



Chief Executive
Andrew Travers

Wandsworth Borough Council
Chief Executive's Group
6th Floor, Town Hall Extension,
Wandsworth High Street,
London, SW18 2PU

Date: 24 May 2025

For further information on this agenda, please contact the Democratic Services Officer: Ruth Wright on ruth.wright@richmondandwandsworth.gov.uk, 020 8871 6038

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

**MONDAY, 9TH JUNE, 2025 AT 7.30 P.M.
BUDDHAPADIPA TEMPLE, 14 CALONNE ROAD,
WIMBLEDON, SW19 5HJ**

SACRE Membership:

Group A – Religious denominations other than the Church of England – namely Christian and other denominations, religions and world views which appropriately reflect the principal faith traditions and belief systems in Wandsworth:

Mr Dominique Joseph Clem (Seventh-day Adventist Church), Ms Sharon Coussins (Wimbledon Synagogue), Ms Saffi Haines (Society of Friends), Rev. Rosamund Hollingsworth (the Methodist Church of Great Britain), Ms Lottie Holmes (Humanists UK), Mrs Maria Liddy (Catholic Archdiocese of Southwark), Ms Jyotika Pandya (Hindu Education Board UK), Imam Hamzah Patel (Balham Mosque and Tooting Islamic Centre), Mr Colin Perry (Buddhapadipa Temple), Mr Paul Phillips (Spiritual Assembly of the Baha'is), Mr Unup Saggarr (Hindu Society) Mr Usman Shazhad Butt (Ahmadiyya Muslim Association), Mr Charan Singh (Khalsa Centre Gurdwara) and Mr Harbans Singh Mehta (Khalsa Centre Gurdwara).

Group A Substitute: Ms Shanta Chellappoo-Phillips (Spiritual Assembly of the Baha'is).

Group B – Church of England:

Rev. Susan Bolen, Mr Shaun Burns and Miss Sharon Cunningham.

Group C – Teachers' Associations:

Mrs Claire Beecher (NEU), Ms Clare Hewitson (NEU), Ms Anna Madden (NAHT) and Ms Jan Sharp (NASUWT).

Group D – Local Authority:

Councillor Jo Rigby (Chair), Councillor Mrs Rosemary Birchall, Councillor Clare Fraser and Councillor Angela Graham.

Co-opted members: Ms Ruhena Bakhsh (Burntwood School), Ms Brigitte Sayers- (Shaftesbury Park Primary School).

AGENDA

1. Welcome and apologies

To receive any apologies for absence.

2. Minutes - 3rd March 2025

(Pages 5 - 14)

To confirm and sign the minutes of the meeting of the SACRE held on 3rd March 2025 and to consider any matters arising.

3. Curriculum and Assessment Review, interim report

To discuss the report and implications for RE. The report can be accessed via

https://assets.publishing.service.gov.uk/media/67e6b43596745eff958ca022/Curriculum_and_Assessment_Review_interim_report.pdf

4. NASACRE resources feedback

(Pages 15 - 16)

To receive further feedback from the workshop session at the last meeting (attached).

5. NASACRE 'In Conversation' event feedback

(Pages 17 - 18)

To receive feedback on the event held on 13th March (attached and verbal).

6. NASACRE Conference feedback

(Pages 19 - 26)

To receive feedback on the event, (documents from the conference attached).

7. Faith Trails update

To receive an update on the trails (verbal).

8. SACRE reflection resources from NASACRE (part 2)

Workshop session using NASACRE resources to consider the effectiveness of Wandsworth's SACRE and quality of RE.

9. Future meeting dates

To note the forthcoming SACRE meetings scheduled for 2025-26:

- Monday 22nd September 2025, at Wandsworth Town Hall
- Monday 9th March 2026, location to be confirmed.

All meetings of the SACRE start at 7.30pm.

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Minutes of a meeting of the Standing Advisory Council on Religious Education held
at Balham Seventh-day Adventist Church, 83 Elmfield Road, London,
SW17 8AD
on Monday, 3rd March, 2025 at 7.30 p.m.

