

A total of 9 RE subject leaders attended the RE leadership course in the spring term from 6 LA maintained schools and 3 academies.

The Professional RE Adviser has worked with Local Authority Officers to support the advice given to schools on the Agreed Syllabus and the role of RE and Collective Worship in schools.

A programme of visits and visitors, particularly in more rural parts of the county, continues to be a challenge. SACRE has therefore continued to signpost schools to local resources and opportunities through the professional practice groups, newsletter and the new RE Hubs website (launched May 2023). An updated 'Visits and Visitors' Guidance document has been produced as part of the Agreed Syllabus support materials.

The termly newsletter continues to be published, accessible to all schools, supplying resources, local and national updates, and information about the work of SACRE.

Resources to support Religious Education are made accessible for schools in a variety of ways.

SACRE has received no formal complaints regarding RE provision or quality this year.

The Professional RE Adviser has supported North Yorkshire schools through communications of advice and support when required.

KS4 results

2024 Outcomes:
AQA - Specification A

Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
National (State Funded)	627930	105850	6.9	10.2	12.0	17.0	14.2	10.4	13.4	8.3	4.8	2.2	0.6	60.3	70.7	97.2	5.0
LA (State Funded)	6593	1451	7.2	12.1	12.5	18.7	14.1	10.1	12.3	6.9	3.9	2.0	0.2	64.5	74.6	97.8	5.3
School 1	89	31	-	12.9	22.6	35.5	16.1	9.7	3.2	-	-	-	-	87.1	96.8	100.0	6.0
School 2	149	9	-	33.3	11.1	33.3	11.1	-	-	11.1	-	-	-	88.9	88.9	100.0	6.2
School 3	288	272	4.4	9.9	9.6	18.8	18.8	14.3	14.0	7.4	2.2	0.7	-	61.4	75.7	99.3	5.1
School 4	79	45	-	8.9	6.7	15.6	11.1	22.2	13.3	11.1	8.9	2.2	-	42.2	64.4	97.8	4.3
School 5	185	17	5.9	11.8	-	11.8	17.6	5.9	23.5	5.9	11.8	5.9	-	47.1	52.9	94.1	4.2
School 6	214	14	-	7.1	7.1	21.4	7.1	28.6	14.3	7.1	-	7.1	-	42.9	71.4	92.9	4.4
School 7	129	44	29.5	27.3	20.5	9.1	9.1	4.5	-	-	-	-	-	95.5	100.0	100.0	7.5
School 8	114	21	-	-	-	4.8	4.8	4.8	28.6	23.8	19.0	14.3	-	9.5	14.3	85.7	2.2
School 9	227	61	4.9	13.1	8.2	23.0	3.3	4.9	26.2	13.1	1.6	1.6	-	52.5	57.4	98.4	4.9
School 10	143	30	10.0	20.0	13.3	13.3	13.3	10.0	13.3	3.3	3.3	-	-	70.0	80.0	100.0	5.8
School 11	112	110	23.6	23.6	22.7	16.4	5.5	5.5	2.7	-	-	-	-	91.8	97.3	100.0	7.2
School 12	253	242	9.5	13.2	15.3	19.8	15.7	6.6	10.7	6.6	1.2	0.8	0.4	73.6	80.2	98.8	5.7
School 13	115	115	8.7	16.5	13.9	15.7	18.3	13.9	8.7	1.7	1.7	0.9	-	73.0	87.0	99.1	5.8
School 14	195	1	-	-	-	-	-	100.0	-	-	-	-	-	0.0	100.0	100.0	4.0
School 15	263	253	2.0	7.1	11.1	17.8	13.4	11.1	16.2	10.3	8.3	2.4	0.4	51.4	62.5	97.2	4.5
School 16	195	185	4.3	7.0	10.8	22.7	15.1	7.6	11.9	7.6	6.5	5.9	0.5	60.0	67.6	93.5	4.7

