



London Borough of Newham

# **ANNUAL REPORT 2024-2025**

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

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## **Section 1      Introduction**

As the newly elected Chair of Newham SACRE, I am very pleased to introduce this report , which contains details of so much excellent work.

The routine items of business continued as usual. We updated our advice to schools on Ramadan ready for 2026. In July, Elmhurst Primary school hosted the prize-giving ceremony for our annual Place of Worship Competition. The Place of Worship competition has once again demonstrated how our pupil's creative talents can be nurtured through the exploration of each other's cultural and religious traditions. With a record number of schools participating this year, we have seen high quality poetry, prose and artwork using a broad range of media. Congratulations to all who participated, and thank you to all the parents and educators who supported the competition.

A final mention must go to all those students in Newham who sat public exams this year. You will see from the detailed statistics in this report that Newham's GCSE results for Religious Studies continue to be above national averages, and the A-level results are exceptional. Well done!

Rev'd Canon Councillor Ann Easter – Newham SACRE chair

## **Section 1      Overview**

Since 1988, it has been a requirement that every local education authority (LA) has a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship (CW) - in practice every SACRE has developed its own particular style and character.

Newham SACRE, which began its work in 1989, has certainly developed its own particular style and character as this report will testify.

Some of the notable features of Newham SACRE's work during 2024-2025 are included in this report, namely its support schools and its involvement with collective worship. SACRE continues to work with different religion and worldview leaders and teachers across all key stages to ensure our advice and work is fit for purpose.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is sent to the Department for Education (DfE), NASACRE, to local schools and to other interested parties. Newham LA makes this report available publicly through their website.

SACRE met three times across the academic year 2024-25. Our meetings were hybrid with some members participating through zoom, and live streamed on YouTube as a public meeting in accordance with the LA procedures. This has ensured that SACRE has continued to be active and discharge its responsibilities fully.

October 2024	Live on Newham YouTube channel via Zoom
February 2025	Live on Newham YouTube channel via Zoom
July 2025	Live on Newham YouTube channel via Zoom

## **Background to the Borough**

## Newham SACRE Annual Report 2024-2025

Newham is one of the most dynamic parts of the country. It has a youthful population, not an ageing one as in many other areas. There is an energy here that few other places can match. It is at the heart of one the largest areas of urban redevelopment in Europe.

According to the Newham school census of January 2025, there were 54,721 children and young people aged 19 or under in Newham schools. They make up 17.5% of the total population in the borough. For comparison, across London as a whole, children and young people are 16% of the population. The number of children and young people in Newham is an important feature of the area.

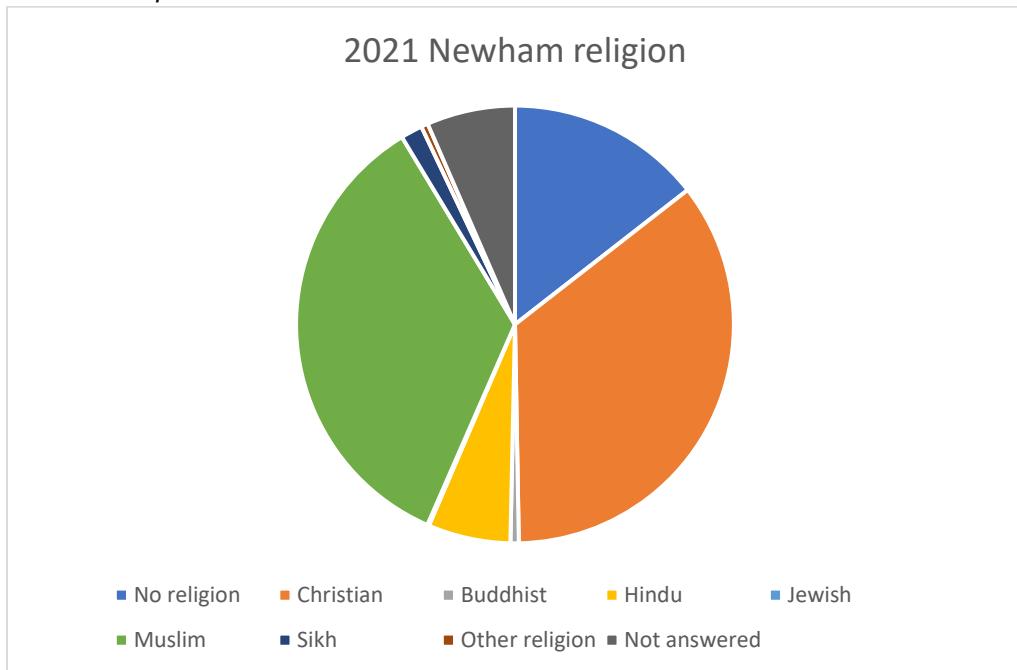
In Primary schools a total of 143 languages were recorded as spoken. Limiting to languages with at least 50 speakers reduces this to 38 languages (including English). In Secondary schools a total of 122 languages were recorded. Limiting to languages with at least 50 speakers reduces this to 36 languages (including English).

English is the most frequently recorded first language spoken, just under one third of all pupils in Newham schools speak English as their first language.

In the 2021 Census, Newham had the largest proportion of non-white, non-British ethnic groups in the country. Around 93% of children and young people were from these groups; the largest proportions were of Bangladeshi (18%) and Black African (16%) origin. However, the vast majority (85%) of Newham's 0-15 year olds were born in the UK. This diversity is also expressed in terms of faiths. In the 2021 Census, 35% of the population said they were Christian, 34% Muslim (2<sup>nd</sup> highest figure for a Muslim population of a borough in the UK), 14% of people stated they had no religion, 6% stated they were Hindu, with the rest of the population members of other faith groups or not stating their affiliation. Newham is also an area of high mobility and we see in each census new religious groups appearing in the borough.

### Figures from 2021 census

Religion	Number of people	Percentage
Christian	123,746	35.3%
Muslim	122,146	34.8%
None (includes agnostics, atheists)	50,795	14.5%
Hindu	21,405	6.10%
Non-stated	22,933	6.5%
Sikh	5,638	1.6%
Buddhist	2,160	0.6%
Other	1,765	0.5%
Jewish	448	0.10%



## Section 2 Standards and quality of provision of Religious Education (RE)

2.1 Within Newham, advice is available to schools around RE through four forms:

- The Newham Agreed Syllabus [www.newham.gov.uk/downloads/file/4761/newham-religious-education-syllabus-2022](http://www.newham.gov.uk/downloads/file/4761/newham-religious-education-syllabus-2022) and over 80 supports and schemes of work and medium term plans from EYFS to KS3 within a Google Drive that all Newham schools (maintained, faith, academy, free-schools have access to)
- The Newham SACRE RE consultant
- regular CPD opportunities for Religious Education (RE) and collective worship (CW); and
- SACRE documents sent electronically into every school.

2.2 Newham SACRE has given advice to the local authority on a number of occasions in 2024-2025. Some of these have fallen into assistance with parental objections to a part of the school curriculum on the basis of religion. The meetings, between schools and the LA, with the support of SACRE often have to unpack cultural rather than religious objections to an area of the curriculum, offering a great learning experience for parents as well as school leaders.

Newham SACRE sent out updated advice on Ramadan and fasting in schools for pupils in January 2025, which was received well by schools. The SACRE consultant also provided training for local faith leaders on the content of the RE syllabus, on hosting school visits to their places of worship and how to be an effective school speaker.

Newham SACRE undertook a self-evaluation review, using the NASACRE tool. This has helped to inform our priorities going forward into work for 2025-26, as well as being able to recognise where we are outstanding (which continues to be in every area).

2.3 Throughout 2024-25 there were RE network termly meetings for both primary RE leads and secondary heads of departments. These have covered the following topics and professional development opportunities:

### Primary

Local and national updates; Interfaith dialogue around Hindu, Muslim and Christian service and solidarity; Masterclass on Sikh and pilgrimage; Masterclass on teaching Islam with Sunni and Shia's guests

## Secondary

Local and national updates; then we had a range of special and expert guests leading masterclasses on: a) Teaching about Islam as a worldview - Sunni and Shia's perspectives; b) Non-religious worldviews in the classroom - how to teach them well and c) Teaching Judaism well in the classroom.

Teachers have stated that this training has impacted their development in the following ways:

- *“Coming today has helped me to feel more confident in my leadership of RE at my school and the next steps I need to take to ensure we are delivering high quality RE to all our pupils.”*
- *“Today’s masterclass was awesome, so many ideas are buzzing around my head and lots of practical resources I am looking forward to using.” “I love the fact that I come to these training sessions often thinking I know what I need to know. Claire and Lucy, bring in a national expert in a religion or project - I listen and suddenly realise I didn’t know a lot and now I do!”*
- *“Meeting other new RE leads and networking with colleagues in the same boat as me has been invaluable to my leadership of RE today.”*

SACRE in 2024-2025 was successful in gaining some funding to provide 2 CPD opportunities for our schools, which the LA then directed their RE advisor to organise for Newham schools.

First, we ran freely to all schools, **a tour of seven different places of worship in March 2025**. Many teachers booked this training as they expressed for themselves a lack of confidence in organising visits to places of worship (POWs) and teaching about unfamiliar religions. Their goals for coming on this training were focused on gaining subject knowledge, practical guidance, and resources to support student learning and staff collaboration.

Post-training feedback shows a significant positive shift in teachers being equipped to engage and use people and people from different religions and non-religious worldview well in their teaching going forward. Teachers praised the training as informative and inspiring, which highlights the importance of direct interactions with faith leaders, visits to diverse places of worship, and a deeper understanding of religious practices.

“Touring the religious places of worship with someone who had so much knowledge and great connections with other faith leaders was excellent. It made the experience so worthwhile. I felt comfortable enough to ask as many questions as I wanted. All the faith leaders were brilliant at talking to us all and they shared their love of their faith”.

Importantly, the training also supported teachers to develop cultural awareness, promote mutual respect, and counteract stereotypes through accurate, balanced religious education. By equipping teachers to explore both differences and common values across faiths, the training strengthened their ability to foster critical thinking and tolerance—core components in building resilience to extremism. The experience has left teachers better prepared, more confident, and motivated to enrich religious education while supporting broader safeguarding and inclusion goals in their schools. For the detailed analysis of the impact of this intervention please look at Appendix 3.

Second, we ran in secondary schools an **‘Challenging religious and non-religious stereotypes conferences’**. This year it took the form of a roadshow with 9 Secondary Schools across Newham. 515 Students attended the roadshow across the 3 sessions. The project gave the young people an opportunity to meet with Students from other schools and faith leaders from outside their own community and to discuss their views and beliefs in a safe space. It also gave the students an opportunity to talk about issues that are important to them, and that they might not be able to discuss in other spaces. The project allowed the young people to reflect on their

beliefs and opinions and to consider where their beliefs originate from, and allowed them to identify, and consider the impact of and to challenge stereotypes that they might hold.

### **Voices from the Participants**

The impact is clearest in the students' own words, demonstrating tangible shifts in perspective and personal responsibility:

- “I've learned to be more **respectful as a person** and stopped stereotyping people based on their religion.”
- “It's important to be **open-minded**, being open to learning about other religions, and defeating stereotypes.”
- “You as an **individual can change and break stereotypes** and represent what you stand for.”

Teachers strongly supported the initiative, noting that it gave students a “**unique opportunity to take their academic study into real-world situations**” and open up a vital dialogue they wouldn't have had otherwise.

