

# Rutland County Council

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Minutes of the **MEETING of the RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** held via Zoom on Tuesday, 29th November, 2022 at 4.30 pm

## PRESENT:

<b>GROUP A – Representatives of faiths (other than Church of England) and world views</b>		
1.	Andrew Hull (VICE CHAIR)	Humanists UK
2.	Gurdev Singh (CHAIR)	The Sikh Faith

<b>GROUP B – Church of England Representatives</b>		
3.	Daniel Alfieri	Peterborough Diocese

<b>GROUP C – Teacher Representatives</b>		
4.	Megan Davis	Primary Teacher Representative
5.	Mary-Anne Marples	Primary Teacher Representative

<b>GROUP D – Local Education Authority Representatives</b>		
6.	Councillor S Webb	Rutland County Councillor

<b>Local Education Authority Officers</b>		
7.	Amanda Fitton	SACRE/RE Advisor, Cambridgeshire, Northamptonshire, Peterborough and Rutland County Council
8.	Lizzie Papworth	Service Manager – Learning and Skills, RCC
9.	Jane Narey (CLERK)	Scrutiny Officer, RCC

## APOLOGIES:

10.	Sheila Gewolb	The Jewish Faith
11.	Councillor R Powell	Rutland County Councillor

## ABSENT:

12.	Rhoda Gibson	The Baptist Church
13.	Bjoern Finke	The Roman Catholic Church
14.	James McWhirter (Revd)	Rutland Deanery
15.	Cara Topping	Primary Teacher Representative
16.	Councillor D Blanksby	Rutland County Councillor

## 1 WELCOME AND APOLOGIES RECEIVED

The Chair welcomed everyone to the meeting. Apologies were received from Sheila Gewolb and Councillor Powell but Councillor S Webb attended the meeting as her representative.

## 2 RECORD OF MEETING

The minutes of the meeting held on the 6<sup>th</sup> September 2022 were approved as an accurate record.

## 3 ACTIONS FROM THE PREVIOUS MEETING

### Action 1

*Daniel informed attendees that the Diocese had confirmed that there was currently no mechanism in place to record the quality of RE in Schools. However, Rutland Head Teachers were due to meet together with the Diocese to see how information could be collated, possibly through a self-audit. It was agreed that Daniel would give an update at the November SACRE meeting with the action plan to be completed for the January meeting.*

Daniel had gone through all recent inspection reports and compiled any comments regarding the teaching of RE and the overall inspection grade – data from Daniel (copy attached). It was agreed that Daniel would distribute a short self-evaluation questionnaire for headteachers to complete regarding the quality of RE teaching in Rutland schools.

**ACTION: Daniel Alfieri**

### Action 2

*Shelia informed the group that central government was updating the White Paper after Academies had originally been told they did not need to follow an RE Syllabus when they should in fact follow the same guidelines as community schools. Update to be given at the November meeting.*

It was reported that no update on the White Paper had been received from central government but that an update would be given to all members when it was.

### Action 3

*New RE Legislation in Wales - Amanda to circulate a briefing to members on the new no 'opt-out' for religious education in Wales.*

*Action outstanding. Amanda to circulate and collate comments for November SACRE meeting.*

Members were informed that an email had been sent on the 7<sup>th</sup> September 2022 with a statement attached regarding the new rules for religious education in Wales.

### Action 4

*The final Agreed Syllabus 2023-28 would be discussed/approved by Rutland's Cabinet on the 7th March 2023 and it was agreed that Gill Curtis, Head of Learning and Skills would brief Councillor David Wilby, Portfolio Holder for Education and Children's Services prior to the meeting.*

Action noted and would be completed nearer the Cabinet meeting in March 2023.

### Action 5

*The Chair requested that the Agreed Syllabus 2023-28, the communication plan and a draft copy of the Cabinet report be ready for review at the November SACRE meeting. Revd James McWhirter also requested that a brief overview be provided.*

It was noted that a meeting to approve the final draft of the agreed syllabus and the communication plan would be held on Thursday, 1<sup>st</sup> December to further discussed.

#### Action 6

*Councillor Powell stated that a clear briefing would be required for when the Agreed Syllabus was discussed at Cabinet in March 2023 and queried when the report would go to Council. Jane said she would check and notify members.*

It was confirmed that an email had been sent to all members on the 16<sup>th</sup> September informing them that the SACRE Agreed Syllabus would be discussed/approved at RCC's Cabinet meeting on the 7<sup>th</sup> March 2023.

#### Action 7

- *It was agreed that Lizzie would arrange for a letter of congratulation be sent to schools regarding the exam results on behalf of the Rutland SACRE.*
- *It was agreed that Lizzie would contact schools to find out how many of the RE teachers were subject specialists.*
- *It was agreed that Lizzie would create a comparison table between Rutland and its statistical neighbours detailing the number of pupils studying RE.*

It was confirmed that a letter had been drafted and that the Chair would have final approval before it was sent to schools.

It was noted that all the RE teachers had confirmed they were subject specialists.

It was confirmed that a comparison table had been completed and this would be circulated to members for their information.

#### Action 8

*Members agreed that they would feedback any comments regarding the Draft Annual Report to Governance ready for the November meeting to be approved. All comments to be sent to [governance@rutland.gov.uk](mailto:governance@rutland.gov.uk)*

It was agreed that the draft Annual Report would be re-sent for members' comments.

#### Action 9

*The Chair requested that all details regarding public media and websites be listed in the Agreed Syllabus communications plan.*

It was confirmed that the communications plan would contain the details requested by the group.

## **4 AGREED SYLLABUS 2023-2028**

An update was received from Amanda Fitton, SACRE/RE Advisor, Cambridgeshire, Northamptonshire, Peterborough and Rutland County Council on the Agreed Syllabus 2023-2028 and the Communication Plan. During the discussion, the following points were noted:

- The draft statutory documents had been written but needed finalising and would be discussed/approved at the Agreed Syllabus Conference: Joint Planning on Thursday, 1<sup>st</sup> December.
- The Agreed Syllabus would then be sent out to SACRE members for comment.
- Any comments regarding the wording within the document should be sent to Amanda Fitton, SACRE/RE Advisor ([amanda.fitton@cambridgeshire.gov.uk](mailto:amanda.fitton@cambridgeshire.gov.uk)).

## 5 TRAINING OFFER

Details were received from Amanda Fitton, SACRE/RE Advisor, Cambridgeshire, Northamptonshire, Peterborough and Rutland County Council regarding the available training on offer to SACRE members. During the discussion, the following points were noted:

- Rutland SACRE had paid the £50 annual fee so all training provided by NASACRE would be free to all Rutland SACRE members.
- Full training course details were available from the NASACRE website: [www.nasacre.org.uk](http://www.nasacre.org.uk)
- It was also noted that Humanist UK also provided free training courses for SACRE members. Details could be found on their website: [www.humanists.uk](http://www.humanists.uk)

## 6 NASACRE SELF-EVALUATION TOOLKIT

- The last section (Section 4) of the NASACRE Self-Evaluation Toolkit was reviewed and updated accordingly.
- It was agreed that the now fully completed self-evaluation toolkit would be circulated to all members with the minutes of the meeting and with the next meeting's agenda to help discussion regarding the SACRE development plan.

## 7 UPDATE ON NETWORK MEETINGS

An update was received from Amanda Fitton, SACRE Advisor. During the discussion, the following points were noted:

- It had been agreed that the network meetings needed to be revised.
- It was agreed that Amanda would meet with Mary-Anne, Megan and Daniel to gain schools feedback as to what schools actually wanted from the network meetings and to discuss the possibility of inter-county meetings with Peterborough and Cambridgeshire.

**ACTION: Amanda Fitton**

- Network meetings had previously been held in-person but it was proposed that virtual meetings would be better attended as per Peterborough and Cambridgeshire.
- Members were informed that Lesley Pollard's role as the RE Advisor for the Diocese of Peterborough would now be undertaken by Jane Lewis in her role as the Assistant Diocesan Director of Education for the Diocese of Peterborough.