Group A – Christian and Other Religious Denominations:

Mr Dominique Joseph Clem (Seventh-day Adventist Church)
Ms Saffi Haines (Society of Friends),
Mrs Maria Liddy (Catholic Archdiocese of Southwark),

Group B – Church of England:

Rev. Susan Bolen (Church of England)
Mr Shaun Burns (Southwark Diocesan Board of Education)
Miss Sharon Cunningham (Church of England representative)

Group C – Teachers' Associations:

Mrs Claire Beecher (NEU)
Ms Clare Hewitson (NEU)
Ms Anna Madden (NAHT)
Ms Jan Sharp (NASUWT)

Group D – Local Authority:

Councillor Rosemary Birchall
Councillor Clare Fraser
Councillor Mrs Angela Graham
Councillor Jo Rigby (Chair)

Co-optees:

Ms Ruhena Bakhsh (Burntwood School)
Ms Brigitte Sayers-Eugster (Shaftesbury Park Primary School)

In attendance:

Mr Andy Hough, Assistant Director of School Participation and Performance
Mrs Angela Rundle, SACRE Officer
Mrs Ruth Wright, Democratic Services Officer

1. Welcome and Apologies

Councillor Rigby thanked Mr Clem for hosting the meeting at the Church and for the preceding informative tour.

Apologies for absence were received from:

Ms Sharon Coussins (Wimbledon Synagogue)
Imam Hamzah Patel (Balham Mosque and Tooting Islamic Centre)
Mr Paul Phillips (Spiritual Assembly of the Baha'is)
Ms Shanta Chellappoo-Phillips (Spiritual Assembly of the Baha'is).

2. Minutes - 30th September 2024

RESOLVED – it was unanimously agreed that the minutes of the Standing Advisory Council on Religious Education meeting held on 30th September 2024 were a correct record following a correction that the online tribute for Lesley Prior was not shown at her funeral, but at a different occasion.

Matter arising from the last minutes

Mrs Rundle advised that the letter discussed at the last meeting was sent on behalf of SACRE to the DfE. A response was received saying that RE would be covered within a forthcoming curriculum review. A copy of the DfE's reply letter would be included with the meeting minutes (attached). Mrs Rundle added that the letter had been sent to the borough MPs and a positive response was received from Marsha De Cordova and Fleur Anderson, who would send a copy of the letter to the DfE themselves in support. No reply was received from Rosena Allin-Khan.

Councillor Fraser mentioned by way of a declaration of interest, that she works for the AQA exam board, as it may be relevant in discussions on curriculum matters. She advised that it was encouraging that various people had called for RE to be considered part of the national curriculum. She added that a Curriculum and assessment review chaired by Professor Becky Francis was currently underway, but would not be subject focused. An interim report would be published later in March, with the full report available at the end of 2025. Although members thought it was positive for RE to be a compulsory curriculum subject, concern was raised over how reflective it would be of the local communities, in the manner that it was currently through the locally agreed syllabus.

3. Membership

Mrs Wright commented that there were some changes to membership and mentioned by the Chair in her welcome. Ms Jan Sharp from All Saints' CE Primary School, joined as the NASUWT representative. The two co-opted members to SACRE were Ms Ruhena Bakhsh, RE teacher at Burntwood School, and Ms Brigitte Sayers-Eugster from Shaftesbury Park Primary School, who rejoined the group.

Ms Rachel Croft, one of the Church of England representatives, had stepped down from SACRE as she had moved out of London. On behalf of SACRE, the Chair thanked her for her contributions to SACRE over the years.

4. SACRE Annual Report 2023/24

Mrs Rundle highlighted a correction to the figures on page 33 for Bolingbroke Academy, which would be updated in the published agenda. She explained details in the report relating to subject coverage and changes to schools' offers. She added that Wandsworth school GCSE results were above the national average, whilst A-level results had slipped slightly. Overall, schools had stopped offering AS level qualifications. Mr Hough advised that A-levels were taught at all

Wandsworth state secondary schools. Whilst the offer was inclusive, work was underway to promote further options as A-levels may not be the best option for some young people.

Ms Bakhsh described how RE was approached in her school. Although the subject was not compulsory as an exam subject at Key Stage 4, it was promoted earlier and one third of pupils took the subject at GCSE level. Because it was not compulsory the girls had to choose the subject and therefore had a genuine interest and achieved good grades. The school benefitted from having two specialist RE teachers.

RESOLVED – details noted for information.