### **2.4 Monitoring of RE in schools**

From the LA's monitoring of schools, we know that 23 pupils have been withdrawn from RE lessons across primary and secondary schools from a total of 54,721 pupils. This means that 99.96% of pupils in Newham attend RE lessons. This sustains our low figures of withdrawals over the last ten years, which we believe flows from the LA's emphasis on inclusion, and the hard work of schools to explain the purpose of RE and the importance for all pupils to receive education about others' beliefs and practices. We are grateful to local faith leaders being prepared to go into schools and talk about these issues directly with families from their own religion to support understanding around the purpose of RE in our area and keep everyone, as far as possible, receiving RE.

**Primary RE**  
EYFS

	<b>Outstanding</b>	<b>Good</b>	<b>Needs Improvement</b>
<b>No. of schools</b>	18	24	1
<b>Percentage</b>	42%	56%	2%

**KS1**

	<b>Outstanding</b>	<b>Good</b>	<b>Needs Improvement</b>
<b>No. of schools</b>	17	28	1
<b>Percentage</b>	37%	61%	2%

**KS2**

	<b>Outstanding</b>	<b>Good</b>	<b>Needs Improvement</b>
<b>No. of schools</b>	14	31	0
<b>Percentage</b>	31%	69%	0%

**Secondary RE**

KS3

	Outstanding	Good	Needs Improvement
No. of schools	7	8	1
Percentage	44%	50%	7%

KS4

	Outstanding	Good	Needs Improvement
No. of schools	9	6	1
Percentage	57%	38%	6%

KS5

	Outstanding	Good	Needs Improvement
No. of schools	3	0	1
Percentage	75%	0	25%

94% of Newham schools, using SACREs criteria, have said that their RE provision is good or outstanding, with 48% of schools judging against national criteria they are outstanding in the provisions they offer. SACRE has advised the LA there are schools who require support, and in turn the LA have provided time for the RE advisor/consultant to work with the schools who have indicated that their RE needs improvement.

2.5 Complaints about RE

There have been no formal complaints received about RE from any Newham schools during 2023-24.

2.6 Public examinations

## GCSE results

### Headlines (borough & national)

- Newham overall: 38% 9–7 and 80% 9–4 (U = 1%).
- England overall: 32% 9–7 and 74% 9–4.  
→ Newham outperforms England by +6pp at both high grades (9–7) and strong pass (9–4).

Distribution across Newham schools is wide:

- 9–7 range: 19% (Kingsford) to 55% (Brampton Manor) → 36pp spread.
- 9–4 range: 55% (Harris Chobham) to 94% (Oasis Silvertown) → 39pp spread.
- Medians (unweighted, across 18 schools): 40% 9–7 and 81.5% 9–4 (both slightly above the Newham overall).

Counts of grade distribution by school:

Counts of grade distribution by school:

Religious studies (1-9 grade distribution) - COUNTS												
Df no. School	U	1	2	3	4	5	6	7	8	9	Grand Total	
3164031 Brampton Manor	2	2	8	19	26	34	64	78	68	46	347	
3164012 Cumberland	2	9	15	21	28	37	35	35	46	25	253	
3164014 Eastlea	12	12	21	15	23	13	11	13	8	8	136	
3164008 Forest Gate School	2	9	14	14	17	33	42	40	49	38	258	
3164003 Harris Academy Chobham	5	5	13	5	6	6	5	2	4	51		
3164017 Harris Science Academy East London	1		1	1	3	4	1	2	4	1	18	
3164037 Kingsford	3	9	24	49	34	56	66	34	17	7	299	
3164005 Langdon	2	8	16	30	31	55	54	62	41	18	317	
3164025 Lister	6	14	22	37	30	39	47	34	15	10	254	
3164015 Little Ilford	3	1	3	3	4	7	8	5	3	37		
3164006 Oasis Academy Silvertown			1		1	4	3	4	2	1	16	
3164032 Plashet		2	9	26	31	40	54	59	34	22	277	
3164016 Rokeby	1		8	15	20	18	20	25	6	15	128	
3164013 Royal Docks			2		4	5	5	3	2		21	
3164035 Sarah Bonnell	5	5	13	17	42	44	59	39	29	253		
3164600 St. Angela's			3	15	24	29	35	22	34	18	180	
3164601 St. Bonaventure's	5	9	18	28	30	19	28	21	12	17	187	
3165400 Stratford	4	14	20	23	23	30	47	43	43	33	280	
<b>Grand Total</b>	<b>Newham</b>	<b>40</b>	<b>101</b>	<b>193</b>	<b>322</b>	<b>350</b>	<b>468</b>	<b>569</b>	<b>547</b>	<b>427</b>	<b>295</b>	<b>3,312</b>

Percentage grade distribution by school:

Df no. School	Religious studies (1-9 grade distribution) - PERCENTAGES									Cumulative grades				
	U	1	2	3	4	5	6	7	8	9	9-7%	9-4%	9-1%	
3164031 Brampton Manor	1%	1%	2%	5%	7%	10%	18%	22%	20%	13%	55%	91%	99%	
3164012 Cumberland	1%	4%	6%	8%	11%	15%	14%	14%	18%	10%	42%	81%	99%	
3164014 Eastlea	9%	9%	15%	11%	17%	10%	8%	10%	6%	6%	21%	56%	91%	
3164008 Forest Gate School	1%	3%	5%	5%	7%	13%	16%	16%	19%	15%	49%	85%	99%	
3164003 Harris Academy Chobham	10%	10%	25%	10%	12%	12%	10%	4%	8%	22%	55%	100%		
3164017 Harris Science Academy East London	6%		6%	6%	17%	22%	6%	11%	22%	6%	39%	83%	94%	
3164037 Kingsford	1%	3%	8%	16%	11%	19%	22%	11%	6%	2%	19%	72%	99%	
3164005 Langdon	1%	3%	5%	9%	10%	17%	17%	20%	13%	6%	38%	82%	99%	
3164025 Lister	2%	6%	9%	15%	12%	15%	19%	13%	6%	4%	23%	69%	98%	
3164015 Little Ilford	8%	3%	8%	8%	11%	19%	22%	14%	8%	43%	81%	100%		
3164006 Oasis Academy Silvertown			6%		6%	25%	19%	25%	13%	6%	44%	94%	100%	
3164032 Plashet	1%	3%	9%	11%	14%	19%	21%	12%	8%	42%	87%	100%		
3164016 Rokeby	1%		6%	12%	16%	14%	16%	20%	5%	12%	36%	81%	99%	
3164013 Royal Docks			10%		19%	24%	24%	14%	10%		24%	90%	100%	
3164035 Sarah Bonnell	2%	2%	5%	7%	17%	17%	23%	15%	11%	10%	50%	91%	100%	
3164600 St. Angela's			2%	8%	13%	16%	19%	12%	19%	10%	41%	90%	100%	
3164601 St. Bonaventure's	3%	5%	10%	15%	16%	10%	15%	11%	6%	9%	27%	68%	97%	
3165400 Stratford	1%	5%	7%	8%	8%	11%	17%	15%	15%	12%	43%	78%	99%	
<b>Grand Total</b>	<b>Newham</b>	<b>1%</b>	<b>3%</b>	<b>6%</b>	<b>10%</b>	<b>11%</b>	<b>14%</b>	<b>17%</b>	<b>17%</b>	<b>9%</b>	<b>38%</b>	<b>80%</b>	<b>99%</b>	
	<b>England</b>	<b>2%</b>	<b>5%</b>	<b>8%</b>	<b>12%</b>	<b>11%</b>	<b>14%</b>	<b>17%</b>	<b>13%</b>	<b>11%</b>	<b>8%</b>	<b>32%</b>	<b>74%</b>	<b>99%</b>

Percentage grade distribution by school:

**Comparison with attainment rates in English Language**

The tables below present cross-tabulations of the grade distributions achieved by pupils who studied both English Language and Religious Studies. The first table shows the counts of grades and the second shows the table percentages.

**Headlines:**

COUNTS		English Language grades										Grand Total
		U	1	2	3	4	5	6	7	8	9	
Religious studies grades	U	9	14	9	7	1						40
	1	1	16	50	26	7						100
	2	2	7	57	94	20	11	2		1		194
	3		2	30	158	85	40	6	1			322
	4			5	120	117	72	28	6	2		350
	5			1	1	72	124	154	96	13	5	468
	6				28	101	179	154	73	27	7	569
	7				3	25	100	193	138	70	18	547
	8					9	35	108	134	102	39	427
	9						3	28	78	98	88	295
Grand Total		12	40	152	508	489	594	615	443	305	154	3,312

PERCENTAGE OF TABLE TOTAL		English Language grades										Grand Total
		U	1	2	3	4	5	6	7	8	9	
Religious studies grades	U	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
	1	0%	0%	2%	1%	0%	0%	0%	0%	0%	0%	3%
	2	0%	0%	2%	3%	1%	0%	0%	0%	0%	0%	6%
	3	0%	0%	1%	5%	3%	1%	0%	0%	0%	0%	10%
	4	0%	0%	0%	4%	4%	2%	1%	0%	0%	0%	11%
	5	0%	0%	0%	2%	4%	5%	3%	0%	0%	0%	14%
	6	0%	0%	0%	1%	3%	5%	5%	2%	1%	0%	17%
	7	0%	0%	0%	0%	1%	3%	6%	4%	2%	1%	17%
	8	0%	0%	0%	0%	0%	1%	3%	4%	3%	1%	13%
	9	0%	0%	0%	0%	0%	0%	1%	2%	3%	3%	9%
Grand Total		0%	1%	5%	15%	15%	18%	19%	13%	9%	5%	100%

- Strong alignment across subjects:** 75% of pupils are within **±1 grade** between RS and English (exact match on the diagonal: 30%).
- High-high cohort is sizeable:** 23% achieve **7–9 in both RS and English**.
- Top end stronger in RS:** 38% get **RS 7–9** vs 27% in **English 7–9**.
- RS excellence correlated with English excellence:** Among pupils with **RS 7–9**, 60% also get **English 7–9** (2.2x the overall English 7–9 rate of 27%).
- English high rarely stands alone:** 85% of those with **English 7–9** also have **RS 7–9**.
- Very few mismatches:** Only 1.4% are **high in one subject and ≤4 in the other** (RS $\geq$ 7 & Eng $\leq$ 4 = **1.1%**; Eng $\geq$ 7 & RS $\leq$ 4 = **0.3%**).
- Mid-high cluster dominates:** 33% sit in **RS 5–7 × English 5–7**.
- Secure passes in both:** 59% achieve **grade 5+ in both subjects**.
- Low-low tail is limited:** 15% are **≤3 in both subjects**.
- Most common pairing:** **RS 7 with English 6** (n=193), followed by **RS 6 with Eng 5** (n=179), and **RS 3 with Eng 3/RS 5 with Eng 5** (n=158/154).

**Comparison with attainment rates in English Literature**

The tables below present cross-tabulations of the grade distributions achieved by pupils who studied both English Literature and Religious Studies. The first table shows the counts of grades and the second shows the table percentages.