## 8 TRAINING ATTENDED BY SACRE MEMBERS

- No training courses had been attended by members.
- Full training course details were available from the NASACRE website: [www.nasacre.org.uk](http://www.nasacre.org.uk)

## 9 MONITORING OF RE IN SCHOOLS AND OFSTED INSPECTIONS REPORT

- It was confirmed that no recent Ofsted inspections had been held since the last SACRE meeting.

## 10 FORWARD PLAN

- The Forward Plan was discussed and updated accordingly.
- The Agreed Syllabus Launch was confirmed as the 15 June 2023 and a notification would be sent to all schools presently.

## 11 ANY URGENT BUSINESS

- Amanda reported that the new census data had been received. Full details would be circulated with the minutes.
- Andrew reported that a free online discussion by the House of Commons would be available for members to listen to on the 6<sup>th</sup> December regarding RE and Collective Worship. The details would be sent to Jane for circulation to members.
- Members were informed that two members of Rutland SACRE had resigned: Fiona Wilce and the Rev Peter Holmes. It was agreed that Jane would contact the Peterborough Diocese and the Rutland Deanery for representatives of the Rutland SACRE.
- Thanks were expressed by the Chair, Vice Chair and the SACRE/RE Advisor to Fiona and Peter for all their hard work and support to the Rutland SACRE.

## 12 DATE OF NEXT MEETING:

A SPECIAL meeting of the Rutland SACRE would be held on Tuesday, 31st January 2023 at 4.30 p.m.

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**The Chair declared the meeting closed at 5.26 pm.**

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## SUMMARY OF ACTIONS

No.	Ref:	Action	Allocated to:
1	3	Daniel to distribute a short self-evaluation questionnaire for headteachers to complete regarding the quality of RE teaching in Rutland schools.	<b>Daniel Alfieri</b>
2	7	Amanda to meet with Mary-Anne, Megan and Daniel to gain schools feedback as to what schools actually wanted from the network meetings and to discuss the possibility of inter-county meetings with Peterborough and Cambridgeshire.	<b>Amanda Fitton</b>

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## Minute Item 3

School	Report	Comment	Grade/s
Brooke Hill Academy	OFSTED	At the time of the previous inspection, leaders were asked to provide more opportunities to improve pupils' understanding of cultural diversity beyond the school. You have addressed this well. You have revised the teaching of religious education in order to deepen pupils' knowledge of a range of faiths.  The inspector also looked in pupil's RE books and spoke with them about RE as part of the inspection.	Overall: Good
Catmose Primary	OFSTED	No comments	Overall : Good
Cottesmore Academy	OFSTED	Pupils' personal development is a strength of the school. Leaders plan a range of activities that helps pupils become resilient and reflective. Leaders help pupils understand British values. Pupils relate these to their daily lives, such as respecting other religions or beliefs.	Overall : Good  T&L: Good
Edith Weston	OFSTED	The promotion of pupils' spiritual, moral, social and cultural development is a strong feature of the school's work. The school's positive ethos encourages pupils to learn the importance of respecting each other's differences. Displays around the school capture the many ways in which pupils learn about the world around them and promote strong links with the local community.	Overall: Good  T&L: Good
Empingham CE	OFSTED	Pupils' spiritual, moral, social and cultural development is good. Pupils have opportunities to lead collective worship and Class 3 visited both a mandhir and a mosque in Peterborough to develop their knowledge of other faiths.	Overall: Good
	SIAMS	The quality of the pupils' religious literacy is highly developed, well supported and recognised.	Good
English Martyrs	OFSTED	The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. Leaders create a positive and respectful culture.	Good
Exton and Greetham CE	OFSTED	No comments	Good
	SIAMS	No comments	Good
Great Casterton CE	OFSTED	No comments	Good
	SIAMS	Pupils enjoy religious education [RE].	Good
Ketton CE	OFSTED	No comment	Overall: Outstanding  T&L: Outstanding
	SIAMS	Due to highly effective subject leadership, pupils excel in religious education (RE). They are	Excellent

		enthusiastic learners who are religiously literate. Whilst diversity of faith and philosophical views are taught, enrichment and hands on experiences would enhance understanding. The appreciation of Christianity as a living and diverse faith could be explored further (2022 report)	
Langham CE	OFSTED	No comment	Overall: Good  T&L: Good
	SIAMS	Pupils enjoy RE because quality teaching makes it interesting. The RE curriculum has a suitable balance of creative content and approaches. These focus on various faiths and worldviews and moral and ethical issues to open pupils' minds. Pupils enjoy learning about faith which underscores their respect for diversity and commitment to inclusion. The re-shaping of the curriculum over the last year has significantly raised the level of challenge. The new RE curriculum is deepening pupils' skills and appreciation of key Christian concepts and vocabulary. RE enables pupils to discuss their own thoughts concerning the 'big questions' of life, confidently and respectfully. RE is well led by the coordinator who is supported effectively by senior leaders.	Good
Leighfield Academy	OFSTED	The academy ensures that pupils learn about the variety of communities and religions in modern British society. They learn, too, about life in the wider world, through the academy's links with a school in China, for example.	Overall: Good  T&L: Good
Ryhall CE	OFSTED	No comment	Overall: Good  T&L: Good
	SIAMS	Religious education (RE) makes a strong contribution to the school's Christian character. Lessons challenge pupils in how they think of the person of Jesus and his teaching and about how we judge others. They refer to specific Bible stories to explain why any kind of bullying and prejudice is wrong and this plays a key part in the harmonious relationships that are everywhere around the school...  This means that pupils are articulate and able to provide reasoned points of view influenced by the work they have done in RE. The school takes seriously its commitment to ensure that all pupils have opportunity to explore and develop respect	Outstanding



		for diverse and different communities. Visits to places of worship alongside visitors from different cultures have been beneficial but as yet the provision is not sufficiently embedded to have a significant impact. Pupils' spiritual, moral and social (SMS) development is excellent. Teachers and school leaders recognise it as 'the core of what the school is about'.	
St Nicholas CE	OFSTED	No comments	Overall: Good
	SIAMS	A significant contribution is made to the Christian character of the school by the high priority given to the teaching of RE. Christian values consistently foster, challenge and nourish the SMSC development of all pupils. Spirituality and opportunities for its development are identified in all areas of the curriculum and this is regularly tracked, monitored and evaluated.	Outstanding
Uppingham CE	OFSTED	No comment	Overall: Good
	SIAMS	<p>Pupils are passionate about religious education (RE). The subject is instrumental in helping pupils to live well together and inspires a sense of self belief.</p> <p>Pupils are inspired by RE. They speak confidently about how RE helps them to learn about a range of views and religions. It also gives them opportunities to explore their own ideas and give a range of viewpoints. Pupils are able to link RE lessons with the school's vision.</p>	Good
Whissendine CE	OFSTED	No comment	Overall: Outstanding  T&L: Outstanding
	SIAMS	Pupils enjoy and appreciate RE because it helps them to know what other people think and believe. It has a high status in the school. It is led by a knowledgeable and skilled subject leader. Her expertise is being used to support other schools in the RLT. Effective staff development and support ensures consistently good subject knowledge across the school. RE is beginning to develop deeper thinking through big questions including questions introduced through the 'Understanding Christianity' resource. Pupils can talk about the way in which what they learn in RE helps them to understand diversity and difference. 'What I learn in RE helps me to know that some people are not different to me, they just believe different things. I should respect that'. Their knowledge of	Good