AQA - Specification B

Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
National (State Funded)	627930	11830	8.2	12.0	11.9	16.9	14.3	10.8	11.3	7.4	4.4	2.1	0.7	63.3	74.1	97.2	5.2
LA (State Funded)	6593	403	6.5	9.2	11.4	17.1	14.9	11.2	13.6	8.4	4.2	3.5	-	59.1	70.2	96.5	5.0
School 17	82	71	1.4	1.4	5.6	8.5	14.1	14.1	22.5	15.5	8.5	8.5	-	31.0	45.1	91.5	3.5
School 18	118	114	6.1	4.4	10.5	14.0	19.3	14.0	10.5	11.4	6.1	3.5	-	54.4	68.4	96.5	4.6
School 19	223	218	8.3	14.2	13.8	21.6	12.8	8.7	12.4	4.6	1.8	1.8	-	70.6	79.4	98.2	5.6

OCR

Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
National (State Funded)	627930	5020	9.8	12.0	13.8	15.6	12.9	10.8	11.4	7.4	4.4	1.5	0.4	64.2	75.0	98.2	5.4
LA (State Funded)	6593	21	9.5	19.0	9.5	23.8	23.8	9.5	4.8	-	-	-	-	85.7	95.2	100.0	6.2
School 20	120	21	9.5	19.0	9.5	23.8	23.8	9.5	4.8	-	-	-	-	85.7	95.2	100.0	6.2

WJEC

Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
National (State Funded)	627930	47940	6.6	9.6	11.4	15.9	14.6	11.5	13.3	8.9	5.7	1.8	0.7	58.1	69.6	97.6	4.9
LA (State Funded)	6593	56	5.4	12.5	5.4	14.3	19.6	10.7	17.9	7.1	7.1	-	-	57.1	67.9	100.0	4.9
School 21	120	10	-	30.0	-	10.0	40.0	10.0	10.0	-	-	-	-	80.0	90.0	100.0	5.7
School 22	189	46	6.5	8.7	6.5	15.2	15.2	10.9	19.6	8.7	8.7	-	-	52.2	63.0	100.0	4.7

Edexcel

Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
National (State Funded)	627930	23480	8.3	10.6	11.7	16.4	13.3	10.7	13.2	8.3	5.1	1.7	0.6	60.3	71.1	97.7	5.1
LA (State Funded)	6593	277	2.2	6.5	6.1	11.6	12.3	9.7	19.9	17.3	11.2	1.8	1.4	38.6	48.4	96.8	3.9
School 23	86	7	-	28.6	-	14.3	42.9	-	-	14.3	-	-	-	85.7	85.7	100.0	5.6
School 24	211	23	-	13.0	13.0	34.8	13.0	13.0	4.3	8.7	-	-	-	73.9	87.0	100.0	5.5
School 25	138	14	-	7.1	-	28.6	-	7.1	21.4	7.1	21.4	-	7.1	35.7	42.9	92.9	3.6
School 26	262	38	-	7.9	7.9	10.5	21.1	15.8	15.8	18.4	2.6	-	-	47.4	63.2	100.0	4.4
School 27	153	23	8.7	4.3	4.3	8.7	13.0	17.4	21.7	8.7	8.7	4.3	-	39.1	56.5	95.7	4.2
School 28	125	121	-	1.7	2.5	4.1	9.1	8.3	26.4	27.3	16.5	3.3	0.8	17.4	25.6	95.9	2.8
School 29	73	1	-	-	-	-	-	-	-	-	-	-	100.0	0.0	0.0	0.0	0.0
School 30	69	13	15.4	38.5	15.4	15.4	7.7	-	7.7	-	-	-	-	92.3	92.3	100.0	7.1
School 31	105	37	5.4	2.7	13.5	16.2	13.5	8.1	18.9	5.4	13.5	-	2.7	51.4	59.5	97.3	4.4