COUNTS		English Literature grades										Grand Total	
		U	1	2	3	4	5	6	7	8	9		
Religious studies grades	U	16	10	7	3	2						38	
	1	11	32	29	19	4	4					99	
	2	2	18	56	74	27	12	3			1	193	
	3	1	4	36	104	105	53	16	3			322	
	4		4	5	63	112	105	53	8			350	
	5			2	20	86	189	130	34	7		468	
	6				1	48	161	207	109	29	8	569	
	7					2	10	63	166	180	85	41	547
	8					2	1	20	86	130	121	67	427
	9						2	25	42	98	128	295	
		Grand Total	30	68	136	293	395	609	686	506	341	244	3,308
PERCENTAGE OF TABLE TOTAL		English Literature grades											
Religious studies grades	U	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	
	1	0%	1%	1%	1%	0%	0%	0%	0%	0%	0%	3%	
	2	0%	1%	2%	2%	1%	0%	0%	0%	0%	0%	6%	
	3	0%	0%	1%	3%	3%	2%	0%	0%	0%	0%	10%	
	4	0%	0%	0%	2%	3%	3%	2%	0%	0%	0%	11%	
	5	0%	0%	0%	1%	3%	6%	4%	1%	0%	0%	14%	
	6	0%	0%	0%	0%	1%	5%	6%	3%	1%	0%	17%	
	7	0%	0%	0%	0%	0%	2%	5%	5%	3%	1%	17%	
	8	0%	0%	0%	0%	0%	1%	3%	4%	4%	2%	13%	
	9	0%	0%	0%	0%	0%	0%	1%	1%	3%	4%	9%	
		Grand Total	1%	2%	4%	9%	12%	18%	21%	15%	10%	7%	100%

## Headlines:

- Strong alignment:** 79% of pupils are within  $\pm 1$  grade between RS and English Lit (35% exact match on the diagonal).
- High-high is common:** 27% achieve **grades 7–9 in both** RS and English Lit.
- Top end stronger in RS:** 38% get RS 7–9 vs 33% in English Lit 7–9.
- RS excellence correlated with Lit excellence:** Among pupils with RS 7–9, 70% also secure English Lit 7–9 (vs 33% overall).
- Lit high typically co-occurs with RS high:** 82% of those with English Lit 7–9 also have RS 7–9.
- Mid-high core is large:** 38% sit in the 5–7  $\times$  5–7 band across both subjects.
- Low-low tail is relatively small:** 13% are  $\leq 3$  in both RS and English Lit.
- Top cell pairings tell the story:** Biggest clusters are RS 6  $\times$  Lit 6 (n=207), RS 5  $\times$  Lit 5 (n=189), RS 7  $\times$  Lit 7 (n=180), and RS 7  $\times$  Lit 6 (n=166).
- Very strong overall linkage:** The RS–Lit grade correlation is  $r \approx 0.83$ , indicating tight coupling of outcomes.

## Ethnicity

### Ethnicity

Religious studies (1-9 grade distribution) - COUNTS										
Ethnic heritage	U	1	2	3	4	5	6	7	8	9 Grand Total
Any other Asian background	2	3	7	14	13	22	40	30	26	20 177
Any other black background	1	1	5	7	10	11	13	13	8	69
Any other ethnic group	2	6	15	18	16	24	24	21	18	22 166
Any other mixed background	1	2	6	12	17	15	21	20	25	8 127
Any other white background	5	20	28	41	42	54	45	46	31	15 327
Bangladeshi	4	20	25	62	71	122	177	169	121	104 875
Black African	6	15	25	55	71	84	96	81	65	39 537
Black Caribbean	1	3	15	15	13	9	13	2	7	2 80
Chinese				1	1		1	2	1	1 7
Gypsy/Roma		1				2		1		4
Indian	1	7	14	20	32	31	49	51	42	37 284
Irish						1				1
Not yet obtained			1	3	2	1	3	3	1	2 16
Pakistani	5	6	27	37	37	64	66	78	62	29 411
Refused		2	2	6	2	5	3	6	3	1 30
White and Asian	1	1		6	4	4	4	3	3	4 30
White and Black African	1	1	1	3	6	6	4	4	4	2 32
White and Black Caribbean	1	3	3	2	3	3	1	6	1	1 24
White British	9	11	18	20	10	10	9	11	9	8 115
<b>Grand Total</b>	<b>40</b>	<b>101</b>	<b>194</b>	<b>322</b>	<b>350</b>	<b>468</b>	<b>569</b>	<b>547</b>	<b>427</b>	<b>295 3,312</b>

Religious studies (1-9 grade distribution) - PERCENTAGES										Cumulative grades			
Ethnic heritage	U	1	2	3	4	5	6	7	8	9	9-7%	9-4%	9-1%
Any other Asian background	1%	2%	4%	8%	7%	12%	23%	17%	15%	11%	43%	85%	99%
Any other black background	1%	1%	7%	10%	14%	16%	19%	19%	12%		30%	80%	99%
Any other ethnic group	1%	4%	9%	11%	10%	14%	14%	13%	11%	13%	37%	75%	99%
Any other mixed background	1%	2%	5%	9%	13%	12%	17%	16%	20%	6%	42%	83%	99%
Any other white background	2%	6%	9%	13%	13%	17%	14%	14%	9%	5%	28%	71%	98%
Bangladeshi	0%	2%	3%	7%	8%	14%	20%	19%	14%	12%	45%	87%	100%
Black African	1%	3%	5%	10%	13%	16%	18%	15%	12%	7%	34%	81%	99%
Black Caribbean	1%	4%	19%	19%	16%	11%	16%	3%	9%	3%	14%	58%	99%
Chinese				14%	14%		14%	29%	14%	14%	57%	86%	100%
Gypsy/Roma		25%			50%			25%			25%	75%	100%
Indian	0%	2%	5%	7%	11%	11%	17%	18%	15%	13%	46%	85%	100%
Irish					100%						0%	100%	100%
Not yet obtained			6%	19%	13%	6%	19%	19%	6%	13%	38%	75%	100%
Pakistani	1%	1%	7%	9%	9%	16%	16%	19%	15%	7%	41%	82%	99%
Refused		7%	7%	20%	7%	17%	10%	20%	10%	3%	33%	67%	100%
White and Asian	3%	3%		20%	13%	13%	13%	10%	10%	13%	33%	73%	97%
White and Black African	3%	3%	3%	9%	19%	19%	13%	13%	13%	6%	31%	81%	97%
White and Black Caribbean	4%	13%	13%	8%	13%	13%	4%	25%	4%	4%	33%	63%	96%
White British	8%	10%	16%	17%	9%	9%	8%	10%	8%	7%	24%	50%	92%
<b>Grand Total</b>	<b>1%</b>	<b>3%</b>	<b>6%</b>	<b>10%</b>	<b>11%</b>	<b>14%</b>	<b>17%</b>	<b>17%</b>	<b>13%</b>	<b>9%</b>	<b>38%</b>	<b>80%</b>	<b>99%</b>
England	2%	5%	8%	12%	11%	14%	17%	13%	11%	8%	32%	74%	99%

## Performance stand-outs

- Asian heritage leads the borough: Indian 46% 9-7 (N=284) and Bangladeshi 45% (N=875); strong passes at 85% and 87% respectively (+7pp and +5pp vs Newham 9-4).

- The Pakistani cohort is above average: 41% 9–7 (N=411) and 82% 9–4 (+3pp / +2pp vs Newham).
- Any other Asian background is similarly strong: 43% 9–7 (N=177) and 85% 9–4.
- Chinese highest top-grade rate at 57% 9–7 (N=7, small cohort).

#### Large cohorts that shape the picture

- Bangladeshi is the largest group (N=875) with nearly 1 in 2 at grades 7–9—a major driver of borough strength.
- Black African (N=537): 81% 9–4 (≈ borough) but 35% 9–7 (-3pp vs Newham).

#### Gaps that may need focus

- Black Caribbean outcomes lag: 14% 9–7 and 58% 9–4 (-24pp / -22pp vs Newham).
- White British and 'Any other white' trail:
  - White British: 24% 9–7 and 50% 9–4 (-14pp / -30pp).
  - Any other white background (N=327): 28% 9–7 and 71% 9–4 (-10pp / -9pp).
- Mixed White groups show mixed results:
  - White & Black Caribbean: 33% 9–7, 63% 9–4 (below Newham).
  - White & Black African: 31% 9–7, 81% 9–4 (strong pass ≈ Newham).

#### Grade 9 concentration

- Top grade share is highest in Asian heritage groups: Indian 13%, Bangladeshi 12%, Any other Asian 11% (vs borough 9%).

#### Ungraded (U) rates

- Highest U%: White British 7.8%, then White & Black Caribbean 4.2%, White & Asian 3.3%, White & Black African 3.1%. Most other groups are around 0–2%.

#### Bottom line

- Ethnic gaps at the top end are wide—9–7 spans ~43pp from 14% (Black Caribbean) to 57% (Chinese, small N).
- Strength is broad across Asian heritage, while targeted support is most needed for Black Caribbean and White British pupils (and parts of the mixed White cohorts) to lift both 9–4 and 9–7 outcomes.

*Note:* Please treat very small cohorts (e.g., Chinese N=7, Gypsy/Roma N=4, Irish N=1) with caution when interpreting percentage swings.

#### Disadvantage

## Disadvantage

Religious studies (1-9 grade distribution) - COUNTS											
Disadvantaged	U	1	2	3	4	5	6	7	8	9	Grand Total
No	15	47	86	148	170	216	280	287	233	162	1,644
Yes	25	54	107	174	180	252	289	260	194	133	1,669
Grand Total	40	101	193	322	350	468	569	547	427	295	3,312

Religious studies (1-9 grade distribution) - percentages										Cumulative grades			
Disadvantaged	U	1	2	3	4	5	6	7	8	9	9-7%	9-4%	9-1%
No	1%	3%	5%	9%	10%	13%	17%	17%	14%	10%	41%	82%	99%
Yes	1%	3%	6%	10%	11%	15%	17%	16%	12%	8%	35%	78%	99%
Newham	1%	3%	6%	10%	11%	14%	17%	17%	13%	9%	38%	80%	99%
England	2%	5%	8%	12%	11%	14%	17%	13%	11%	8%	32%	74%	99%

Headlines:

- **Top grades gap:** 41% of non-disadvantaged pupils achieve **7–9** in RS vs 35% of disadvantaged (**6pp gap**).
- **Strong pass rate close:** 82% of non-disadvantaged vs 78% of disadvantaged achieve **4+** (**4pp gap**).
- **Parity at the bottom end:** U/1 rates are identical (1% and 3% respectively) for both groups.
- **Peak performance difference is at grade 9:** 10% non-disadvantaged vs 8% disadvantaged (**+2pp** for non-disadvantaged).
- **Mid-grade skew for disadvantaged:** Grades 4–5 make up **26%** of disadvantaged results vs **23%** for non-disadvantaged (**+3pp**).
- **Grade 6 shows no gap:** both groups at **17%**.
- **Similar entry volumes:** 1,669 disadvantaged vs 1,644 non-disadvantaged RS entries (**≈3.3k total**).

## Sex

### Sex

Religious studies (1-9 grade distribution) - COUNTS											Grand Total
Sex	U	1	2	3	4	5	6	7	8	9	Grand Total
Female	2	34	68	139	178	247	327	311	259	168	1,733
Male	38	67	125	183	172	221	242	236	168	127	1,579
Grand Total	40	101	194	322	350	468	569	547	427	295	3,312

Religious studies (1-9 grade distribution) - percentages										Cumulative grades			
Sex	U	1	2	3	4	5	6	7	8	9	9-7%	9-4%	9-1%
Female	0%	2%	4%	8%	10%	14%	19%	18%	15%	10%	43%	86%	100%
Male	2%	4%	8%	12%	11%	14%	15%	15%	11%	8%	34%	74%	98%
Newham	1%	3%	6%	10%	11%	14%	17%	17%	13%	9%	38%	80%	99%
England	2%	5%	8%	12%	11%	14%	17%	13%	11%	8%	32%	74%	99%

Headlines:

- **Girls lead at the top end:** 43% of females achieve **7–9** vs 34% of males (**9pp gap**).
- **The strong pass gap is larger for girls:** 86% of females vs 74% of males achieve **4+** (**12pp gap**).
- **Fewer low grades for girls:** Grades 1–3 are 14% for females vs 24% for males (**10pp gap**).
- **No 'U' for girls:** 0% of females vs 2% of males receive a **U**.
- **Top grade difference persists:** 10% of females achieve **grade 9** vs 8% of males (**+2pp** for females).
- **Upper-middle advantage:** At grades 6–8, females are 52% vs 41% for males (**11pp** higher).
- **Similar mid-band at 4–5:** 24% females vs 25% males (near-parity).