		Christianity as a global faith is not currently well developed.	
St Mary's and St John's	OFSTED	They learn about different geographical regions, British and world history and major religions, with a positive effect on their understanding of those beyond the school community.	Overall: Good
	SIAMS	RE teaching and learning is generally good across the school with evidence of innovative practice in some classes. Underpinned by the school's Christian vision RE successfully supports and challenges pupils to make deep connections between life and faith. There is some inconsistency in the standard of written recording in RE books in comparison to other core subjects. A comprehensive assessment system identifies that progress and attainment in RE is at least good. Vulnerable pupils, including those with learning difficulties, flourish as a result of structured support.	Overall: Excellent  Effectiveness of RE: Good
Oakham CE	OFSTED	No comment	Overall: Good  T&L: Good
	SIAMS	Through their work in RE pupils have some understanding of diverse cultures and beliefs but this is limited. Through the use of the 'Understanding Christianity' resource, pupils are developing an age appropriate understanding of Christianity as a living and diverse faith. They are able to explain some key concepts of the faith including Trinity and incarnation. Well planned and resourced RE lessons ensure that pupils get the very best out of each RE learning opportunity.	Good
Casterton College	OFSTED	No comment	Overall: Good
Catmose College	OFSTED	No comment	Overall: Outstanding  T&L: Outstanding
Uppingham Community College	OFSTED	No comment	Overall: Good  T&L: Good

## Number of pupils studying RE

	Total number of students GCSE (Grade 1 and above)	Total number of students 'A' Level (E and above)
Rutland	140	45
Leicestershire	3,725	160
Derbyshire	2,310	160
Lincolnshire	3,320	200
Nottinghamshire	2,815	280
Northamptonshire	1,585	185

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# SACRE self-assessment toolkit

## SACRE

# **The SACRE Self Evaluation Toolkit**

## **Introduction**

This tool has been created to help SACREs in their essential role to advise the Local Authority (LA) in meeting the entitlement of pupils across the LA to engage in high quality Religious Education (RE) and Collective Worship (CW) and to support the LA to reflect on its practice. In an educational context where standards and accountability are at the top of the agenda, a SACRE's work has become increasingly challenging and diverse, but also more rewarding and stimulating. Good SACREs will therefore tackle their responsibilities as opportunities, with enthusiasm, whilst recognising the need for realistic and ongoing appraisal and self-review.

In many ways, SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the LA on matters of RE and CW. Like school governors, members are unpaid volunteers who give up their time to support RE and CW locally.

This toolkit is an amended version of the 2015 document. It takes account of changes in inspection arrangements and in the role of LAs, and of the development of maintained schools independent of their LA. It is designed to help individual SACREs evaluate their effectiveness, including considering their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the LA and other key stakeholders.

The toolkit highlights five key dimensions of SACRE's work and provides exemplification of good practice. A SACRE that uses this self-evaluation guidance should gain a clear picture of its strengths, identify areas for further development, and establish key priorities for action.

14 The DCSF publication "Religious education in English schools: Non-statutory guidance" (2010) ("the Guidance") remains the most recent official statement in this field: <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>. The Guidance sets out the responsibilities of SACREs and LAs as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document.

## **Rationale**

The SACRE self-evaluation toolkit focuses on the following five aspects of the work of SACREs:

1. Management of the SACRE and building the partnership between the SACRE, the LA and other key stakeholders
2. Promoting improvement in the standards, the quality of teaching, and provision in RE
3. Evaluating the effectiveness of the locally agreed syllabus
4. Promoting improvement in the provision and quality of collective worship
5. Contributing to cohesion across the community and the promotion of social and racial harmony.

Each aspect forms a section within the toolkit and each section is divided into focus questions to help SACREs explore their provision. Descriptors for 'Requires improvement/struggling', 'Developing', 'Established' and 'Advanced' practice will enable SACREs to evaluate their standing within each focus question.

In the final column, SACREs may wish to identify any issues and action points within that focus, as appropriate. Key priorities can then be identified at the end of each section to inform the development of an action plan.

The intention is that, over time, exemplars of good practice from different SACREs will be made available on an open website, together with annual reports, as a way of adding further support to SACREs and LAs. Clearly the capacity of any SACRE to make the most of this will be dependent on the extent of the support it receives from, and the quality of its relationship with the LA.

SACREs are invited to use the format of this evaluation in conjunction with their annual report.

## Section 1: Management of the SACRE and partnership with the LA and other key stakeholders

### *How far does the SACRE's partnership with the LA enable it to carry out its responsibilities effectively?*

*(Taken from 2010 DfE Checklist for an effective partnership between an LA and its SACRE/ASC)*

- Does the LA and the SACRE/ASC carry out their statutory duties?
- Is SACRE/ASC properly resourced and well supported by subject specialist advice and training?
- Do members of the SACRE/ASC have a shared vision and understanding of their aims and purpose, seeking to sustain their positive work in the light of changing needs and priorities?
- Are SACRE/ASC meetings purposeful and focused on the major priorities of improving the quality of RE (and CW) in schools?
- Is the SACRE/ASC well informed about the quality of RE in schools and about wider LA and national priorities and developments affecting the subject?
- Has the LA adopted a high-quality agreed syllabus that provides a good grounding for planning, teaching and learning in RE and enables the schools to deliver RE as part of a coherent curriculum?
- Is there an effective process of reviewing, revising, implementing, monitoring and evaluating the locally agreed syllabus?
- How far does the SACRE's partnership with the LA enable it to help teachers and schools raise standards in RE and the quality of RE teaching?
- How far does the SACRE contribute effectively to the community cohesion agenda by supporting inclusion in schools and improving engagement within the community?

LAs must adequately fund SACREs to enable them to carry out their statutory duties and to support high quality RE and collective worship in schools.<sup>1</sup> We consider 2% of the CSSB to be a reasonable spend to enable this. LAs must set aside sufficient money to ensure the Agreed Syllabus review can be effective every five years.

We reiterate that as a minimum expectation, LAs must provide the following:

- a clerk
- a professional officer who has expertise in RE curriculum design
- a publicly accessible place to meet
- the reasonable expenses of members
- publishing the agreed syllabus and other SACRE materials (including agendas and minutes), most usually on the LA website
- NASACRE subscription and AGM attendance.

1. The Minister for School Standards, Nick Gibb MP, included this statement in response to a parliamentary question from Stephen Timms MP: "If the Department is informed that an individual SACRE or ASC is experiencing difficulties in fulfilling its statutory duties, the Department will contact the local authority to remind them of their duty to support their activities satisfactorily."

2021HC Deb, 28 March 2018, cW <https://questions-statements.parliament.uk/written-questions/detail/2018-03-28/134697>

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<sup>1</sup> *ibid.*, page 11



The relationship between a Local Authority and its SACRE is essentially one of partnership and collaboration, with mutual obligations and statutory responsibilities. So that a SACRE can advise and act effectively for the LA in the field of Religious Education and Collective Worship, the LA must ensure not only that there is a local SACRE, but also that it is able to fulfil its functions. The extent to which a SACRE is supported by funding and personnel, will determine how well individuals and committees can work together. Where a SACRE is valued by the LA, it is more likely that members of the SACRE will be able to contribute both to SACRE's work and to the LA's wider strategic objectives.

By bringing together many local stakeholders (faith/belief communities, teachers, local politicians and co-optees such as universities and parents) into a statutory body, SACREs can act positively for LAs as a sounding board on their core business of RE and CW, and also on wider strategic educational objectives such as raising standards, narrowing the gap and promoting community cohesion, as well as community matters related to interfaith collaboration and wellbeing. Core and value-added functions work best when the SACRE is appropriately supported, resourced and managed, and when channels of communication with the LA are good.

17 The potential for SACREs to contribute more widely is dependent on SACRE members feeling that the meetings are outward looking, focused on pupil needs, purposeful and enjoyable. This can be achieved, for example, by meeting in different locations (schools, places of worship, cultural centres and council meeting rooms) and by ensuring that all members feel they are equal partners whose views and experiences are sought, listened to and valued.