KS5 results

2024 Outcomes:

School/College	NOE	*	A	B	C	D	E	U	X (unable to grade)	A*-A	A*-B	A*-E	Avg Pts
National (all entries)	14530	6.2	19.8	28.4	23.2	13.9	5.8	1.9	0.7	26.0	54.5	97.4	35.3
School 1	18	5.6	38.9	33.3	22.2	-	-	-	-	44.4	77.8	100.0	42.8
School 2	11	27.3	27.3	18.2	18.2	9.1	-	-	-	54.5	72.7	100.0	44.5
School 3	8	-	-	50.0	12.5	37.5	-	-	-	-	50.0	100.0	31.3
School 4	20	5.0	30.0	15.0	20.0	25.0	5.0	-	-	35.0	50.0	100.0	35.5
School 5	5	-	-	60.0	40.0	-	-	-	-	-	60.0	100.0	36.0
School 6	7	-	-	28.6	28.6	28.6	-	14.3	-	-	28.6	85.7	25.7
School 7	3	-	33.3	33.3	-	-	33.3	-	-	33.3	66.7	100.0	33.3
School 8	10	-	20.0	40.0	30.0	10.0	-	-	-	20.0	60.0	100.0	37.0
School 9	5	20.0	20.0	60.0	-	-	-	-	-	40.0	100.0	100.0	46.0
School 10	21	4.8	14.3	28.6	42.9	4.8	4.8	-	-	19.0	47.6	100.0	35.7
School 11	12	8.3	25.0	8.3	50.0	-	8.3	-	-	33.3	41.7	100.0	36.7
School 12	35	11.4	20.0	31.4	20.0	14.3	-	2.9	-	31.4	62.9	97.1	38.3
School 13	9	11.1	11.1	55.6	-	11.1	11.1	-	-	22.2	77.8	100.0	37.8
School 14	4	-	-	75.0	-	-	25.0	-	-	-	75.0	100.0	32.5
School 15	16	6.3	31.3	31.3	25.0	-	-	-	6.3	37.5	68.8	93.8	39.4

2025 Outcomes:

2025 Data will be released in October 2025 see Appendix 1.

Collective Worship

Standards and monitoring of Collective Worship

SACRE encourages all schools to comply with their legal duty to provide a daily act of Collective Worship for their pupils. This may take place at any time of day and in class, year group, or whole school settings. North Yorkshire SACRE believes that acts of collective worship or spiritual reflection should be meaningful and relevant to all those present. For this to be the case, SACRE has identified six principles which schools should apply about daily collective worship. Collective worship should:

- 1. Promote a sense of community
- 2. Be educational
- 3. Promote spiritual, moral, social and cultural (SMSC) development
- 4. Be a special time
- 5. Enable participants to be actively involved
- 6. Be of high quality.

Further information on this is available via documentation made available to North Yorkshire schools.

SACRE formed a working party in the academic year 2024-2025 to review current guidance for Collective Worship. The working party used the NASACRE self-evaluation tool to evaluate SACRE's current position and identified a need to gather further information from schools to guide any revision of advice and documentation.

Additional questions were included in the annual questionnaire to schools. Results from this survey are as follows:

1. Does your setting deliver a daily act of worship?

Yes	No
41 (75%)	14 (26%)

Schools utilise a variety of approaches and methods for delivering their daily act of Collective Worship. These include:

- Dedicated daily timetabling for a combination of whole school, individual key stages, in class or in form-time, both in person and occasionally online
- Linking themes of relevant content to the school’s ethos and values, PSHE, life lessons, Character Education, music or SMSC curriculum
- Weekly planning schedules for assemblies, including the use of Collective Worship pupil ambassadors
- Utilising Collective Worship inputs into classroom learning activities or reflection time
- Dedicated opportunities to celebrate religious festivals
- Making expectations explicit through school policy

2. Are the acts of Collective Worship discrete from other activities during the school day?

Yes	No
40 (82%)	9 (18%)

3. Have you read SACREs advice on collective worship in NYC schools?

Yes	No
37 (71%)	15 (29%)

4. Are you aware of the legal framework and national guidance on right of withdrawal?

Yes	No
53 (98%)	1 (2%)

Schools may apply to SACRE for a determination to provide Collective Worship of a non-Christian or other form.

There were no complaints registered with the local authority or SACRE in 2024-2025 in respect of collective worship. Updating guidance on Collective Worship and providing training for schools has been identified as a development point for SACRE.