- **Entries skew female:** 1,733 female vs 1,579 male entries (~52% female).
- *(Optional context)* Females exceed Newham (38% 7–9; 80% 4+) and England (32%; 74%) overall; males are above England at 7–9 (34% vs 32%), match England at 4+ (74%), but trail Newham.

## SEN

### SEN

Religious studies (1-9 grade distribution) - COUNTS											
SEN status	U	1	2	3	4	5	6	7	8	9	Grand Total
EHC plan	6	7	10	10	5	2	6	4	2	2	54
SEN support	10	26	42	55	38	38	35	29	13	10	296
No recorded SEN	24	68	141	257	307	428	528	514	412	283	2,962
<b>Grand Total</b>	<b>40</b>	<b>101</b>	<b>193</b>	<b>322</b>	<b>350</b>	<b>468</b>	<b>569</b>	<b>547</b>	<b>427</b>	<b>295</b>	<b>3,312</b>

Religious studies (1-9 grade distribution) - percentages										Cumulative grades			
SEN status	U	1	2	3	4	5	6	7	8	9	9-7%	9-4%	9-1%
EHC plan	11%	13%	19%	19%	9%	4%	11%	7%	4%	4%	15%	39%	89%
SEN support	3%	9%	14%	19%	13%	13%	12%	10%	4%	3%	18%	55%	97%
No recorded SEN	1%	2%	5%	9%	10%	14%	18%	17%	14%	10%	41%	83%	99%
<b>Newham</b>	<b>1%</b>	<b>3%</b>	<b>6%</b>	<b>10%</b>	<b>11%</b>	<b>14%</b>	<b>17%</b>	<b>17%</b>	<b>13%</b>	<b>9%</b>	<b>38%</b>	<b>80%</b>	<b>99%</b>
England	2%	5%	8%	12%	11%	14%	17%	13%	11%	8%	32%	74%	99%

### Headlines:

- Large top-end gap: 41% of pupils with no recorded SEN achieve 7–9 vs 18% on SEN Support and 15% with an EHC plan (23–26pp gap).
- The Strong pass gap is stark: 83% (no SEN) achieve 4+ vs 55% (SEN Support) and 39% (EHC plan) — gaps of 28pp and 44pp.
- Lower-end concentration for EHC: 61% of EHC plan grades are below 4 (vs 45% SEN Support; 17% no SEN).
- Ungraded (U) risk highest for EHC: 11% EHC plan vs 3% SEN Support and 1% no SEN.
- Top grade 9: 10% no SEN achieve 9 vs 4% EHC and 3% SEN Support (6–7pp gap).
- Upper-middle band (6–8): 49% no SEN vs 26% SEN Support and 22% EHC.
- At grade 7 specifically: 17% no SEN, 10% SEN Support, 7% EHC.
- Entry mix: About 89% of entries are not recorded SEN (2,962), 9% SEN Support (296), and 2% EHC plan (54).
- *(Optional context)* Only the no SEN group exceeds the Newham overall benchmark at the top end (41% vs 38% 7–9) and for strong passes (83% vs 80% 4+); both SEN groups sit well below.

From this it can be seen that **Newham outperforms England by +6pp at both high grades (9–7) and strong pass (9–4).** The other data shows us how well pupils with disadvantage do in GCSE RS and the value of the subject adds to their points at GCSE. This shows the added value pupils gain from sitting a GCSE in Religious Studies. It is also worth noting that 72% of year 11 pupils sat a full course GCSE in Religious Studies in summer 2025.

## A' Level results

Religious studies A level - COUNTS								Percentages					
DfE_no	School	A*	A	B	C	D	E	Urand Total	A*-A	A*-B	A*-C	A*-E	
3164011	Bobby Moore Academy		2	3	2	1	1	9	0%	22%	56%	89%	
3164031	Brampton	10	30	16	2			58	69%	97%	100%	100%	
3164003	Harris Academy Cho	1	3	4	1	1		10	10%	40%	80%	100%	
3164010	Newham (	2	4	2				8	75%	100%	100%	100%	
3164600	St. Angela	3	3	7	2			15	40%	87%	100%	100%	
3164601	St. Bonavé	1	1	4	5	2		13	15%	46%	85%	100%	
<b>Grand Tot</b>		<b>16</b>	<b>39</b>	<b>34</b>	<b>16</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>113</b>	<b>49%</b>	<b>79%</b>	<b>93%</b>	<b>99%</b>

Religious studies AS level - COUNTS								Percentages				
DfE_no	School	A*	A	B	C	D	E	Urand Total	A*-A	A*-B	A*-C	A*-E
3164031	Brampton Manor	3	2	1				6	50%	83%	100%	100%
<b>Grand Total</b>		<b>3</b>	<b>2</b>	<b>1</b>				<b>6</b>	<b>50%</b>	<b>83%</b>	<b>100%</b>	<b>100%</b>

### National results

Category	Subject	Year	Number Sat	A* %	A*-A %	A*-B %	A*-C %	A*-D %	A*-E %	A*-U %
A Level UK	Religious Studies	2025	16439	5.9	25.5	56.6	81.2	93.8	98.5	100.0
A Level UK	Religious Studies	2024	16622	6.0	25.7	54.9	78.8	92.6	98.2	100.0

From these exceptional results we can see Newham pupils at A' Level did incredibly well. A\*-A results were 24% higher than the national average; A\*-B were 23% higher. A\*-C results were 12% higher than the national average. Newham SACRE are incredibly proud again of these results.

### 2.6 Newham Agreed Syllabus

SACRE continues to monitor school's comments about our present agreed syllabus. We initiated for the first time a formal pupil survey for RE across Newham schools with over 1,250 pupils being involved. This will form the basis of SACREs work on our next Agreed Syllabus review which starts in January 2026. The overall results were very interesting and positive. Work with RE leads in 2025-26 will continue to interrogate this information and possible actions. The RE Advisor along with teachers from SACRE went on to provide the extra support, CPD needs and materials that were requested to be developed in 2024-25.

### 2.7 Attainment in RE

The RE Advisor systematically reviewed Newham school Ofsted reports in order to maintain an overview of standards within schools.

Teachers have commented on the advice they have received from the LA RE advisor from SACREs requests for time to be used to support schools around Ofsted inspections:

- *Thank you for supporting us with our OFSTED preparation and ensuring messages are clearly delivered*
- *Thank you all for your guidance, updates and support this year - it has been invaluable*
- *Thanks for the support offered to CCS by Clare and the rest of the Newham SACRE.*

### Primary Schools

### **Ravenscroft Primary School February 2025**

The pupils are polite, respectful and demonstrate a strong sense of responsibility towards one another. The school provides an extensive range of opportunities to develop pupils' character and broader interests. A well-planned approach to promoting pupils' personal development ensures that pupils learn about topics such as healthy relationships, mental well-being and responsible citizenship.

Pupils are encouraged to think critically and debate important issues. There is a strong emphasis on inclusion and respect. The school celebrates diversity through the curriculum, alongside a rich array of events and assemblies. Pupils develop an appreciation of different cultures and traditions.

### **Selwyn Primary School March 2025**

Pupils are taught to understand and embody the '5 Cs' of courtesy, care, commitment, cooperation, and consideration. The wider personal development of pupils is a considerable strength of the school. Pupils study a carefully crafted curriculum that prepares them well for life in modern Britain. They learn about democracy when electing school council representatives, head boy and head girl.

### **Portway Primary School February 2025**

The school places a strong emphasis on the well-being of pupils. Staff know pupils well and care about them. This gives pupils a deep sense of belonging and helps them to feel safe.

The personal development programme is a strength of the school. Pupils experience a broad range of opportunities that enhance their wider development and prepare them well for life beyond the school. The school recognises the importance of developing pupils' social skills. For example, pupils are given space to share their feelings in 'together time'. Pupils learn about how to keep themselves safe, including when online.

### **Upton Cross Primary School May 2025**

Pupils learn how to be good citizens, including how to raise money for charities.

There is a comprehensive and well-planned curriculum for personal, social, health and economic education.

Pupils learn detailed knowledge about how to take care of their mental and physical health. They learn about how to make informed choices that will help keep them safe, including online.

### **Ranelagh Primary School April 2025**

Ranelagh is a highly inclusive and welcoming school. Pupils are proud of the '5 Rs of Ranelagh': respect, responsible, right choices, resilience and remarkable. Pupils consistently display these values in lessons and outside in the playground. **Pupils have good knowledge of different faiths and cultures, including key elements of fundamental British values.**

### **Gainsborough Primary School January 2025**

The school places a strong emphasis on developing pupils' resilience, which permeates school life. Nurturing relationships exist between staff and pupils. **Pupils learn about faiths and cultures that may be different to their own. For example, they learn about Hanukkah, Diwali and Christmas. Pupils learn that families can look different. They respectfully explain that the most important part of a family is that you are 'cared for'.**

The programme for pupils' personal development is exemplary. The school aims for pupils to be ambitious, confident citizens.

### **St Anthony's Catholic Primary School March 2025**

Pupils feel safe because of the warm and caring relationships between staff and pupils. Pupils look after one another and are kind. They play happily with one another at social times. The school's exceptional quality of provision for pupil's personal development plays an integral role in pupils' excellent conduct and behaviour. Beginning in early years, children develop an understanding of right from wrong. They know that everyone has the right to be treated equally. **Pupils learn about different faiths and visit places of worship. The wealth of opportunities available complements the school's vision for pupils to see themselves as 'catalysts for meaningful change'.** This approach supports the development of pupils' character. Pupils are helped to explore their feelings and emotions. They learn how to keep physically and mentally healthy.

**St Luke's Primary May 2025**

Core values, such as justice, respect, service and kindness, are at the heart of pupils' experiences. The personal development programme is woven through school life. It teaches pupils how to keep themselves safe and well. They learn how to stay safe online and learn strategies to help their own mental health. The curriculum also helps pupils to understand important issues, such as diversity and equality.

Pupils know how to stay healthy and what constitutes a healthy diet. They learn to show respect for difference and are taught to have an age-appropriate understanding of fundamental British values and the protected characteristics. This helps to prepare them for life in modern Britain. Pupils are helped to contribute positively to the school and the local community. For instance, they regularly support local charities, such as the nearby food bank.

**School 21 April 2025**

There is a carefully thought-out coaching programme for personal, social and health education. This helps pupils learn important life skills in an age-appropriate way. From a very early age, pupils learn how to stay safe and healthy. Pupils also explicitly learn oracy. They debate Socratic questions and philosophical problems. Discussion and inquiry are part of everyday school life.

**Carpenters Primary School April 2025**

Leaders have shaped the school's culture and curriculum to reflect the rich mix of languages, heritage and experience that pupils bring with them. Pupils are thoughtful and inclusive. They talk confidently about fairness and difference. They show respect for each other's views and backgrounds. Pupils are taught how to stay safe and be physically and mentally healthy. They understand the importance of respect and tolerance and are well prepared for life in modern Britain.

**Calverton Primary School June 2025**

Pupils attend a wide range of trips and regularly welcome external speakers to the school. Pupils are very well prepared for life in modern Britain. Pupils exemplify this learning, for example through the wide range of fundraising and local community events that they organise.