Alongside this, SACRE has the power to develop structural relationships with academies, etc. by exploring ways in which an academy "presence" can be incorporated into SACRE, e.g., by co-options (non-voting), through additional places in Group C (teacher organisations), or by creating a non-voting notional "Group E" (as had been envisaged in the Grant Maintained era). Similar considerations apply to the ASC. Although the legal framework would currently not allow voting rights to any distinct academy representation, SACREs and ASCs would surely not wish to proceed with decisions which were clearly not acceptable to the academy sector represented in their wider membership.

Key Area: 1a – Funding: Professional and financial support		
<i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no financial or management support to help SACRE to meet and operate. Members are unable to communicate with each other. There is no professional support.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA receive papers and/or attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions (such as a place to meet and a minute taker) but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	access to some subject specialist advice and is informed of local and national initiatives. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. SACRE has a strategic, costed development plan. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<p>The Rutland SACRE budget would be discussed and published on an annual basis in January at the Rutland SACRE meetings.</p> <p>The Chair of the Rutland SACRE shares the Annual Report for SACRE with Members at Full Council meetings. A statement regarding the Rutland SACRE responsibilities and what was being undertaken would be shared at the Rutland County Council Full Council meeting. This would enable more communication with the wider LA.</p>	

Key Area: 1b – SACRE meetings		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not hold regular meetings, if they meet at all. Any meeting held is purely to demonstrate that the LA has allowed SACRE to meet.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> <li>• routine administrative arrangements</li> <li>• appropriate distribution of agendas and papers</li> </ul>	<input type="checkbox"/>

	Business is dealt with in a prompt and orderly way. There is limited opportunity for SACRE members to contribute to the work apart from attending meetings. Business tends to be focused solely on routine statutory requirements.	
<b>Established</b> A SACRE with established practice would:	have good attendance where all four committees are well represented and meetings are quorate. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully, consulting when relevant their representing/sponsoring bodies. There are some opportunities for teachers and representatives of faith and worldview communities to be invited to share their work. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and CW.	X
<b>Advanced</b> A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda and strategic development plan. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith and worldview communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including council venues, local places of worship and schools. Procedures have been put in place so that meaningful contact can be made with and between members outside of SACRE meetings.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Members agreed that the Rutland SACRE was well represented but it was agreed that more teacher representation on the Rutland SACRE would be beneficial and would enable the Rutland SACRE to be placed within the advanced category.  More specific and wide ranged topics to be discussed and debated at future Rutland SACRE meetings.	

<b>Key Area: 1c – Membership and training</b>		
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no membership list. SACREs constitution is not fit for purpose and needs revision. The Local Authority struggles to fill all places on SACRE, SACRE members have no regular training provided.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always pursued effectively. There are limited induction and training opportunities for SACRE members.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have an active membership that strongly reflects the diversity of the wider religious/worldview and professional community. There is regular induction training and processes for new members. There are good opportunities for SACRE members to participate in training activities.	X
<b>Advanced</b> A SACRE with advanced practice would:	make good use of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of	<input type="checkbox"/>

	induction, and training opportunities for SACRE members. There are robust systems in place for succession planning for members and SACRE roles.	
<b>Where are we and where do we find evidence to support this?</b>	<p>The Rutland SACRE would look at the new Census information for Rutland once available to understand whether diversity had changed in Rutland. This would enable Members to understand if the Rutland SACRE was accurately representing Rutland.</p> <p>The Rutland SACRE would look at providing future workshops for its Members on specific topics identified.</p> <p>Amanda Fitton, SACRE and Religious Education Advisor would provide Rutland SACRE Members with a list highlighting what Members should know regarding SACRE and additional areas of training that would be of interest.</p> <p>The Rutland SACRE were continuously looking at areas to improve.</p>	

<b>Key Area: 1d – Improvement/development planning</b>		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no development plan to focus future work. There is no knowledge of areas where the priorities of the LA's development / improvement plan potentially could link to the work of the SACRE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. SACRE has limited awareness of national projects or initiatives related to the work of SACRE and so is unable to plan any work or request funding to initiate new work.	X
<b>Established</b> A SACRE with established practice would:	have a costed development plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. SACRE has awareness of national projects or initiatives related to the work of SACRE and so is able to plan work or request funding to update and review their development plan. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a well-defined development plan with clear objectives and success criteria. Resource implications are clearly defined and funding negotiated with the LA or outside funding streams. There is a clear link between the plan and the wider objectives of the LA and also to national innovations.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<p>Members agreed that the input from the Rutland SACRE was correct, but it was not known what impact this had on schools. Having more teacher representatives on the Rutland SACRE would provide more insight.</p> <p>More work was required, and discussions needed regarding Key Area 1d.</p>	

Key Area: 1e - Information and advice		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be supported to gather information (exam results, data, links to schools) or to link with national initiatives including membership of NASACRE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA when the LA wishes to give it rather than ask questions of the LA or receive answers to its request. There is little opportunity to be a critical friend.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and CW in local schools and given a context within which any school is working. The SACRE receives the information in a way that enables it to act as a critical friend and question the LA's work.	X
<b>Advanced</b> A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and CW. As a result, SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or partnership work to improve standards. This can include advice related to the review of the AS. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<p>With academisation and SACRE's not being able to go into schools to make judgement this was difficult. SACRE were relying on Ofsted reports, its website for information and public exams.</p> <p>Members agreed that regular information was shared but more insight was required. This was difficult to improve given the current structure.</p> <p>Schools would be invited to a future Rutland SACRE Board meeting.</p>	

Key Area: 1f - Partnerships with key stakeholders		
<i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	be unaware of local or national agencies. SACRE has no links with sponsoring bodies in their location.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little contact with or awareness of other local agencies (e.g. interfaith groups, dioceses), and rarely hears from pupils/students.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and have some meaningful contact with the groups involved. SACRE members are supported at a national level by their sponsoring body. SACRE	X

	members attend the annual NASACRE conference and other training opportunities. Hear from pupils/students as part of their work around high-quality RE and CW.	
<b>Advanced</b> A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local interfaith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils about RE. Representatives of key support networks and higher education providers are regularly involved with the SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Several Rutland SACRE Members had attended the National Conference and had undertaken various training.  Views from pupils would be obtained and shared at a future SACRE meeting.	

**Key Area: 1g – Relations with the Academies sector**

*How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?*

<b>Requires improvement/struggling</b> A SACRE in this position would:	have no opportunity to network with local academies.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made attempts to include academies on SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible, or what is possible between academies in an area.	X
<b>Advanced</b> SACRE with advanced practice would:	have established the place of academies on SACRE. SACRE has considered systematically the legal and structural options, and established a permanent and sustainable academy presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partner with SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Academies were attending the Network meetings regularly and the teacher representative on the Rutland SACRE was part of an academy school.  It would be beneficial to have more teacher representatives on the SACRE Board and to look at the teachers and pupils as a whole rather than the type of school.  The Rutland SACRE needed to strengthen its relationships with academies and the independent sector.	

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**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
  
- **For the LA**

**Date of review (1) 8 March 2022**

**Date of review (2)**

23 **Date of review (3)**

## Section 2. Standards and quality of provision of Religious Education

***How effectively does the SACRE, in partnership with the LA, evaluate standards and the quality of provision for RE in schools?  
How effective are the strategies to improve standards and the quality of provision?***

In principle, every pupil is entitled to RE of the highest quality. At its best, RE will be one of the most popular, relevant, stimulating and truly educative elements in the curriculum. This potential gives SACREs both a benchmark for aspiration and a spur for action.

A core duty of a SACRE is to gain an overview of the quality of the RE provision in local authority maintained schools and to develop effective strategies to promote the highest standards. SACREs may also request information from academies, academy chains and free schools where they educate pupils from the LA which appointed SACRE. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to adopt an astute and sensitive approach to achieve this overview.