Links with other bodies

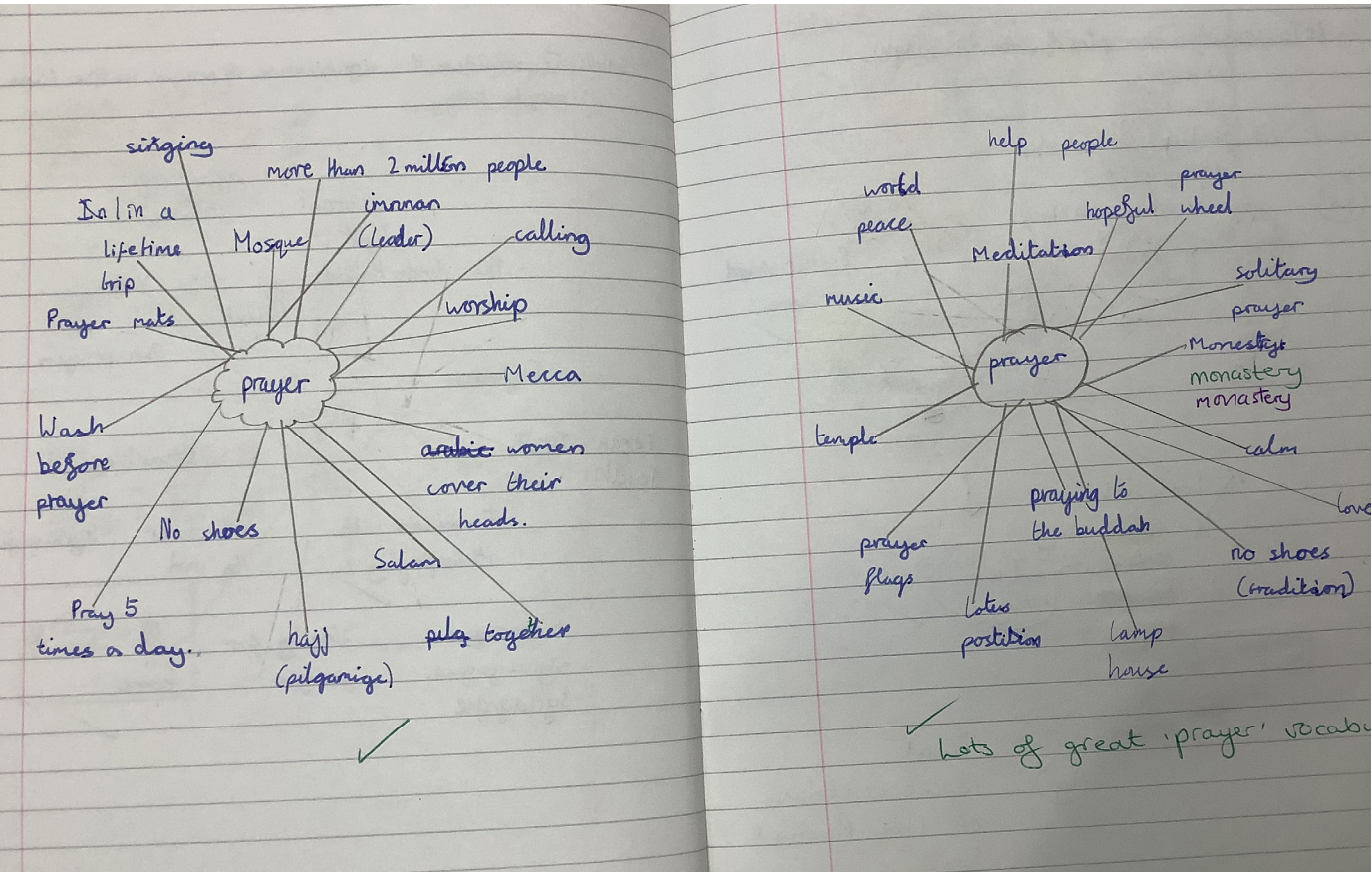
North Yorkshire SACRE is a member of the National Association of SACREs (NASACRE). Throughout the year, SACRE members were informed of developments in RE from NASACRE, The National Association of Teachers of RE (NATRE) and The Religious Education Council of England and Wales. This was reported to SACRE through the Professional RE Adviser's reports. The Chair, LA Officer and Professional RE adviser have attended all regional NASACRE in conversation meetings in the academic year 2024-25

The Chair and Local Authority Officer attended the Summer 2025 NASACRE Conference and reported back to members.