**Woodgrange Infants School April 2025**

The school teaches pupils to show mutual respect, including by exploring different faiths, beliefs, and abilities. Pupils know how to stay healthy and safe, including online. They debate different issues and ideas, take turns, and listen to each other.

**Odessa Infant School April 2025**

The school's provision for pupils' wider development is exemplary. Pupils' mental health is well supported. Visitors such as authors, religious leaders and theatrical performance groups add to their broader knowledge and skills. The school teaches pupils, in an age-appropriate manner, about how to establish healthy relationships.

**Essex Primary School February 2025**

Pupils are proud of the ways they contribute to the school. They can represent the pupil voice by being a school councillor, becoming a computing ambassador and leading assemblies about how to stay safe online. Pupils are given opportunities to debate different issues. Diversity and equality are celebrated, and pupils understand British values.

**Dersingham Primary December 2024**

The school provides an exceptional range of opportunities to develop pupils' character. Pupils are given the opportunity to demonstrate leadership, for example by acting as 'mental health champions'. There is a strong emphasis on caring for the well-being of each other. Year 4 pupils are taught first-aid techniques so that they can support their peers. The school has developed a 'values curriculum', which equips pupils with an understanding of equality and to challenge discrimination.

## **Secondary Schools**

### **Lister Community School November 2024**

Pupils and parents and carers feel listened to and engaged with the school. This helps them feel part of an inclusive, diverse community. Events, including sports day and cultural day, unite pupils. They help develop pupils' understanding of key attributes, such as teamwork, respect, and tolerance.

The curriculum for personal, social, health, relationships and economic education is well structured and ensures pupils are taught effectively. Pupils have a secure understanding of important topics, including age-appropriate relationship education and online safety. In assemblies, Year 8 and 9 pupils led the session on mental health awareness, presenting with confidence. The school has carefully set out many leadership opportunities, including student prefects, year group representatives and anti-bullying ambassadors.

### **Rokeby School May 2025**

The focus on the personal development of pupils is a considerable strength of the school. The school's approach to personal development supports pupils to become safe, healthy and well prepared for life in modern Britain. For example, the school has developed philosophical discussion sessions that are delivered by pupils based on a theme. This enables pupils to take genuine ownership of an important aspect of their education.

### **Eastlea Community School May 2025**

Eastlea is a safe, kind, and welcoming school. Pupils recognise and appreciate that they are part of a diverse community. Equality, respect, and tolerance are at the heart of the school's values. The school provides a comprehensive programme of personal development. This includes sessions on knife crime, vaping, and e-safety.

### **Harris Science Academy April 2025**

Pupils have a strong understanding of fundamental British values. They learn the skills and empathy to become successful citizens of the world. The school is resolute in its work to make sure that its pupils, including the most disadvantaged, benefit from this strong offer.

### **Langdon Academy October 2024**

The school's work to promote pupils' personal development and welfare is excellent. Leaders place a high focus on pupils' emotional well-being and, as a result, pupils demonstrate positive attitudes to their learning experiences. They value the wider opportunities that enrich the curriculum and are purposefully planned. For example, pupils have lessons to support their holistic development, and these include topics related to finance, mental health and revision strategies. Pupils are also taught how to keep themselves safe in both the virtual and real worlds.

### **Harris Academy Chobham May 2025**

The school's 'I CHEER' values are clearly evident in daily routines. An ethos of inclusion and respect is deeply embedded across all year groups. The school supports pupils to understand a wide range of important topics, including mental health, financial literacy, misogyny and social media. This supports pupils to learn about living safe, healthy and successful lives.

## **Section 3 Standards and quality of provision for collective worship (CW)**

3.1 Within Newham, advice is available to schools around CW through four forms:

- Newham's published advice on CW in schools <https://www.newham.gov.uk/schools-education/school-curriculum/6>
- Newham's published advice on prayer rooms in schools <https://www.newham.gov.uk/schools-education/school-curriculum/6>
- the Newham SACRE consultant and

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- an annual collective worship course run by RE Matters.

3.2 The SACRE consultant to Newham SACRE has given advice to the local authority on a number of occasions in 2024-25 around issues concerning collective worship on behalf of SACRE. Some of these occasions have included assisting with parental objections to a part of collective worship practice within the borough.

3.3 Compliance with the statutory requirement

Collective worship (CW) has been reviewed and monitored in Newham through the collection of relevant data from schools, which has shown:

**Primary CW**

	Outstanding	Good	Needs Improvement
<b>No. of schools</b>	31	17	2
<b>Percentage</b>	62%	34%	4%

**Secondary CW**

	Outstanding	Good	Needs Improvement
<b>No. of schools</b>	4	3	1
<b>Percentage</b>	50%	38%	12%

From this data it can be seen that 92% of schools judged, using our Newham criteria, that their acts of collective worship were good or outstanding.

From the LA's monitoring of schools, we know that 1 pupil has been withdrawn from collective worship from a total of 54,721 pupils. This means that 99.99 % of pupils are in daily acts of collective worship.

3.3 Determinations: There were no requests for a determination from schools in 2024-25, and there were no renewals.

3.4 Complaints about collective worship: there were no complaints received by the LA or Newham SACRE about collective worship in 2024-25.

3.5 SACRE with the LA provided a collective worship course in 2025. It was attended by schools seeking further support to improve the quality of the CW provision - who had indicated on the SACRE monitoring form in 2023-2024 that they would like some support. All delegates rated the training 6 out of 6 and one delegate commented on the day:

*"The whole session helped me clarify what Collective Worship is legally and how it can be embedded in schools. It was throughout very engaging, with lots of tools and resources that we can use in school."*

3.6 SACRE advice on collective worship in Newham schools can be found here:  
<https://www.newham.gov.uk/downloads/file/6971/2024-newham-guidance-on-collective-worship>

## Section 4 SACRE links with other bodies

## Newham SACRE Annual Report 2024-2025

4.1 Nationally: Newham SACRE is a part of NASACRE and the LA consultant is a member of AREIAC, NATRE and the NASACRE executive (serving as vice-chair). One member of Newham SACRE serves as NASACRE treasurer. SACRE members attended the NASACRE conference in May 2025 in Newham and gained many of ideas to bring back to what we could do as a SACRE. SACRE members have also attended the NASACRE virtual webinar monthly training programme and found it useful training for all members.

Locally: Newham Council – One of our members is involved wider in the Local Authority. Ellen Kemp is a Member of Newham Councils Overview and Scrutiny Committee and the Education, Children and Young People Scrutiny Commission.

Governors Forum – Ellen Kemp and Saquat Ali are both on this, and often represent SACRE at these meetings. Ellen is also the chair of Newham's Governor Association. The SACRE consultant has provided training to governors on RE and CW via 'education space', the LA governors training body.

Newham has set up annual neighbourhood and interfaith events around the borough, bringing the religious and non-religious community together. Many SACRE members are part of these meetings and continue to support project work outside of these meetings, trying to build community cohesion. Our SACRE vice-chair, Cannon Councillor Ann Easter, was until June 2025 the lead member on Newham cabinet for interfaith.

We have had Shah Muhmud (Newham's Community Engagement coordinator), Claire Clinton (SACRE consultant) and Tuffayel Ahmed (Faith police officer) working with the LA to help support faith groups.

## Section 5 SACRE's contribution to support schools through events and training

Newham SACRE members have made contributions to initial teacher training by coming to sessions run by Claire Clinton, the SACRE consultant, to talk to trainee teachers about their religious practices and beliefs. This was done virtually and through face to face meetings.

Many SACRE members have hosted school visits to their places of worship throughout the year or have visited schools to lead collective worship times as well as being a school religion and worldview visitor.

Newham SACRE with RE Matters ran our annual Visit a Place of Worship Competition through Newham schools. There were hundreds of entries and the winning work (judged by SACRE members) can be viewed [here](#) - scroll to the bottom of the page) and you will find a PowerPoint presentation with the winning work for 2025. SACRE members awarded prizes and certificates to schools and pupils at the end of the summer term at an event at Elmhurst Primary School.

Locally, Newham SACRE maintains a link with RE Matters (run by the SACRE consultant), which provides termly network meetings for all Newham schools on RE, as well as a number of continuing professional development days throughout the academic year. These include: ECT training for RE; RE ITT primary and secondary training through 4 local SCITTs; Junior and Infant RE conference days; SMSC advice; Visit a place of worship database and competition and staff meetings. RE Matters runs Student RE Matters - a student interfaith group, between secondary schools, who meet half termly and representatives attend the adult SACRE group.

## Section 6 SACREs own arrangements

SACRE has been quorate for all its meetings in the year September 2024-August 2025.

### Chart of SACRE attendance 2024-2025 – Mehrunnisa to update

SACRE	Role	20.09.23	6.3.24	19.6.24	23.10.24
Aisha Sheikh	Teacher rep	Y	Apologies	Y	Apologies
Akhter Raouf	Other faiths – Sunni Muslim rep	Apologies	Y	unwell	Y
Alexia Charalambous	Teacher rep	Y	Y	No attendance	Apologies
Asma Hussain	Other faiths – Shia Muslim rep	Y	Apologies	Apologies	Y
Azaan Akbar	Teacher rep	Y	Y	Y	Y
Brother Sam	C of E rep	No attendance	No attendance	No attendance	No attendance
Catriona Martin	Officer – RE Matters	Observer and report provider for Student RE Matters			
Charlene McLeod	Teacher rep	Y	No attendance	Left SACRE	Left SACRE
Chetna Gandhi	Teacher rep	Apologies	Family emergency	Y	Y
Claire Clinton	SACRE consultant	Y	Y	Y	Y
Councillor Canon Ann Easter	Vice-chair LA rep	Y	Y	Apologies	Apologies
Councillor Joshua Garfield	LA rep	n/a	n/a	Y	Apologies
Councillor Jane Lofthouse	LA rep	Y	Y	Apologies	Y
Councillor Femi Falola	LA rep	Y	No attendance	No attendance	No attendance
Councillor Amar Virdee	LA rep	Y	Y	Y	Y
Dr S Saxby	Other faiths – Catholic rep	Y	No attendance	Y	Apologies
Edward Hoyle	Chair and other faiths Humanist rep	Y	Y	Y	Y
Elicia Lewis	Teacher rep - University	Y	Apologies	Y	Y
Ellen Kemp	C of E rep	Y	Y	Y	Y
Jo Mathias	Teacher rep	Apologies	Apologies	Y	Apologies
Kishor Varsani	Other faiths – Hindu rep	No attendance	Apologies	Apologies	Y
Marie Hardie	Teacher rep	Y	Y	Y	Y

Puja Roudh	Other faiths – Hindu rep	No attendance	Y	Y	Apologises
Pradeep Singh	Other faiths – Sikh rep	n/a	n/a	n/a	Y
Ruth Everett	C of E rep	Y	Apologies	Apologies	Y
Saqut Ali	LA – governor rep	Y	Y	Y	Y
<b>SACRE</b>	<b>Role</b>	<b>20.09.23</b>	<b>6.3.24</b>	<b>19.6.24</b>	<b>23.10.24</b>
Sarah Heath	Teacher rep	No attendance	Apologies	Apologies	Y
Sharmin Ali	Other faiths – Sunni Muslim rep	Y	Apologies	Y	Left SACRE
Shirley Fortune/ Mehrunnisa Hussain	Clerk	Y	Y	Y	Y
Taranum Afshan	Teacher rep	Y	Y	Apologises	Y
Venerable Makure Mangala	Other faiths – Buddhist rep	Y	No attendance	Apologises	Apologises
Yael Callaghan	Other faiths – Jewish rep	Y	Y	Y	Apologies
Zeeshan Farooqi	Police interfaith rep	Y	Apologises	Y	Apologises

### SACRE costs

#### *Professional and administrative support*

During the year 2024-25, three LA officers supported Newham SACRE professionally and administratively:

- Claire Clinton as professional SACRE consultant;
- Annable Bates as the Local Authority link office, and
- Mehrunnisa Hussain/Shirley Fortune as clerk to SACRE.