5. Faith Direct Feedback

Mrs Rundle explained that several SACRE members had been part of Faith Direct and overall feedback was positive from both schools and representatives. There were ten faith and world views representatives present and 88 pupils. There was space for 100 students, but unfortunately two schools were unable to attend.

Rev. Bolen stated that it was her first time at Faith Direct and found it fascinating to hear the pupils' questions and how many were engaged in discussions. She added that some pupils appeared to be flagging at the end of the day. There followed some considerations about the day. It was agreed that it was good to have space at lunchtime for the representatives to meet and chat.

Mrs Rundle commented that although all schools were given the workbooks in advance, some had not brought them along, which was a concern.

Ms Hewitson had brought some Year 6 children from her school, Finton House School, for part of the day. Although younger than the targeted Year 10 age, she reported that the pupils valued the event. Ms Bakhsh brought a group of girls from her school and informed that they enjoyed the conversations with the representatives and have their questions directly answered. They particularly valued having different Christian and Islamic denominations present, aiding their understanding of the faiths.

Mr Hough led praise for Mrs Rundle for the enormous amount of work she had undertaken for the event. It had been a success and due to occur again in autumn 2025.

RESOLVED – details noted for information.

6. Have Your Say- Interfaith Week Consultation Feedback

Mr Burns, Ms Madden and Ms Bakhsh attended one of the workshop sessions in January and February 2025 regarding Interfaith Week. They reported that it was positive to be part of the consultation discussions, which focused on eight questions. Ms Bakhsh read a written summary to be shared with members in the

minutes (attached). Ms Madden added that for teachers the main barrier cited regarding Interfaith Week was time, not a lack of passion to be involved. Also, some teachers had reported that they struggled to get support from senior leadership teams who did not understand the importance of the work involved. She thought that maybe if Interfaith Week was later in the school term, rather than just after a half term break, school involvement would increase.

Mr Burns explained that the Interfaith Network had closed during the last Government, the consultation opened the possibility of creating a new network. The consultation comprised 282 participants over the 13 workshop sessions. Although the themes raised remained important throughout the year, Interfaith Week encouraged an important focus, which was publicly communicated. Mr Clem asked whether Interfaith Week could be incorporated into other subjects and cover British values, to broaden its reach in schools. The response was that it could be cross-curricular, though that was not raised in the consultation. Ms Madden thought further positive change could be impacted upon how multi-cultural an area was, as there may be less opportunities to share in a location with less diversity.

The consultation responses were due to be considered by the Government, and a report due in a few months' time. Once published it will be raised in a future SACRE meeting.

7. SACRE reflection resources from NASACRE

Below are details from Mrs Rundle regarding the groupwork and joint group discussions on the characteristics.

Two activities were undertaken simultaneously by groups of two or three SACRE members. Four groups responded to the question "What makes an effective SACRE?" and the other four groups looked at "What makes a good SACRE member?"

What makes an effective SACRE?

27 statements were given to rank in order of importance following discussion. Some were felt to be a pre-requisite, others depended on the circumstances of the individual SACRE; for example on the amount of funding a SACRE received. Note that nationally, the range of funding a SACRE receives from its local authority can vary from a little over £1,000 to over £100,000!

The statement approved by all in the top two places was:

An effective SACRE...is representative of the variety of beliefs within the local community.

Also highly rated was:

An effective SACRE...is committed to making RE relevant, interesting, appropriate, exciting and thoroughly enjoyable.

Other top 10 ratings by all groups included:

An effective SACRE...

- promotes inclusivity and social cohesion

- is able to schools advice and support through well informed members
- has a good partnership with the LA
- constantly seeks to self evaluate and improve
- is ell attended by committee members and consistently quorate
- encourages and values the contribution of all its members and ensures they know that they are appreciated.

What makes a good SACRE member?

25 statements were given here to rank in order of importance. Here the statements ranked very highly by all were:

A good SACRE member...

- supports and encourages local schools to aspire to high standards in RE and collective worship
- works to create a bridge between SACRE, local communities and local schools.

Also ranked in the top 10 were:

A good SACRE member ...

- cares about pupils' learning and their personal development
- takes an active part in meetings
- understands and believes in the positive value of RE and CW in schools
- listens to all views and ideas
- wants to build good partnership with other SACRE members.