Local involvement

North Yorkshire SACRE recommended advice to the Local Authority about Ramadan in schools.

A termly newsletter was published and digitally circulated to schools.



Example of work from a North Yorkshire school

Local arrangements

Finance

During the school year 2024-2025 the Local Authority has financially supported SACRE through the allocation of officers and other resources.

Staffing costs have been covered for officers from Democratic Services to fulfil the administrative preparation and clerking of SACRE meetings. Additional officer and technology resources have also been given to ensure that SACRE meetings could be held via video conference for hybrid meetings to take place.

Staffing costs have also been covered to ensure that two officers from the School Improvement Service have been able to attend SACRE, SACRE Core Groups, other meetings and developmental work.

The costs of the Professional RE Adviser, an external consultant, are met through Local Authority funds.

Officers and support

An officer in the Local Authority’s Democratic Services acts as Clerk to SACRE; advising on governance matters and acting as a link between the Local Authority and SACRE. The officer facilitates the SACRE Core Group, which includes the Chair, Vice-Chair, the Professional Religious Education Adviser and officers from the Local Authority. The Core Group discusses the content of the agenda and any related matters for SACRE prior to each meeting.

In addition, the Democratic Services Team Manager provides professional support and advice to SACRE, principally on matters of governance and matters relating to the work of the Council and its Committees when required.



Example of work from a North Yorkshire school

Membership

Membership of each of the four Groups, which form the North Yorkshire SACRE in the academic year 2024-2025, is outlined below. Former members and current vacancies are shown in italics.

Group A – Faith Group Representatives (12)

- Professor John Adams, Humanist
- Hayden Cohen, Judaism
- Sarah Beveridge, Society of Friends
- Chris Devanny, Catholic
- Tom Clayton, Methodist
- *(David Haddock, The Church of Jesus Christ of Latter-Day Saints) – left April 2025*
- Mayan Leadly-Yoward, The Church of Jesus Christ of Latter-Day Saints
- Dr. Abhijeet Kulkarni, Hindu
- Nasr Moussa Emam, Muslim
- Mohinder Singh Chana, Sikh
- *Vacancy, Baptist*
- *Vacancy, Buddhist*
- *Vacancy, Salvationist*

Group B – Church of England Representatives (4 - two each nominated by the Anglican Diocese of Leeds and the Diocese of York)

- Reverend Claire Soderman, Diocese of York
- Lee Talbot, Diocese of Leeds
- *Vacancy, Diocese of Leeds*
- *Vacancy, Diocese of York*

Group C - Teachers of Religious Education (5)

- Tara Askew
- *(Jo Colledge) – left June 2025*
- Mary Lou Byrne
- Sarah Hodgson
- *Vacancy*
- *Vacancy*

Group D – Local Authority (5) - elected Members of the Council

- Councillor Alyson Baker
- Councillor Simon Myers
- Councillor Janet Jefferson
- Councillor Robert Heseltine
- Councillor Annabel Wilkinson

Co-opted Member: Academic Expertise in Religious Education

- *Vacancy*

SACRE Clerk

- Edward Maxwell

SACRE is carrying several vacancies. There are 19 places filled out of 26. Officers continue to liaise with partners to fill these vacancies.

SACRE signed up to the 2024-25 virtual training package offered by NASACRE, which has proved particularly useful for new members joining SACRE this year. We will continue to advise members of training opportunities as they arise.



Example of work from a North Yorkshire school

Appendix 1: Table of GCSE – short and full, A/S & A’ level Religious Studies results

2024 Data in Full

GCSE results

Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Courses

KS4 results

AQA - Short Course

Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	Avg Pts
National (State Funded)	627930	14390	3.5	7.0	8.8	11.9	12.5	11.7	14.5	11.9	9.2	6.3	2.7	0.0
LA (State Funded)	6593	355	5.1	8.7	9.6	16.3	15.8	11.0	12.1	10.7	8.2	2.0	0.6	0.0
School 1	158	144	3.5	8.3	7.6	17.4	14.6	9.7	10.4	13.9	11.1	3.5	-	0.0
School 2	79	13	-	-	-	-	-	23.1	23.1	30.8	23.1	-	-	0.0
School 3	131	126	10.3	11.9	11.1	16.7	16.7	11.9	7.9	4.8	7.1	0.8	0.8	0.0
School 4	231	71	-	5.6	12.7	16.9	19.7	9.9	21.1	9.9	1.4	1.4	1.4	0.0