**Finance:** The sum of **£63,268.60** was made available through the LA to support the work of SACRE during the year. The sum covered the cost of employing an RE consultant, the cost of clerking SACRE, membership of NASACRE and attending conferences, refreshments, printing and postage for all SACRE meetings. (These figures break down to: £2000 for the clerk to SACRE; £2000 LA management costs; printing £150; NASACRE membership £115; RE Advisor consultant £58,523.60; NASACRE conference £420 & webinar programme £60) (Claire to update)

## **Appendix 1      Membership of Newham SACRE 2024-2025 – Mehrunnisa to update**

### **Church of England panel**

Ruth Everett

Rev. Christiana Asinugo – retired from SACRE

Ms Ellen Kemp

Brother Sam

Cannon Councillor Ann Easter **Vice chair**

### **LA panel**

Saqat Ali (LA Governor rep)

Councillor Joshua Garfield

Councillor Jane Lofthouse

Councillor Amar Virdee

Councillor Femi Falola

### **Other faiths panel**

Kishor Varsani (Hindu)

Yael Callaghan (Jewish)

Edward Hoyle (Humanist) **Chair**

Ahktar Rouf (Sunni Muslim)

Venerable Mangala (Buddhist)

Asma Hussain (Shia Muslim)

Puja Roudh (Sikh)

Sharmin Ali (Sunni Muslim) Retired from SACRE in July 2024

Dr Steve Saxby (Catholic)

Pradeep Singh (Sikhi)

### **Teacher panel**

Aisha Sheikh

Chetna Gandhi

Elicia Lewis - UEL RE Education lead

Jo Mathias

Marie Hardie

Pat McFarlane – retired from SACRE

Taranum Afshan

Sarah Heath

Alexia Charalambous

Azaan Akbar

Lucy Still

### **Local Authority lead officers**

Claire Clinton

Patrick Alexander

Shah Muhamud

Zeeshan Farooqi

Mike Showsmith

**Clerk to SACRE:** Mehrunnisa Hussain

## Appendix 2 SACRE priorities for 2024-2025

Key:	 Task completed
	 Task to do
	 Task started

No	Priority	Date	Process	Outcomes	Cost/resource implications
1	<b>Annual report produced</b>	Oct onwards 2024 Nov 2024  December 2024  January 2025 January 2025 Feb 2025  March/April 2025 July 2025	<ul style="list-style-type: none"> <li>RE Advisor to write Annual report from October 2024, ready for review with SACRE executive in December 2024</li> <li>RE Advisor to liaise with LA data team to get 2024 GCSE, A Level exam analysis for RE Summer exams 2024</li> <li>Send final Annual Report 2024 to DFE and NASACRE – December 2024</li> <li>Publish 2023-24 report to schools &amp; on LA website</li> <li>Write a summary document to be shared with governors and HTs</li> <li>Review DFE schools survey data at February SACRE meeting 2025 decide action points</li> <li>RE Advisor to e-mail RE subject leaders the new 2025 monitoring forms, and ask for monitoring survey to be completed by July 2025</li> <li>RE Advisor to collect returns from schools</li> </ul>	<ul style="list-style-type: none"> <li>Both the LA &amp; SACRE will know that they are discharging their legal duty to produce an annual report by 31.12.24</li> <li>LA &amp; SACRE will have an overview provided on the implementation of the Agreed Syllabus in schools and school needs around RE and CW</li> </ul>	Total cost of this work to be met from Adviser's commissioned time budget, paid by LA
2	<b>Membership and development of SACRE</b>	Sept 2024  On-going Sept 2024 Sept 2024 June 2025	<ul style="list-style-type: none"> <li>RE advisor and SACRE members to suggest new recruits: ongoing – especially new religious groups in the Borough</li> <li>Ensure each panel is quorate</li> <li>Advertise NASACRE CPD programme for SACRE members for 24-25</li> <li>Ensure NASACRE membership fees are paid by LA</li> <li>Work with Mayoral office for new appointment of councillors</li> </ul>	<ul style="list-style-type: none"> <li>a good breath and diversity of faiths established on Newham SACRE</li> <li>SACRE as far as is possible is representative of Newham population</li> <li>SACRE is trained and capable to discharge their legal duties well</li> <li>SACRE is linked in with national developments</li> </ul>	Cost implication met within advisors and clerks paid roles to SACRE  NASACRE membership annual fee and webinar one off fee for monthly CPD £175 met by LA
3	<b>Supporting good RE in schools</b>	October 2024  January 2025 onwards February 2025	<ul style="list-style-type: none"> <li>POW competition is launched with schools – posters/postcards sent out to schools. Handbook written and sent to schools. SACRE members decide dates for judging at Feb SACRE meeting</li> <li>Members should visit at least one school to see RE lessons/ CW in progress or help with POW competition in 2024-25</li> <li>Consider new ways in which SACRE can support excellent RE in Newham schools</li> </ul>	<ul style="list-style-type: none"> <li>Members develop a vision and ownership for how SACRE can support good RE in schools</li> <li>Members visit local Newham schools get a better understanding of what good RE looks like</li> </ul>	Cost implication met within advisor paid role to SACRE

## Newham SACRE Annual Report 2024-2025

No	Priority	Date	Process	Outcomes	Cost/resource implications
4	<b>Links to best practice in RE and CW</b>	September 2024  Sept 2024  April 2025	<ul style="list-style-type: none"> <li>Secure RE consultant to keep SACRE and LA up to date on legal issues: LA employed Claire Clinton to ensure this is done for 12 months</li> <li>LA to provide membership of NASACRE and its on-line monthly training webinars</li> <li>Provide finances for consultant and SACRE member to attend National SACRE AGM 19<sup>th</sup> May 2025 at Stratford Town Hall</li> </ul>	<ul style="list-style-type: none"> <li>Fulfil legal requirement to have a SACRE running correctly</li> <li>Reflect on best practice from other authorities and use in Newham</li> </ul>	Funding for 80 days work by RE advisor, to be secured for 2024-25  NASACRE AGM costs £300 to the LA annually
5	<b>Securing funding for 2025-2027 Agreed Syllabus review</b>	Nov 2024	<ul style="list-style-type: none"> <li>RE advisor, along with chair and vice-chair to meet with Director of Education and look at funding bid schedule for 2025.</li> </ul>	<ul style="list-style-type: none"> <li>Fulfil legal requirements to have an up to date AS</li> <li>Reflect on best practice nationally as we develop our present AS</li> <li>Ensure teachers voice is central to the process</li> </ul>	Funding secured from LA for this piece of work
6	<b>General RE at KS4</b>	September 24 onwards	<ul style="list-style-type: none"> <li>Deep and meaningful RE report from Ofsted states SACRE/schools should..."ensure that the curriculum for statutory non-examined RE at key stages 4 and 5 is ambitious and consistently implemented. They should make sure that the RE content is clearly identified and builds on what pupils have learned at key stage 3." SACRE to find out what pupils are receiving in terms of general RE. (<i>We had 77% of year 11 in summer 23' sitting a GCSE in RS – so what happens for the other 23%?</i>)</li> <li>Interestingly Oak Academy will publish general RE materials for KS4 from Sept 25' which could be useful to SACRE – RE Advisor to keep an eye on this and keep SACRE up to date</li> </ul>	<ul style="list-style-type: none"> <li>There is an opportunity for the LA, School Improvement Advisors and SACRE to work collectively to help focus this with schools as appropriate for this 23% of pupils.</li> </ul>	Funding secured in RE Advisor's work
7	<b>Put on training opportunity for RE with all schools</b>	December 24  January 24	<ul style="list-style-type: none"> <li>RE Advisor to write a bid to gain funding for LA for a RE CPD day for all schools , specifically targeting schools not attending RE CPD.</li> <li>Secured funding to put on a CPD for schools on Tour of places of worship on Wednesday 19<sup>th</sup> March 2025. RE advisor and her RE Matters team to organise with schools.</li> </ul>	<ul style="list-style-type: none"> <li>There is an opportunity for the LA, School Improvement Advisors and SACRE to work collectively to help schools understand more about interfaith relationships within the borough, as well as understanding of different religions and beliefs.</li> </ul>	Funding secures within LA to put on the event

Newham SACRE December 2025

## **Impact Evidence on Places of Worship Intervention for Newham Schools**

### **Introduction:**

Many teachers booked this training as they expressed for themselves a lack of confidence in organising visits to places of worship (POWs) and teaching about unfamiliar religions. Their goals for coming on this training were focused on gaining subject knowledge, practical guidance, and resources to support student learning and staff collaboration. Post-training feedback shows a **significant positive shift** in teachers being equipped to engage and use people and people from different religions and non-religious worldview well in their teaching going forward. Teachers praised the training as informative and inspiring, which highlights the importance of direct interactions with faith leaders, visits to diverse places of worship, and a deeper understanding of religious practices.

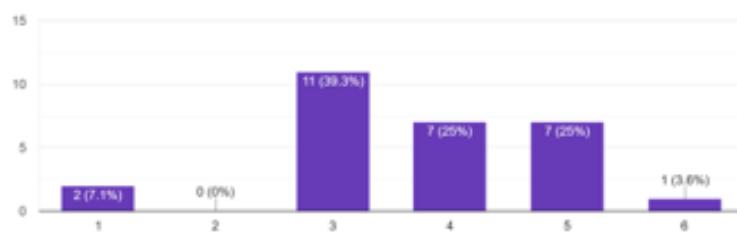
Importantly, the training also supported teachers to develop cultural awareness, promote mutual respect, and counteract stereotypes through accurate, balanced religious education. By equipping teachers to explore both differences and common values across faiths, the training strengthened their ability to foster critical thinking and tolerance—core components in building resilience to extremism. The experience has left teachers better prepared, more confident, and motivated to enrich religious education while supporting broader safeguarding and inclusion goals in their schools.

### **Tour schedule:**

We visited seven different places of worship: St Matthews Church, Forest Gate and compared this to Highway Vineyard church Stratford; Radha Krishn Mandir; ~~Ramgarhia~~ Gurdwara; East London Buddhist cultural centre; Masjid Ibrahim; Sukkot Shalom Synagogue.

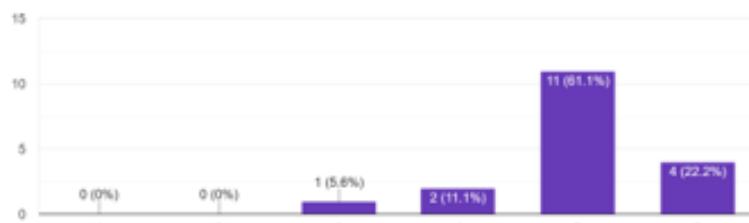
### **Pre and Post Training/Tour results:**

How confident are you at taking pupils to visit places of worship (1- not confident at all, 6 - I can teach others how to lead a visit)  
28 responses



Pre tour results:

How confident do you feel now about taking pupils to visit places of worship (1- not confident at all, 6 - I can teach others how to lead a visit)  
18 responses



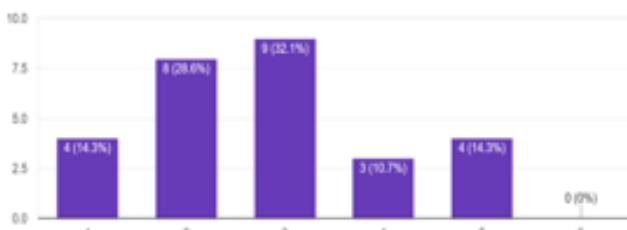
Post tour results:

At the beginning of the tour, **41%** of Newham teachers reported low confidence in managing the process of getting other teachers to book a place of worship (POW) tour. Completing the training, **100%** of teachers reported feeling confident not only in leading visits to places of worship themselves but also in teaching others how to do so. It's an approximately **191% increase in teacher confidence** relative to the original level.