The exercise generated a good deal of interesting discussion and provides food for thought for Wandsworth SACRE's future work

8. Future Meeting Dates

RESOLVED – the next scheduled meetings were noted as being on:

- Monday 9th June 2025
- Monday 22nd September 2025.

The date of the early 2026 meeting, currently listed for Monday 9th March needed to change to avoid Ramadan. One date was suggested but it clashed with another religious celebration. Confirmation of a new date would be provided as soon as possible.

Any other business

In conversation with London NASACRE Event Feedback

Unfortunately, Ms Chellappoo-Phillips was unable to be present at the meeting to give feedback as hoped. Ms Madden and Ms Bakhsh offered to attend the next event and feed back to SACRE.

The meeting ended at 9.00 p.m.

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Department for Education

2025-0003354

Catherine McKinnell MP
Minister for School Standards

Councillor Jo Rigby
Wandsworth SACRE Chair

Councillor Kate Stock
Cabinet member for Children's Services, Wandsworth Council

By email: Ruth.Wright@richmondandwandsworth.gov.uk

21 February 2025

Dear Councillors Rigby and Stock,

Thank you for your correspondence of 29 January, addressed to the Secretary of State and the Permanent Secretary, sharing your thoughts on Ofsted's 'Deep and meaningful? The religious education subject' report. I am replying as the minister responsible for this policy area.

I agree that religious education (RE) is an important subject that should provide pupils with an opportunity to learn about a wide range of religious and non-religious beliefs. RE should help pupils to better understand the values and traditions of different religious communities, which is why it remains a compulsory subject in all state-funded schools in England for each pupil up to the age of 18.

Since the publication of Ofsted's report, the government has established an independent Curriculum and Assessment Review, covering ages 5 to 18 and chaired by Professor Becky Francis CBE. The review will seek to deliver a rich, broad, inclusive, and innovative curriculum that readies young people for life and work, and reflects the issues and diversities of our society, thereby ensuring that all children and young people are represented. RE is one of the subjects being considered by the review panel, having received a good response to its call for evidence on this and other subjects. An interim report will be published in the early spring and a final report with recommendations later this year.

With regard to initial teacher training (ITT) bursaries, a bursary of £10,000 is currently available for entrants to ITT in RE for 2025-2026. The department reviews bursaries annually, deciding which subjects should attract a bursary and the amount attributed to each.

Thank you for writing. I hope that this response is useful.

Yours,



Catherine McKinnell MP
Minister for School Standards

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Notes from zoom consultation: Schools & Education: 7–9pm, Thursday, 30th January (Ruhena Bakhsh)

- Q1: What impact does interfaith work have in the UK?

If people are involved then there is a huge impact, for people who don't know about it then there is little impact.

We discussed – what do we mean by impact? Plus, what do we mean by interfaith: Taking students to places of worship- lots of teachers stated – this was something very different to 'usual' life for lots of their students. Meeting real people and sharing experiences together – shared humanity-eradicates feelings of them/us but we're all human. That is where interfaith work has the impact. Interfaith week is a vehicle that brings dialogue and collaboration partnership/knowledge exchange is also a product of IFW.

People living well with different peers/ confidence to talk about oneself (beliefs and values), confidence to ask questions and deepens relationships when done right.
Other findings: children are exploring personal spirituality. With range of backgrounds, getting students to listen and to stop judging. Schools need to work with the wider community as well as within.

Opportunity for people to connect and work together over shared issues.
Projects such as Nisa-Nashim, Jewish/Muslim women conversing, highly valuable.
Interfaith work in schools valuable, classroom, effort put into raising the profile of interfaith work dialogue between people is enriching.

- Q2: What prevents interfaith work in the UK from being impactful?

-Social media and the press- may create closed mindsets.

-Without skilled facilitation – could enhance some of the barriers that there are to engaging with one another.

-Faith speakers can be sometimes difficult to get hold of, people are not always prepared to speak or available to speak. Teacher time is limited.

-Many different themed weeks can drown each other in schools. Is there greater value in focus being all year long, rather than one week?

- Q3: What did you do in Inter Faith Week 2024?

-Interfaith event with pupils/organised by local RE advisor.

-SACRE event where faith leaders met with young people. Q&A/dialogue.

- Q4: What were the learnings from Inter Faith Week 2024?