Information to assist SACRE in carrying out its role is likely to come from a range of sources, which may include:

- 24
- public examination results
  - reports from School Improvement Partners
  - analysing questionnaires
  - sharing of information from subject self-evaluation forms as appropriate, and in agreement with schools
  - feedback from professional development activities
  - presentations to SACRE from local teachers

The Guidance offers analysis and advice to support SACREs in reviewing their own effectiveness, their patterns of partnership, and their strategies in relation to enhancing the quality of RE provision in local authority maintained schools. In addition, in the light of the development of academies and other non-LA maintained schools, SACREs also need to take note of and respond appropriately to this new diversified scenario. (In the ensuing pages, the phrase “academies etc” is used as shorthand to refer to all non-LA maintained schools within a particular LA area.



Key Area: <b>2a - RE provision across the LA.</b> <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information (e.g. a website trawl)	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<b>Established</b> Ofsted reports are read and comments on RE are noted and discussed at SACRE meetings. All school websites were reviewed 2 years ago and details of RE curriculum noted. Action needs to re-done in September 2022.	

Key Area: <b>2b - Standards of achievement and public examination entries</b> <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be given any data to work from and has no professional support to investigate this at a local and national level.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this and the local authority does not adequately invest in professional support for this. Analysis would be limited as would strategies to address issues.	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.	<input type="checkbox"/>

<b>Advanced</b> A SACRE with advanced practice would:	have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<b>Developing</b> SACRE will have no data until exams have taken place. Final examination data for GCSE's and A Levels in 2022 would not be available until February 2023. No exams have been completed or details received for the past two years due to the pandemic.	

<b>Key Area: 2c - Quality of learning and teaching.</b> <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any knowledge of quality of learning and teaching to target support from the LA and professional support/adviser.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little or no professional support in the LA working with the SACRE.	X
<b>Established</b> A SACRE with established practice would:	have some information regarding the quality of learning and teaching from a range of sources including contact with teachers and pupils. Limited analysis of this information is undertaken; however, this means that SACRE's attempts to improve learning and teaching have limited effect. Be able to circulate information about national courses and support mechanisms to schools	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. Advise the LA on the support that is needed and have access to professional support, linked to schools in need.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<b>Developing</b> Comments and feedback from Ofsted is very limited. SACRE's ability to gather information from schools is limited. SIAMs reports may provide additional information. SIAMs officer within Peterborough Diocese could collate an overview.	

<b>Key Area: 2d Quality of interaction and communication with leadership and management of RE in schools</b> <i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
<b>Requires improvement/struggling</b>	not engage in communication with schools.	<input type="checkbox"/>

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A SACRE in this position would:		
<b>Developing</b> A SACRE with developing practice would:	have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have RE key messages communicated regularly into schools. Sends regular updates and information to schools, headteachers and governors. SACRE discussions are used to enhance leadership and management of RE in schools.	X
<b>Advanced</b> A SACRE with advanced practice would:	have a constructive relationship with senior leaders and subject managers in schools to develop the subject.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<b>Established</b> SACRE newsletter sent to all schools 3 times per year. Network meetings held and LA education bulletin sent out fortnightly to all schools. Invitations regarding schools' attendance at SACRE meetings ongoing. Wide ranging set of communication channels established.	

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Key Area: <b>2e - Relations with academies and other non-LA maintained schools.</b>		
<i>To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation and share their advice to these schools. By and large, academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a proactive policy of liaison with all academies, etc. and of sustaining a wider professional RE network within the area. While the independence of academies, etc. is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	X
<b>Where are we and where do we find evidence to support this?</b>	<b>Advanced</b> All schools are treated the same by SACRE. Network meetings held and LA education bulletin sent out fortnightly to all academies and non-LA maintained schools.	

	Invitations regarding attendance at SACRE meetings ongoing but academies and non-LA maintained schools will be included in the invites. Wide ranging set of communication channels established.
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**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
  
- **For the LA**

**Date of review (1) 21 June 2022**

**Date of review (2)**

**Date of review (3)**

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## Section 3: The effectiveness of the locally agreed syllabus

***How effectively does the SACRE, in partnership with the LA, monitor the impact and evaluate the effectiveness of the agreed syllabus in raising standards? How effectively does the Agreed Syllabus Conference in partnership with SACRE make decisions about the use of national guidance and exemplar material in a review of the agreed syllabus?***

The locally agreed syllabus (AS) is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good, recent AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact.

The major factors to be considered in creating or revising an AS include statutory requirements, non-statutory guidance and exemplar material, developments in the school curriculum generally, and local circumstances. Key advice on producing an AS is given in the Guidance. SACREs and ASCs are recommended to take note of this advice in their work on the AS.

LAs are required to review their AS at least every five years. This cycle of reviewing, revising, re-launching and re-implementing the AS gives SACREs and ASCs opportunities for ongoing development and improvement of their effectiveness in providing schools with an AS that is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the AS, in practice much of the preparatory and supplementary work will be carried by the SACRE within its routine business. Moreover, in most LAs the membership of SACRE and ASC overlap substantially or are identical. This can contribute to greater inclusivity and coherence, but good practice will ensure that it is always clear at any time which body is in place at a meeting, and that it is the ASC which is in session when decisions about the AS are considered.

Academies, etc. are, in principle, free to choose their own RE syllabus. In practice, however, many may well continue to use their local AS. There are some sound reasons for SACRE and the LA to encourage this where possible, and to enable academies, etc. to have some involvement in the process of revising the AS or of devising a new AS. Relationships between SACREs and academies will necessarily be entirely voluntary and not covered by legislation or guidance. SACREs should therefore approach such relationships in a spirit of mutual respect and collegiality. These issues have not been incorporated into the matrix below, but see Section 4.

Key Area: 3a – The review process		
<i>How does the SACRE review the success of the existing agreed syllabus?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any way of contacting schools to carry out a review of the existing syllabus. It will not be supported by the LA or professional support.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited arrangements in place to monitor the impact of the AS, particularly in raising standards, providing little or no opportunity to review the effectiveness of the AS. Not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. Unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation from the LA. Have little knowledge of wider recent RE national guidance, research and developments.	X
<b>Established</b> A SACRE with established practice would:	have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current AS. Have devised a costed action plan in partnership with the LA, and been allocated a sufficient budget for the AS review and relaunch.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a clear and systematic process for monitoring the effectiveness of the AS built into its development plan. Reviewing the AS includes full consultation with schools and other key stakeholders, including faith communities and academics. Issues that have arisen have been discussed and addressed in planning for a review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and design/distribution costs. There is a strong sense of shared ownership of the prospective AS review, with clear targets for what needs to be achieved.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Currently do not know which schools follow what syllabus	

Key Area: 3b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in RE? Is it “fit for purpose”?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have knowledge of other agreed syllabi nationally. Not have access to professional support with a national knowledge of high quality teaching and learning in RE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	ensure that the AS sets out what is to be learnt at each Key Stage. Progression in RE is stated, but this does not link directly to the learning and there is no clear expectation of quality learning in the AS.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	ensure that the AS provides a clear framework for and expectations of learning in RE. Make clear the value of RE in school, both in terms of learning and of wider issues. Ensure that the AS development has involved teachers and meets their needs.	X

<b>Advanced</b> A SACRE with advanced practice would:	ensure that the AS provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA. Have set out clear expectations of the role of the LA and school leadership in ensuring adequate resources and provision in schools. References latest RE research that is relevant to help pupils make good progress in RE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Schools are contacted and data is received. Network meetings are ongoing with discussions regarding the Agreed Syllabus.	