WJEC - Short course

Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	Avg Pts
National (State Funded)	627930	3990	4.9	7.8	9.3	12.8	12.3	11.7	15.3	11.3	8.1	5.1	1.4	0.0
LA (State Funded)	6593	48	2.1	4.2	4.2	6.3	18.8	16.7	31.3	8.3	8.3	-	-	0.0
School 1	69	48	2.1	4.2	4.2	6.3	18.8	16.7	31.3	8.3	8.3	-	-	0.0
School 2	79	13	-	-	-	-	-	23.1	23.1	30.8	23.1	-	-	0.0
School 3	131	126	10.3	11.9	11.1	16.7	16.7	11.9	7.9	4.8	7.1	0.8	0.8	0.0
School 4	231	71	-	5.6	12.7	16.9	19.7	9.9	21.1	9.9	1.4	1.4	1.4	0.0

KS5 results

AS Level

School/College	NOE	A	B	C	D	E	U	A-B	A-E	Avg Pts
National (all entries)	2150	21.3	22.0	20.2	16.0	10.1	8.9	43.3	89.6	14.9
School 1	2	50.0	-	-	-	50.0	-	50.0	100.0	15.0



Appendix 2: Development Plan 2022-2024

The North Yorkshire SACRE Development Plan is shaped around the five key functions of SACRES contained in the NASACRE Self-Evaluation Toolkit, namely:

- 1. To improve the management of SACRE and build the partnership between SACRE and other Key Stakeholders
- 2. Promoting improvement in the standards, quality of teaching and provision in RE
- 3. Evaluating the effectiveness of the Locally Agreed Syllabus
- 4. Promoting improvement in the provision and quality of collective worship
- 5. Contributing to cohesion across the community and the promotion of social and racial harmony

The 2022-24 Plan included some of the actions in the 2020-22 Development Plan which were not possible to complete due to Covid restrictions. North Yorkshire SACRE has begun a programme of self-evaluation activity, using the NASACRE self-evaluation toolkit, which underpins identified priorities.



Objective One: To increase Member engagement.					
Intended Impact: SACRE has active Members engaged with and contributing to the work of SACRE					
Links to NASACRE Self-evaluation toolkit:					
Priority One - To improve the management of SACRE and build the partnership between SACRE and other Key Stakeholders					
Priority Five - Contributing to cohesion across the community and the promotion of social and racial harmony					
Ref	Action	Cost	Lead	Timescale	Progress
1.1	• SACRE to enhance Faith Group representation by working with Faith Groups to enhance Group A Membership			On-going	Mayan Leadley-Yoward appointed to Group A
1.2	• SACRE to enhance Teacher Representation			On-going	Mary Lou Byrne appointed to Group C
1.3	• Implement a programme of Member presentations at each SACRE meeting with a focus on Member work / community involvement and how it links into SACRE		Clerk (i.e., Set up a rota)	On-going from September 2022	Member 'spotlight' presentations now planned for the start of each meeting.
1.4	• Implement a programme of schools hosting occasional SACRE meetings	Travel expenses School Time	Clerk	By March 2023	This approach has been explored with the following outcomes: <ul style="list-style-type: none">• Hybrid meetings allow Teacher Representations to be school based when attending.• Conferencing facilities required for hybrid meetings as well as public entitlement to attend meetings reduce the viability for this to be pursued further.

Ref	Action	Cost	Lead	Timescale	Progress
1.5	<ul style="list-style-type: none">Identify and agree a separate budget for SACRE to enable its work		Principal Adviser (Support)	By December 2022	The Local Authority continues to fund support SACRE's work through its allocation of Officers to support the work of SACRE.
1.6	<ul style="list-style-type: none">To engage Schools in designing a logo for SACRE		Principal Adviser (Support)	September to November 2022	Delayed due to capacity.