### Confidence teaching about Buddhism:

How confident are you teaching about Buddhism?

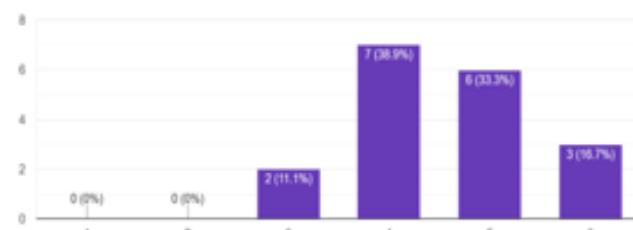
28 responses



Pre tour results

How confident are you now about teaching Buddhism?

18 responses



Post tour results

The tour had a notable positive impact on teachers' confidence in teaching about Buddhism, effectively enhancing their understanding and comfort with the subject matter, and empowering them to feel more prepared and self-assured in delivering lessons on Buddhism in their classrooms. Pre-training teachers rated their confidence from 4-6 - 25%, after the intervention it moved to 89% - a positive improvement of 54%.

### Confidence teaching about Christianity:

How confident are you teaching about Christianity?

28 responses



Pre tour results

How confident are you now about teaching Christianity?

18 responses



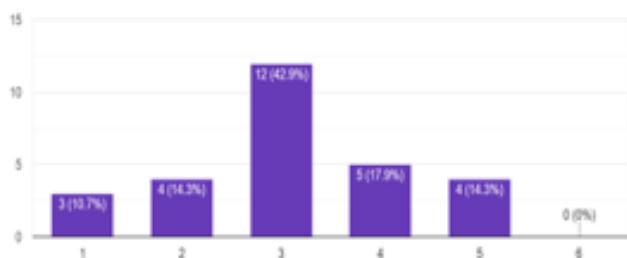
Post tour results

The tour had a powerful positive impact on teachers' confidence in teaching about Christianity. The significant increase in high-confidence responses suggests that the experience deepened teachers' subject knowledge and strengthened their pedagogical confidence, empowering them to teach Christianity with greater clarity,

enthusiasm, and competence in the classroom. Pre-training teachers rated their confidence from 4-6 - 75%, after the intervention it moved to 100% 4-6 - a positive improvement of 25%.

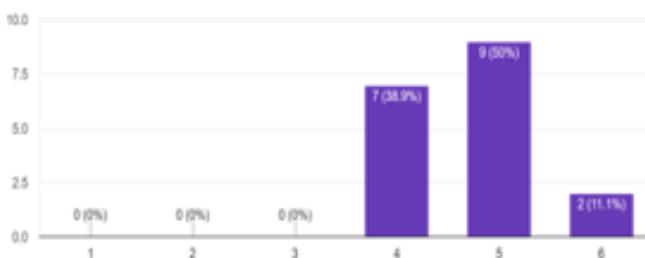
## Confidence teaching about Hindu Dharma:

How confident are you teaching about Hindu Dharma?  
28 responses



Pre tour results

How confident are you now about teaching Hindu Dharma?  
18 responses

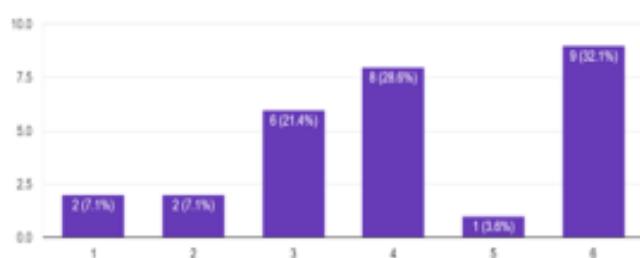


Post tour results

The tour clearly helped teachers feel more confident about teaching Hindu Dharma. It gave them a better understanding, cleared up confusion, and made them feel more ready and excited to teach the subject in their classrooms. Pre-training teachers rated their confidence from 4-6 - 32%, after the intervention it moved to 100% - a positive improvement of 68%.

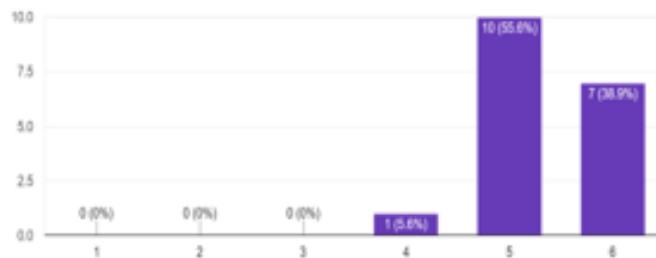
## Confidence teaching about Islam:

How confident are you teaching about Islam?  
28 responses



Pre tour results

How confident are you now about teaching Islam?  
18 responses



Post tour results

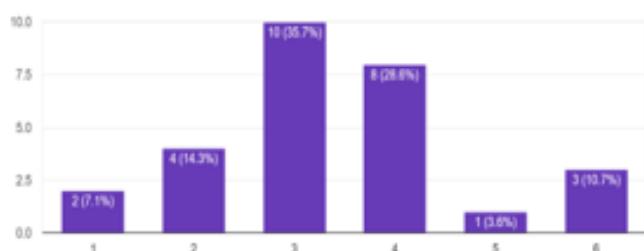
Before the tour, teachers had varying levels of confidence in teaching about Islam. However, after the tour, all teachers (100%) felt very confident. This shows that the tour was very effective in helping them feel more

informed, better prepared, and ready to teach about Islam in their classrooms. Pre-training teachers rated their confidence from 4-6 - **64%**, after the intervention it moved to **100%** - a positive improvement of **36%**.

### Confidence teaching about Judaism:

How confident are you teaching about Judaism?

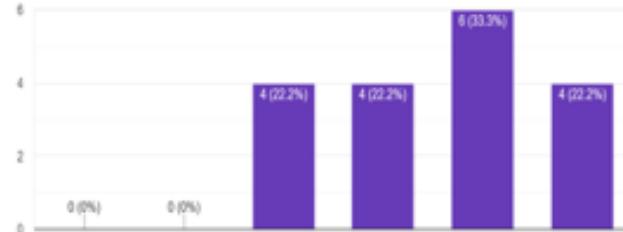
28 responses



Pre tour results

How confident are you now about teaching Judaism?

18 responses



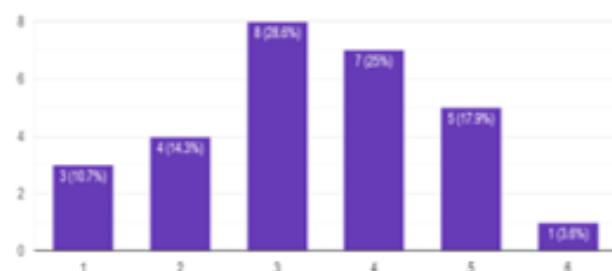
Post tour results

Prior to the tour, teacher confidence in teaching Judaism was generally low. However, following the tour, confidence levels increased noticeably. This shows that the tour was effective in answering a lot of questions and prepared teachers to teach Judaism with confidence. Pre-training teachers rated their confidence from 4-6 - **42%**, after the intervention it moved to **78%** - a positive improvement of **36%**.

### Confidence teaching about Sikhi:

How confident are you teaching about Sikhi?

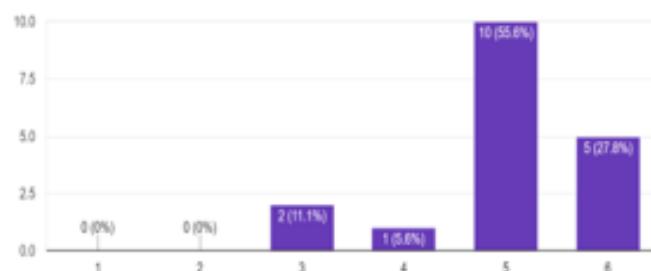
28 responses



Pre tour results

How confident are you now about teaching Sikhi?

18 responses



Post tour results

At first, lots of teachers didn't feel very confident about teaching Sikhi. After the tour, most teachers felt much more sure of themselves, showing that the tour really helped them feel ready and better equipped to teach Sikhi. Pre-training teachers rated their confidence from 4-6 - **46%**, after the intervention it moved to **89%** - a positive improvement of **43%**.

## **Summary:**

The training has clearly had a strong impact on classroom practice—teachers plan to revise lesson plans, share insights with colleagues, improve cultural inclusivity, and highlight both the spiritual and community roles of POWs. Teachers left the tour feeling inspired and enthusiastic, with many saying they were now excited to teach about religion rather than nervous.

How was today's visits to 7 different places of worship?

18 responses



Post tour responses

## Newham Pupil voice in RE survey results

In the summer term 2025 Newham SACRE asked Newham schools to get some pupils to answer some questions about their experience of RE. Here are the results.

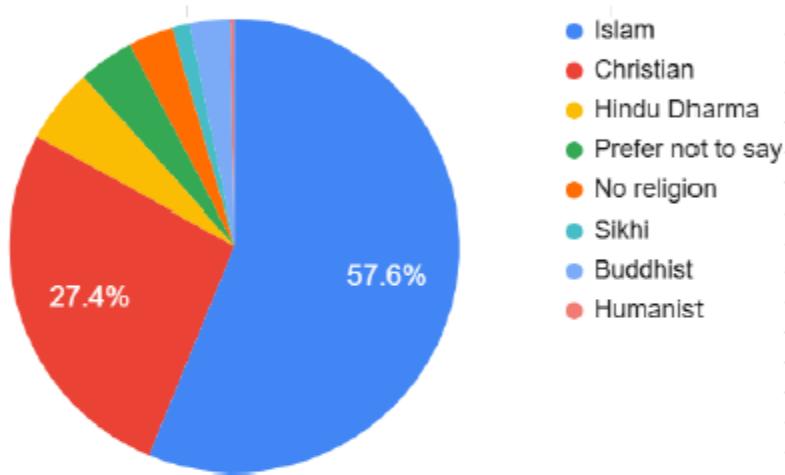
There were 675 primary pupils in year 5 or 6 who took part in the survey from 24 different schools.

There were 575 secondary pupils from year 7-10 took part in the survey from 6 different schools.

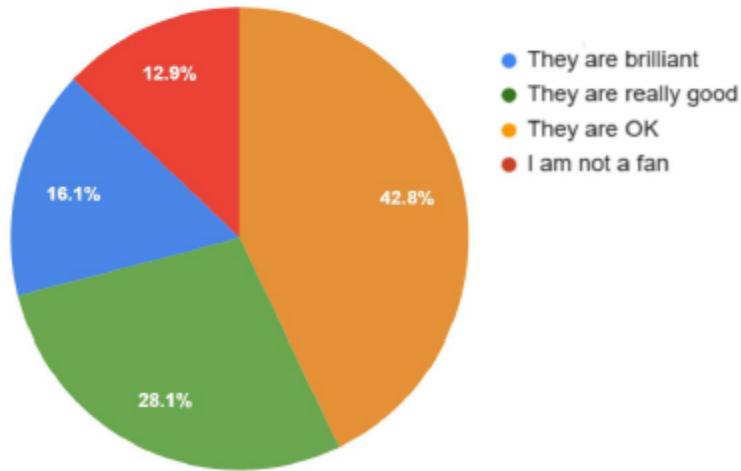
### Primary results

90% of pupils had been in a Newham primary school for over 2 years.