-Informative and child friendly – chance to ask questions.

-Contributes to the RE curriculum.

- Q5: Why do or don't you take part in Inter Faith Week?

DO -Dialogue good starting point as helps move towards better representation. Want people of faiths to be represented well so giving opportunity for dialogue.

DON'T -Lack of funding and resources/time meant speakers could not be booked for in-school sessions.

- Q6: How does Inter Faith Week contribute to your interfaith work through the rest of the year?

Brings focus of RE to the forefront. Wider than academic study: Take understanding into society and workplace. Can be a spring board/highlights commonalities/common stories between faiths. Differences are too often a focus. Helps pupils explore own sense of belonging.

- Q7: In five years' time, what do you want Inter Faith Week to look like?

Pupils experiencing IFW to become advocates in 5 years' time. MP's getting involved and come in and speak at events.

-An established event in the calendar, recognised by all. Wider than schools/going into community and being much bigger.

Notes from zoom consultation: Schools & Education: 7–9pm, Thursday, 30th January
(Ruhena Bakhsh)

- all faiths getting together working towards a better world/social justice. Putting interfaith work into action. Not just discourse – working together for common good.
 - Develop and growing interfaith friendships.
- SACRE/LA's should be at the forefront organising these as busy teachers in schools often struggle to find time.

- Q8: From the highest level to the most local, what support is needed for this to happen?

Official recognition of IFW – maybe Ofsted in personal development section.

-SACRE'S having guidance/support/funding to support bigger events.

-Support needed at every level, committed/more investment from government plus promotion from media.

-Local levels, local authorities represent their local communities and should represent all their community. No money – all is currently done on goodwill and enthusiasm! SACRE trained to support IFW more effectively. CPD for teachers, national roll out on difference and diversity. Local diverse voices feed into responses to current events.

-Pre-recorded Q&A that schools can access if they struggle to do this in person.

-Restart interfaith network.

SACRE Meeting 3 March 2025

NASACRE Reflection Resources

Two activities were undertaken simultaneously by groups of 3 SACRE members. Four groups responded to the question “What makes an effective SACRE?” and the other four groups looked at “What makes a good SACRE member?”

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NASACRE CONVERSATION 13.05.2025

Zoom 6:30-8pm

Aims:

- Collaborate
- See what issues are arising
- Listening as much as telling

A	<ul style="list-style-type: none"> • Regional conversation facilitated by RE hubs • Third time all met • Share good work • Where can we help each other?
B	<ul style="list-style-type: none"> • Conference on 19th May. Can send 4-5 delegates. Discounted rates for the more people you send.
C	<ul style="list-style-type: none"> • Workshops first week in July – information in latest briefing.
D	<ul style="list-style-type: none"> • Keep directories up to date on your webpage. Is SACRE information correct on your directory?
E	<ul style="list-style-type: none"> • NEWS! Finally a Charitable incorporated organisation – see NASACRE website for further information
F	<ul style="list-style-type: none"> • Annual Reports due 31st March – reports up till now on website.
G	<ul style="list-style-type: none"> • Check – SACRE should be broadly proportionate to the faiths in your area • Regarding six world views and religions, recognising that the world isn't limited to six, eg Bahai is growing • Seek local places of worship in your area • Are you reflecting your community?
H	<p>BREAKOUT ROOMS</p> <p><i>Discuss - Who is on your SACRE? What is meeting attendance like? When do you meet?</i></p> <ul style="list-style-type: none"> • Hybrid meetings helpful – virtual/in person • 6pm start, mostly online • Some 10am – 12pm (teachers get cover) • 4:30-6:30pm • Tours of places of worship very important • Food very important! • We want to make our SACRES vibrant – you need the group to be passionate and well represented