<b>Key Area: 3c – Launching and implementing the Agreed Syllabus</b> <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have a launch for the new syllabus. Not have any in-service training for teachers/schools for implementing the new AS. Not have the mechanisms to advertise, promote and share the syllabus with local schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE. Have little training provision for implementing the revised syllabus. Be prevented from providing any significant additional guidance or extended training on using the AS by a shortage of financial and human resources.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	use other forms of communication (for example the LA website) to promote the launch. Have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed. Provides additional guidance or extended training on using the AS over its life.	X
<b>Advanced</b> A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the AS a high profile as an important development in the work of the LA and local community. The launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors. Provides effective training on implementing the AS, which is supported by all schools, leads to teachers being clear about standards and expectations in the AS and the implications for teaching and learning. Provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Work is in progress regarding the launch of the Agreed Syllabus	

<b>Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC)</b> <i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have the structures in place to convene an ASC. Not have any admin and advisory support for its work.	<input type="checkbox"/>

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<b>Developing</b> A SACRE with developing practice would:	have a membership that fulfils basic statutory requirements. Limited induction and training opportunities; members are unclear of their roles, or how an AS can be structured. Particular faith or belief groups or teachers from different phases do not attend. Provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious/worldview and professional community. Some opportunities for members' training and the purpose and action plan for the work of the ASC are clear. Have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants to ensure this voice is added into the process. There is a strong, co-ordinated programme of induction and training opportunities for members. Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights. Provide effective admin to support the process	X
<b>Where are we and where do we find evidence to support this?</b>	Improvements continue to be made.	

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<b>Key Area: 3e - Developing the revised agreed syllabus</b>		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have an agreed plan linked to finance for developing their AS. Have met the five-year review deadline of revising and publishing a new AS.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have no clear structure for developing a new AS. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new AS with teachers, SACRE members and the local religious/worldview communities.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an AS which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	X
<b>Advanced</b> A SCRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The AS has a clear framework for progression and challenging learning	<input type="checkbox"/>



<b>Where are we and where do we find evidence to support this?</b>	
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**Key Area: 3f - Making best use of National Guidance**  
*How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote\*)*

<b>Requires improvement/struggling</b> A SACRE in this position would:	not be aware of national documentation in relation to the AS review process and are therefore unable to use this guidance appropriately.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the AS review process and are unable to use national guidance in a coherent way. Have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the holistic education of the child.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of national documentation and some of its implications for the AS review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the AS to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised AS, while ensuring their work reflects local circumstances. The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.	X

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<b>Where are we and where do we find evidence to support this?</b>	Local Authority Officers have attended various courses and any new information regarding the Agreed Syllabus is distributed to SACRE members for comments.
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\*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and “Religious Education in English schools: “Non-statutory guidance 2010”; CoRE; Big Ideas in RE publication 1 & 2; Ofsted RE literature review

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
  
- **For the LA**

**Date of review (1) 6 September 2022**

**Date of review (2)**

**Date of review (3)**

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## Section 4. Collective Worship

### ***How effectively does the SACRE fulfil its responsibilities for the provision and practice of Collective Worship?***

Maintained schools are required to provide a daily act of Collective Worship for every pupil. In community schools not having a religious foundation, the acts of CW should be “wholly or mainly of a broadly Christian character”, without being distinctive of any particular denomination. Part of a SACRE’s role is to support the effective provision of CW in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from headteachers in community schools that the requirement for CW to be wholly or mainly of a broadly Christian character be disapplied for some or all of the pupils in that school. SACRE ‘determines’ the appropriateness of that application and grants a ‘determination’ to those schools where the application is judged to be in the best interests of the pupils. All pupils in schools with determinations continue to have an entitlement to daily CW.

CW can be a rich and rewarding element of the curriculum as a whole and SACREs have the opportunity to enhance its quality by offering appropriate guidance and support.

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Key Area:4a – Supporting pupil entitlement		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA’s schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any knowledge regarding the provision of CW nor have any mechanism in place to gain such knowledge.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	be unaware of the issues facing schools in providing CW as part of the pupil entitlement. Provide little advice or support towards fulfilling pupil entitlement to CW.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges schools face in providing CW. Provide some advice in support of delivering pupil entitlement. Seek to ensure that schools had access to, and advice on, appropriate resources for the delivery of CW.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a balanced and realistic overview of provision and its challenges across the LA. Provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement. Obtain feedback from schools to evaluate the impact of advice and support. Periodically review its strategies for supporting pupil entitlement.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Rutland SACRE is Established and possibly verging on Advanced. Primary schools = ESTABLISHED Secondary Schools = DEVELOPING	

Key Area: <b>4b – Enhancing the quality of provision of collective worship</b> <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be able to influence the quality of CW due to lack of support either from the LA or CW/RE professional. Have no knowledge of what good quality CW in schools looks like.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	not be adequately supported by the LA / RE professional to promote quality provision of CW. Have agenda items about CW dominated by the issue of how SACRE obtains data. Have little understanding of the nature and potential of CW and of what effective provision in each school might be.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have occasional agenda items on CW, with some insight into how it is being delivered in the LA's schools. Understand what effective provision is, but SACRE members have little 'hands-on' experience of CW. Promote in-service support for teachers with responsibility for CW. Advise on enhancing quality of provision.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools. Have first-hand experience of CW in schools. Disseminate good practice in consultation with schools and teachers. Sponsor an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Primary Schools = ESTABLISHED Secondary Schools = DEVELOPING May not require much more action	

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Key Area: <b>4c – Responding to requests for determinations</b> <i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any understanding of what a determination is. Have no documentation for schools to use to make application for a determination.	<input checked="" type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request, due to a lack of support provided to SACRE by the LA via a professional officer. Found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process. Have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions. Responds in an adequate but piecemeal fashion, when requested for a determination, without a systematic overview of this area of work.	<input type="checkbox"/>
<b>Advanced</b>	be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities. Have a well-established and effective framework for responding to requests, with which	<input type="checkbox"/>

A SACRE with advanced practice would:	members are familiar and comfortable. Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. Periodically review all existing determinations together with keeping the guidance from the RE professional.	
<b>Where are we and where do we find evidence to support this?</b>	Rutland SACRE has never received a request for a determination. No procedures currently in place.	

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- 37
- **For the SACRE**
  
  - **For the LA**

**Date of review (1) 29 November 2022**

**Date of review (2)**

**Date of review (3)**

## Section 5: Contribution of SACRE to promoting cohesion across the community

### ***How effectively does SACRE, in partnership with the Local Authority and the faith communities, contribute to the promoting of cohesion across the community?***

“By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community”<sup>2</sup>.

Schools play a major role in helping to shape the future of our society, and the duty laid on each school to promote community cohesion is a significant part of that role. One of the most obvious and effective contributors to the community cohesion agenda is Religious Education. SACREs should take every opportunity to promote the contribution of RE to the community cohesion programmes in local schools. Where properly supported by the LA, SACREs themselves can act as powerful vehicles for promoting community cohesion in schools, in education more widely, and in the local community. SACREs should exemplify good practice in their internal relations and in the ways in which they go about their business. Advice on the contribution of SACREs and RE to community cohesion is given in the Guidance.

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Key Area: <b>5a – SACRE’s membership</b> <i>How representative is SACRE’s membership of the local community?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	rarely meet and its membership will include many vacancies. The LA needs to review its membership and constitution in partnership with the SACRE and fulfil its obligations to convene an appropriately diverse SACRE	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community. Membership needs to be reviewed.	<input type="checkbox"/>
<b>Established</b>	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.	X

<sup>2</sup> Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cattle Report in 2001.

A SACRE with established practice would:		
<b>Advanced</b> A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim or Christian communities). Endeavours to include representation from small local faith communities and/or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<p>Contact would be made with the Jewish Faith representative to advise that as no response had been received, could another representative be recommended to join the Rutland SACRE. Sheila Gewolb from the Board of Deputies of British Jews would be included within the email.</p> <p>The SACRE Adviser would contact the Chair of the Peterborough SACRE to see if they could recommend a Muslim representative.</p>	

**Key Area: 5b SACRE's understanding of the local area**

*How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?*

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<b>Requires improvement/struggling</b> A SACRE in this position would:	meet rarely and this aspect of membership would not be an agenda item when they meet.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. Know about and have a relationship with local interfaith groups and the work that they do in the locality.	X
<b>Advanced</b> A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area. Take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local interfaith groups. Be aware of the impact of this local context on schools and on the provision for RE and CW in those schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	The Rutland Census information would be published in September 2022.	