Objective Two: To monitor the effective teaching of RE throughout the Local Authority and explore ways to model best practice in RE					
Intended Impact: SACRE Members have an informed understanding of the quality of RE provision and standards in RE across North Yorkshire schools					
Links to NASACRE Self-evaluation toolkit:					
Priority Two - Promoting improvement in the standards, quality of teaching and provision in RE					
Ref	Action	Cost	Lead	Timescale	Progress
2.1	<ul style="list-style-type: none">Arrange a programme of visits to a range of Schools in North Yorkshire to see RE in action.Develop a SACRE Visits Policy and Visits Form	Travel expenses School time	LA Officer Principal Adviser (Support)	On-going from April 2023	An approach to monitor the effectiveness of RE teaching throughout the Local Authority through an evaluation of the information and guidance provided through school's websites was agreed by the committee during April 2024 committee meeting rather than visits to schools to observe RE lessons. This work has been piloted in 2024-25. SACRE continue to monitor the effectiveness of RE through the findings within Ofsted inspections.
2.2	<ul style="list-style-type: none">Implement a system for receiving pupil feedback on RE		LA Officer Principal Adviser (Support)	On-going from April 2023	This could initially be built into visits. Visit from SACRE Members to School could include pupil voice – DBS (Disclosure and Barring Service) check?

Objective Three: To review the locally Agreed Syllabus					
Intended Impact: SACRE Members implement a locally agreed syllabus for 2024-29 taking account of national developments and consultation with schools					
Links to NASACRE Self-evaluation toolkit:					
Priority Three - To evaluate the effectiveness of the Locally Agreed Syllabus					
NOTE: This is primarily a priority for the second year of this Development Plan					
Ref	Action	Cost	Lead	Timescale	Progress
3.1	• SACRE to consult with the Local Authority; SACRE Members; and Schools on the effectiveness of the current Agreed Syllabus		LA Officer Professional RE Adviser	From Autumn 2022	Teacher consultation through networks completed and feedback obtained. Action completed.
3.2	• SACRE to set up Agreed Syllabus Conference (ASC) in line with legal requirements		LA Officer Professional RE Adviser	Spring 2023	ASC implemented. Action completed
3.3	• SACRE to review options in light of consultation		LA Officer Professional RE Adviser	Spring / Summer 2023	ASC implemented. Action completed
3.4	• SACRE to produce and recommend to the Local Authority an Agreed Syllabus for RE which is educationally sound and meets legal requirements		LA Officer Professional RE Adviser	By Spring 2024	ASC implemented. Action completed
3.5	• Local Authority to adopt and launch Agreed Syllabus		LA Officer Professional RE Adviser	Spring / Summer 2024	Action completed.
3.6	• SACRE to work in partnership with the Local Authority to put in place ongoing training and support to ensure full implementation of the Agreed Syllabus in NYC (North Yorkshire Council) schools		LA Officer Professional RE Adviser	On-going from launch	Underway – a schedule of training and support for schools is in place

Objective Four: To review and update SACRE guidance to schools on collective worship					
Intended Impact: Schools have updated and clear collective worship guidance that take account of national developments					
Links to NASACRE Self-evaluation toolkit:					
Priority Four - To promote improvement in the provision and quality of Collective Worship					
NOTE: This is primarily a priority for the second year of this Development Plan					
Ref	Action	Cost	Lead	Timescale	Progress
4.1	• SACRE engage with and respond to the NASACRE national report on Collective Worship		LA Officer Professional RE Adviser	2023/2024	Pending
4.2	• A SACRE working party review and update guidance for Schools		LA Officer Professional RE Adviser SACRE working party	2023/2024	Partly complete – to be carried over into the new development plan
4.3	• SACRE develop a programme of training and support for schools on collective worship		LA Officer Professional RE Adviser	2024	• Partly complete – to be carried over into the new development plan

Appendix 3: Circulation of report

- NASACRE admin@nasacre.org.uk
- Department for Education ministers@education.gov.uk
- North Yorkshire Council, Children and Young People's Leadership Team
- North Yorkshire schools
- SACRE members representative bodies



Contact us

Online: northyorks.gov.uk/contact-us

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