I	<p>Teacher representation – difficult to recruit</p> <ul style="list-style-type: none"> • Newham – teachers fight to get on SACRE. Gold REQM award is the requirement • Motivate teachers to join through informing them they have a say • Hold network meetings for teachers • Hold workshops and invite teachers • Headteachers can help recruit • Headteachers have to see the worth of SACRE
J	<p>Attendance at meetings</p> <ul style="list-style-type: none"> • Two groups that change the most – CofE and Councillors • Make sure every meeting is worthwhile • Meetings are not just a box ticking exercise • Observations – persistent absences from councillors, stronger links with primary than secondary • Regarding councillors – sometimes councillors are not there by choice, many councillors have an interest in what is going on – equalities issues, peace walls, Holocaust memorials. Are SACRE meetings on council website? Are SACRE papers on council website? If you are in contact with the Chief Whip, they will give you access to the calendar. If councillor is not attending, you can email the Chief Whip and have a conversation about how we can support the councillor. Attendance registers – councillors are paid to attend • Hybrid meetings have increased attendance • Should complete a survey to find out which day of the week/time/location suits
K	<p>Would NASACRE benefit from conversations with the Teaching Association?</p> <ul style="list-style-type: none"> • Are the union teachers even involved with RE?
L	<p>Using data to support your SACRE</p> <ul style="list-style-type: none"> • What data can we use? • Where can we find it? • How and who can analyse this data? • How can we use this data? • DfE and NATRE provide for every SACRE • Normally in January, but this year in February • Public facing data, workforce data • RE data informs planning • Some send a congratulatory letter to schools who have done well • Reflect on OFSTED reports throughout the year
M	<p>https://www.re-hubs.uk/</p> <p>Gateway for our teachers and schools Make sure your local teacher group is meeting</p>

**SACREs taking a stand:
positive responses to controversial issues**

Monday 19 May 2025, 10:30-15:30
[Stratford Town Hall, Newham](#)



Registered Charity no. 1212494

Twitter: [@NASACRE](#)

Tag us: [#NASACRE25](#)

Time	Programme
10:15	Arrival, refreshments, networking
10:30	Registration
11:00	Welcome & introduction
11:10	<p>Session 1: Message for SACREs from Lord Khan of Burnley</p> <p>Parliamentary Under-Secretary of State (Lords Minister for Faith, Communities and Resettlement)</p> <p>Response from NASACRE</p>
11:30	RE Hubs supporting SACREs
11:40	Break
11:50	<p>Session 2: Identity, community and commonality: what can Religion and Worldviews offer schools and society?</p> <p>Dr Joyce Miller: Dr Joyce Miller has had a long career in RE. She was a member of the Commission on RE and of the advisory group on <i>A New Settlement for RE</i>. She has chaired several organisations including the RE Council, AREIAC, Bradford SACRE and the Schools Linking Network. She is currently a member of Northumberland SACRE.</p>
12.20	Table discussions & questions to the speaker
12:55	LUNCH
13:45	<p>Interactive activity for all conference delegates to engage with</p> <p>To participate you will need a device to access the internet. (Wi-Fi password will be given).</p>
14:15	<p>NASACRE TRUSTEE Panel</p> <p>An opportunity for members to ask questions.</p>
14:45	Westhill Awards 2025 – winners announcement
14.50	<p>Celebrating our CIO status together</p> <p>Afternoon tea</p>
15:05	<p>Annual General Meeting</p> <ul style="list-style-type: none"> • Minutes of the meeting of 20 May 2024 in York • Reports • Webinars 2026 • New Executive announcement
15:25	Closing comments
15.30	Brief meeting for the new EXEC

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Identity, community and commonality

What can Religion and Worldviews offer schools and society?

Dr Joyce Miller, FRSA. NASACE conference. May 2025

1



2

Community cohesion

Education Bradford strategy, 2003

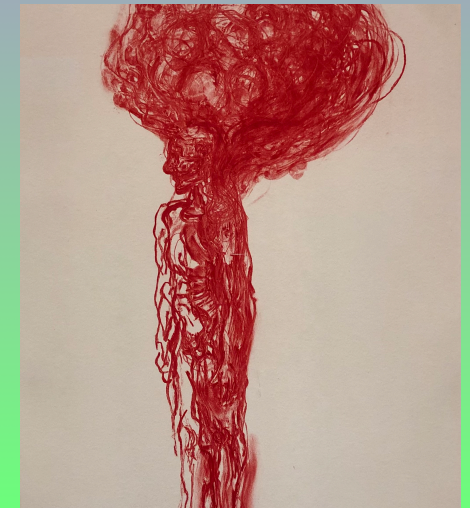
- Identity (ies)
- Community (ies)
- Intercultural navigation

3

Identities

(And hyphenated identities)

- Ethnicity
- Gender
- Sexuality
- Religion
- Professional etc etc



4

‘I am nothing...’