**Key Area: 5c – SACRE's engagement with the community cohesion agenda.**

*How much does SACRE understand the contribution which RE/CW can make to a schools' provision for community cohesion?*

<b>Requires improvement/struggling</b> A SACRE in this position would:	have little or no grasp of what community cohesion means and little understanding of the contribution which RE can make to the community cohesion agenda. Have no opportunity to promote RE's contribution to cohesion.	X
<b>Developing</b> A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. Have little opportunity to promote RE's contribution to cohesion.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. Understand and have a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. SACRE members appreciate their key role in promoting RE's contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local AS and related guidance.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Training to be provided regarding what the key area meant in practice.	

<b>Key Area: 5d – SACRE's role within wider LA initiatives on community cohesion</b>		
<i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	be given no information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.	X
<b>Advanced</b> A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area. Aware of local interfaith groups and in regular communication with them to ensure opportunities to support high quality RE/CW in schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Community cohesion was not just about Religion and was also in relation to bringing together all areas of the community and this was being focussed on within schools.	

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	The SACRE Adviser confirmed that Ministry of Defence schools had their own SACRE. The SACRE Adviser would contact the Chair to invite them to attend a future Rutland SACRE meeting to discuss how they met the needs of their children within their SACRE.
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**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

41

- **For the SACRE**
- **For the LA**

**Date of review (1)      8 March 2022**

**Date of review (2)**

**Date of review (3)**

## ANNEX

### The responsibilities of a Local Authority

The detailed rights and responsibilities of local authorities can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, local authorities are legally required to:

- establish a SACRE and appoint representatives to each of the four committees
- establish an occasional body called an agreed syllabus conference (ASC)
- institute a review of its locally agreed syllabus every five years
- appoint members of the committees represented on the ASC
- ensure that membership of Group/Committee A on the SACRE and ASC is broadly representative of the local area
- take all reasonable steps to ensure that SACRE and ASC membership is representative

### The responsibilities of a SACRE

The detailed rights and responsibilities of SACREs can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, SACREs are legally required to:

- advise the local authority on RE and collective worship
- publish an annual report on their work
- send the annual report to QCDA (or its successor body)
- meet in public, unless confidential information is to be disclosed
- make their minutes available to the local authority and make provision for public access to their agenda and reports

The Guidance also indicates that SACREs should, as a matter of good practice:

- Monitor the provision for both RE and Collective Worship
- Provide advice and support on RE and Collective Worship to schools
- In partnership with the local authority, keep the locally agreed syllabus and provision in schools under review
- Offer advice to the local authority

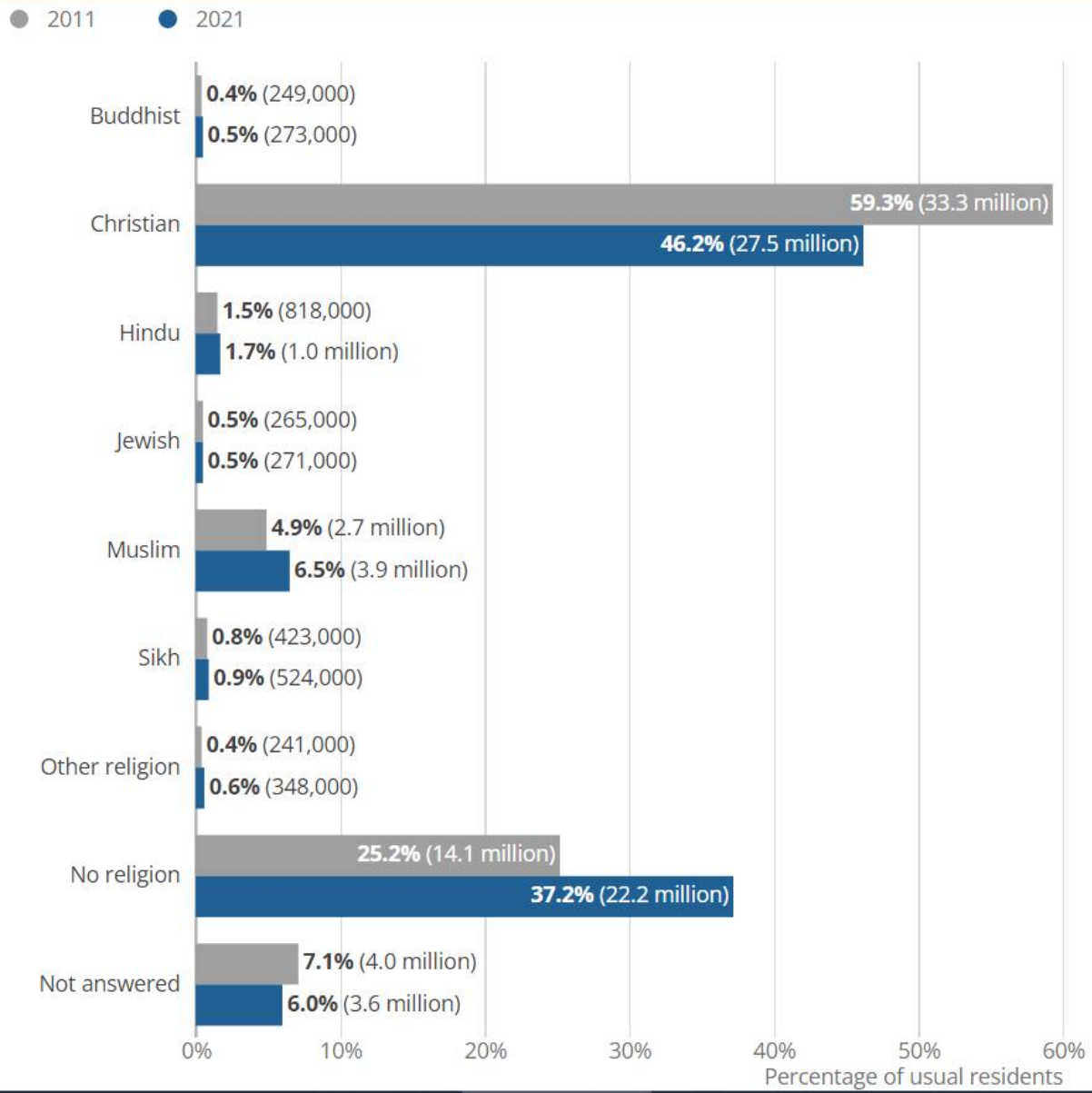
In addition, SACREs may:

- Require their local authority to review the locally agreed syllabus
- Decide to advise their local authority
- Co-opt members who are not members of any of the four groups.

The Guidance also makes it clear that SACREs can and should make a strong contribution to the promotion of community cohesion in schools and in the local community through their promotion of good quality RE and through their operation as a SACRE.