Pupils belonged to the following religions or worldviews:



We asked pupils how much they enjoyed their RE lessons:



Pupils told us the best things they like to do in RE lessons are I have highlighted in Green the answers with the most votes):

Drawing and painting	researching	Writing	Creating things and tasks	Learning new stuff – that I haven't heard of	History	Comparing different religions
Learning about different religions	Learning more about differences in my religion	Stories	Talking and discussing different people's beliefs	Learning about a religion that is not one of the big 5	Learning about how people practice their religion	Group work
RE games	Thinking about God	Video's about RE – real people's lives	Diversity in religions	Drama in RE	Trips to places of worship	Culture and religion

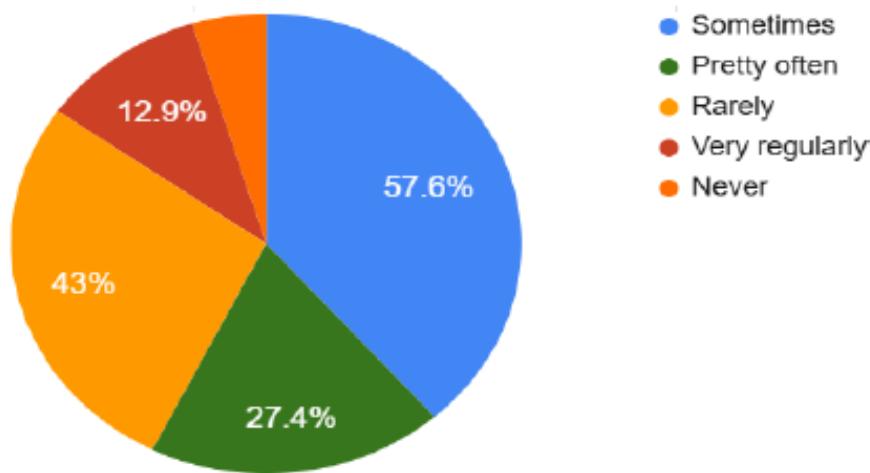
One pupil said very eloquently: *"Learning about different religions shows us many ways to celebrate, like Holi, Easter, and Eid, and it helps us understand and respect each other which is very important".*

Pupil told us why RE is important to study:

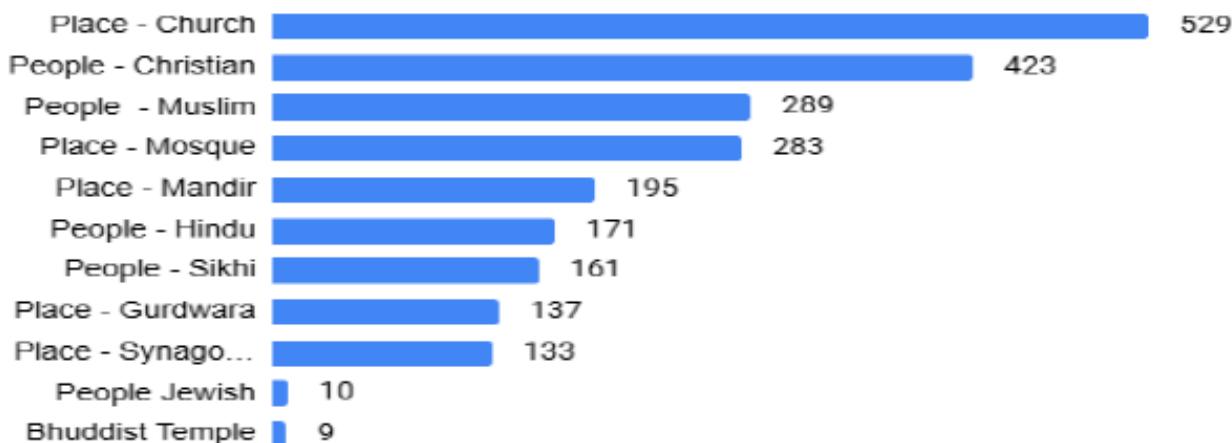
To learn to respect others – whether religious or not	RE helps you to not misunderstand others	So, we know about more than our own families' beliefs and practices	To understand everything is based on beliefs nothing is 100% and to learn about different cultures	To not act disrespectfully	Maybe when you get like a job or go to a different place or even have a new friend, then you can understand them better	Create community cohesion
Become better at knowing about different people and religions	To understand what is important to others	Be ready for living well in the world	Make sure everyone feels they are noticed and belong	Because RE is interesting	Learn stories and moral behind them.	So that we can see things from people who have other views' perspective.

The same pupil said: *"I think all children should learn about other religions, because then we can see how different and special each one is. When we do this, it helps us be kinder, respect each other more, and make new friends."*

We asked pupils how often they went on places of worship visits:



We then asked pupils who they had met in RE or visited?



We asked pupils what important questions they discuss in RE?

Sim & diff between religions	What are people's beliefs about life after death?	How is art important in Christianity?	How do beliefs influence our actions?	What do different religions believe about God?	Why is marriage still important to many people?	How do humans treat animals?
Important qualities for a leader	Why do religions have celebrations?	What does it mean to follow a certain religion or worldview?	How to be thankful?	Similarities & differences in the easter story	What do different beliefs say about how to live a good life?	What impact do beliefs have on actions?

Finally, we asked, is there anything that would make your learning in RE even better?

More trips – we should visit every different place of worship we have in Newham	Do art to express ideas rather than always doing writing	Reading more religious books	More time to express your own ideas and thoughts	Comparing religions and worldviews more often	If RE had more time.
More visitors, meeting people from different religions	More opportunities to ask big life questions.	Balanced coverage of both religious and non-religious worldviews	Easy words to help us understand a new religion	Deeper study of religions	RE is brilliant – don't change anything

Some comments from pupils:

*"RE is amazing at my school because we learn a lot about different religions and visitors come to our school to teach us and help us understand."*

*"Yes, I love learning about different people."*

*"Our teacher allows us to do art which I love."*

*"It is very interesting because we get to see holy things."*

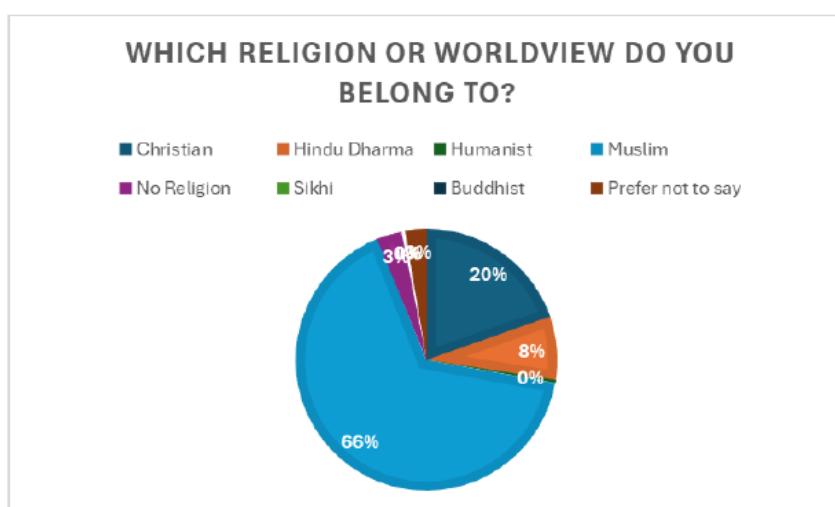
*"Comparing religions and worldviews more often."*

*"We don't do enough of every religion."*

### Secondary results

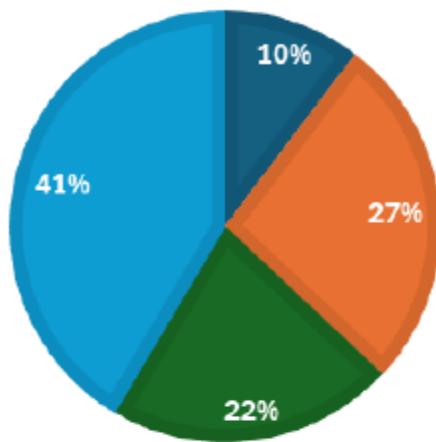
Although many pupils had attended primary schooling in Newham, many had attended primary schools elsewhere. The survey responses were from a mix of Year groups ranging from 7-11, however the majority of responses came from KS3, Year 7-9.

The majority of pupils remembered learning RE in primary school. Most pupils commented that Secondary RE was definitely different from primary schools RE.



## HOW MUCH DO YOU ENJOY YOUR RE LESSONS?

■ I am not a fan ■ They are brilliant ■ They are OK ■ They are really good



Pupils told us the best things they like to do in RE lessons I have included some common themes that came up in pupil responses

Learning about the history of	Learning new facts about	Getting time to think about whether what	Discussions and debates	Nothing	Topics like Euthanasia	Active learning – so it keeps
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5

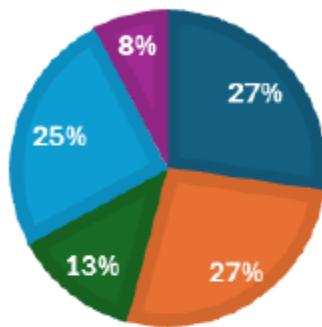
religion and belief	different religions and beliefs	people believe in is real or not				me focused and involved
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Pupil told us why RE is important to study:

To understand other people's beliefs	The country is Christian	So we have knowledge about other religions from our own	So you can see everyone is different in the way they live out their beliefs and through learning develop respect	We can learn about religion – the good and the bad.	To learn how to respect everyone's beliefs and understand religious diversity	To promote an accurate understanding of worldviews for future generations
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## HOW OFTEN DO YOU GO ON VISITS TO PLACES OF WORSHIP, USE ARTEFACTS OR HEAR NEW STORIES OR ART TO EXPLORE IDEAS IN RE IN YOUR LESSONS?

■ Never ■ Rarely ■ Pretty Often ■ Sometimes ■ Very regularly



This tells us that 27% of pupils at this particular school probably don't get to go out on visits to places of worship. Whilst this is disappointing, it is important to note that the majority of Newham pupils do attend a POW visit at some point during their learning.

When pupils were asked what places of worship they had visited the answers ranged from Churches, Mosques, Gurdwara, Mandir, Synagogue, Buddhist temple. This demonstrates that Newham pupils are getting the opportunity to visit a variety of different holy places.

6

Most pupils reported their teacher as being knowledgeable or very knowledgeable about RE.

Pupils were asked - What important questions do you discuss in RE?

- they students talked about big questions that they get to discuss in RE.

Finally, we asked, is there anything that would make your learning in RE even better?

More deeper lessons	More debates, research presentations and documentaries we can watch at times	having people come in and discuss their religion and what it holds (concepts, celebrities, beliefs etc)	More trips	Having RE more than once a week	Harder questions
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Some comments from pupils:

- *it is very fun and one of my favourite lessons*
- *don't rush the topics and explain in more depth rather than students having to find it*
- *I enjoy RE because it helps me understand different beliefs and cultures. I would love more chances to explore my own religion too, like Hinduism.*
- *It is very interesting and intriguing*
- *It's very diverse and they include every religion and belief*
- *RE in our school is interesting and helps me understand different people and beliefs. I like that we are encouraged to think for ourselves and ask deep questions. It's a subject that makes you think more about the world around you.*
- *I love re:)*