- Linda Rudge’s article from 1998
- Most pupils do not grow up in family where religion is practised formally
- What progress have we made?

5

‘I am nothing’

Politically as well as religiously



6

Politicisation of identity

That word — “Judaean-Christian” — so often encountered in the company of Big Serious Nouns (“heritage”, “culture”, “civilisation”, “values”) merits equal attention. It is much, and increasingly, used today, by those who want to defend it (the former Trump adviser Steve Bannon, for example, talks a great deal about it); those who argue that it is just an Islamophobic dog whistle; and those who think that the very term is meaningless.

Nick Spence, 2025

7

Religion and identity

- ‘...odd presumption that the people of the world can be uniquely categorised according to some *singular and overarching* system of partitioning’
- ‘Intergroup strife can easily be fomented if credence is given to the solitarist approach to identity.’

Amartya Sen, 2006

8

'First we were Asians
Then we were Pakis
Now we're Muslims'

Interviewee in Bradford-based research

9

'There is a naive and simplifying
view that the solution to
Islamophobia is to teach people
about Islam, so that they won't feel
hate or resentment any longer.'

Robin Richardson. 2014. Evidence to APPG

10

...a background of surging Islamophobia
with assaults rising by 73% in 2024...
Meaningful change would acknowledge
the ways British Muslims remain
disenfranchised...'

Nadeine Asbali

11

Community cohesion

- Replaced focus on anti-racism and institutional racism (RRAA 2000)
- Socio-economic deprivation neglected
- Segued into the Prevent agenda

12

RE's contribution to community cohesion is not just about our subject content or the skills that we help develop: it is in dealing with the existential questions to which religions and worldviews offer the answers that we can really develop young people as skilled intercultural navigators and champions of equalities, human rights and social justice.'

APPG reflections, 2015

13

RE since 1988

- How far have attitudes to RE changed?
- How far has society changed?
- How far are we meeting the needs of young people to help them deal with complex world around them?
- How much has RE changed?

14

Ofsted reports

2007? 2010? 2013? 2024?

- The quality of RE is still not high enough
- ...no better than satisfactory and in some cases inadequate
- The potential of RE was not being realised
- Some schools steer through... most do not

15

What can R & W offer?

One

- We all have worldviews
- Focus on commonality
- Religion, society, media and politics are inextricably bound up

16

What can R & W offer?

Two

- Critical thinking
- An antidote to extremism
- An antidote to generalisations and stereotyping

17

What can R & W offer?

Three

- The 'other' self - 'Intrarelatational'. Willa Blythe Baker
- The other. Gert Biesta
- The other-than-human. Thomas Berry
- The more-than-human. Peter Reason

18

‘The one story includes us all. We are, everyone, cousins to one another. Every being is intimately present to and immediately influencing every other being.’

Thomas Berry

19

‘The fundamental weakness of Western civilization is empathy.’

Elon Musk, 28 February 2025

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R & W's strengths

- Professionalism
- Commitment
- Support from statutory, voluntary, professional and charitable organisations

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Overarching concepts

National Entitlement 2018

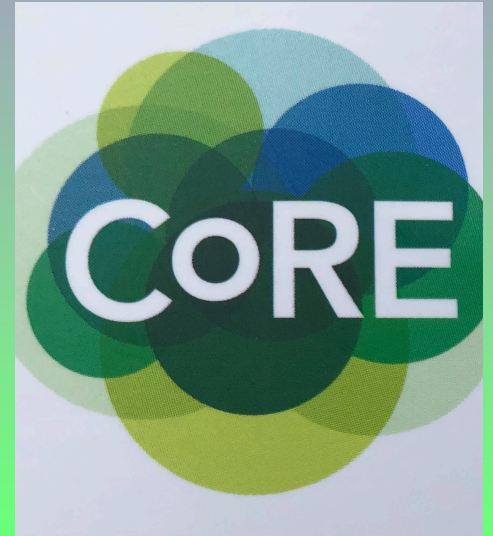
Religion

Secularity

Spirituality

Worldview

+ Morality



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‘Where is the
wisdom we
have lost in
knowledge?
Where is the
knowledge we
have lost in
information?’

T S Eliot. The Rock.

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