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CENSUS HEADLINES



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## OUTLINE FIGURES

Figure 1: The percentage of the population reporting “No religion” has increased  
Religious composition, 2011 and 2021, England and Wales

Notes:

1. The base population used to calculate percentages is the overall population for England and Wales.

Units: Number and percent

Source: Office for National Statistics – Census 2021

Religion	2011 (number)	2021 (number)	2011 (percent)	2021 (percent)
Buddhist	248,580	272,508	0.4	0.5
Christian	33,268,056	27,522,672	59.3	46.2
Hindu	817,679	1,032,775	1.5	1.7
Jewish	265,073	271,327	0.5	0.5
Muslim	2,720,425	3,868,133	4.9	6.5
Sikh	423,345	524,140	0.8	0.9
Other religion	240,849	348,334	0.4	0.6
No religion	14,115,359	22,162,062	25.2	37.2
Not answered	3,976,542	3,595,589	7.1	6.0

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CAMBRIDGESHIRE, PETERBOROUGH AND RUTLAND

Area code	Area name	No religion (number)	Christian (number)	Buddhist (number)	Hindu (number)	Jewish (number)	Muslim (number)	Sikh (number)	Other religion (number)	Not answered (number)	No religion (percent)	Christian (percent)	Buddhist (percent)	Hindu (percent)	Jewish (percent)	Muslim (percent)	Sikh (percent)	Other religion (percent)	Not answered (percent)
E07000008	Cambridge	65,160	51,335	1,668	3,301	1,057	7,392	322	1,122	14,315	44.7	35.2	1.1	2.3	0.7	5.1	0.2	0.8	9.8
E07000009	East Cambridgeshire	37,682	42,573	325	326	123	552	125	497	5,560	42.9	48.5	0.4	0.4	0.1	0.6	0.1	0.6	6.3
E07000010	Fenland	40,897	53,354	239	213	110	682	111	513	6,340	39.9	52.1	0.2	0.2	0.1	0.7	0.1	0.5	6.2
E07000011	Huntingdonshire	79,126	85,568	670	972	222	2,583	325	900	10,466	43.8	47.3	0.4	0.5	0.1	1.4	0.2	0.5	5.8
E07000012	South Cambridgeshire	70,269	73,469	796	2,433	466	2,744	281	818	10,840	43.3	45.3	0.5	1.5	0.3	1.7	0.2	0.5	6.7
E06000031	Peterborough	70,066	99,802	617	3,813	185	26,239	1,348	999	12,604	32.5	46.3	0.3	1.8	0.1	12.2	0.6	0.5	5.8
E06000017	Rutland	15,239	22,728	150	125	53	258	67	201	2,231	37.1	55.4	0.4	0.3	0.1	0.6	0.2	0.5	5.4

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Figure 2: Religion by local authority in England and Wales, 2021  
Units: Number and percent  
Source: Office for National Statistics - Census 2021

Area code	Area name	No religion (number)	Christian (number)	Buddhist (number)	Hindu (number)	Jewish (number)	Muslim (number)	Sikh (number)	Other religion (number)	Not answered (number)	No religion (percent)	Christian (percent)	Buddhist (percent)	Hindu (percent)	Jewish (percent)	Muslim (percent)	Sikh (percent)	Other religion (percent)	Not answered (percent)
E06000001	Hartlepool	36,995	48,495	180	222	27	1,213	166	285	4,755	40.1	52.5	0.2	0.2	0.0	1.3	0.2	0.3	5.1
E06000002	Middlesbrough	52,415	66,143	437	1,436	41	14,703	806	460	7,683	36.4	46.0	0.3	1.0	0.0	10.2	0.4	0.3	5.3
E06000003	Redcar and Cleveland	54,921	72,359	39	984	37	28,022	70	461	7,248	40.2	53.0	0.1	0.1	0.0	15.4	0.1	0.4	5.3
E06000004	Stockton-on-Tees	76,000	100,420	532	811	61	6,675	612	550	9,924	40.4	51.1	0.3	0.4	0.0	3.4	0.4	0.3	5.0
E06000005	Darlington	42,780	56,194	344	453	36	1,849	443	403	5,296	39.7	52.1	0.3	0.4	0.0	1.7	0.4	0.4	4.9
E06000006	Halton	45,261	75,269	291	327	46	805	27	453	5,946	35.2	58.6	0.2	0.3	0.0	0.6	0.1	0.4	4.6
E06000007	Warrington	73,042	119,650	605	1,495	190	3,686	478	794	11,034	34.6	56.7	0.3	0.7	0.1	1.7	0.2	0.4	5.2
E06000008	Blackburn with Darwen	32,717	58,793	262	483	49	54,146	139	439	7,711	21.1	38.0	0.2	0.3	0.0	35.0	2.1	0.3	5.0
E06000009	Blackpool	57,812	71,698	500	511	227	2,004	109	707	7,468	41.0	50.8	0.4	0.4	0.2	1.4	0.1	0.5	5.3
E06000010	Kingston upon Hull, City of	131,424	106,411	746	646	146	9,285	277	1,124	16,957	49.2	39.9	0.2	0.2	0.1	3.5	0.1	0.4	6.4
E06000011	East Riding of Yorkshire	133,916	182,396	885	758	284	1,966	227	1,224	20,560	39.1	53.3	0.3	0.2	0.1	0.6	0.1	0.4	6.0
E06000012	North East Lincolnshire	73,008	71,063	417	425	79	1,922	183	653	9,218	46.5	45.3	0.3	0.3	0.1	1.2	0.1	0.4	5.9
E06000013	North Lincolnshire	65,581	88,455	406	418	49	4,201	566	614	9,390	38.6	52.1	0.2	0.2	0.0	2.5	0.3	0.4	5.5
E06000014	York	93,577	89,019	1,045	1,043	273	2,488	179	1,266	13,930	46.1	43.9	0.5	0.5	0.1	1.2	0.1	0.6	6.9
E06000015	Derby	95,639	104,969	828	3,065	150	29,137	9,762	1,297	16,517	36.6	40.2	0.3	1.2	0.1	11.1	3.7	0.5	6.3
E06000016	Leicester	84,607	91,161	1,181	65,821	326	86,443	16,451	2,075	20,509	23.0	24.7	0.3	17.9	0.1	23.5	4.5	0.6	5.6
E06000017	Luton	15,239	22,728	150	125	53	258	67	201	2,231	37.1	55.4	0.4	0.3	0.1	0.6	0.2	0.5	5.4
E06000018	Nottingham	133,403	112,200	1,671	5,403	941	39,540	4,110	2,283	24,099	41.2	34.7	0.5	1.7	0.3	12.2	1.3	0.7	7.4
E06000019	Herefordshire, County of	68,475	102,614	646	384	142	790	117	904	12,962	36.6	54.9	0.2	0.2	0.1	0.4	0.1	0.5	6.9
E06000020	Telford and Wrekin	75,965	88,275	597	1,352	78	5,043	2,851	933	10,448	40.9	47.6	0.3	0.7	0.0	2.7	1.5	0.5	5.6
E06000021	Stoke-on-Trent	97,433	118,434	811	1,356	83	23,790	602	1,150	14,710	37.7	45.8	0.3	0.5	0.0	9.2	0.2	0.4	5.7
E06000022	Bath and North East Somerset	92,567	81,553	996	875	325	1,909	162	1,097	13,930	47.4	42.2	0.5	0.5	0.2	1.0	0.1	0.6	7.2
E06000023	Bristol, City of	242,864	152,126	2,710	3,545	1,228	31,776	2,247	3,546	32,423	51.9	32.2	0.6	0.8	0.3	6.7	0.5	0.8	6.9
E06000024	North Somerset	98,085	100,990	695	468	166	1,346	117	1,166	13,696	45.3	46.6	0.3	0.2	0.1	0.6	0.1	0.5	6.3
E06000025	South Gloucestershire	133,749	128,014	1,056	2,896	173	4,720	1,006	1,319	17,492	41.6	46.1	0.3	1.0	0.1	1.6	0.3	0.5	6.0
E06000026	Plymouth	129,338	112,526	1,018	814	207	3,474	96	1,527	15,695	48.9	42.5	0.4	0.3	0.1	1.3	0.0	0.6	5.9
E06000027	Torbay	60,178	67,634	553	223	141	788	60	976	8,771	43.0	48.5	0.2	0.1	0.6	0.3	0.0	0.7	6.3
E06000030	Swindon	94,559	108,778	1,700	5,865	131	6,310	1,448	1,514	13,105	40.5	46.6	0.7	2.5	0.1	2.7	0.6	0.6	5.6
E06000031	Peterborough	70,066	99,802	617	3,813	185	26,239	1,348	999	12,604	32.5	52.3	0.3	1.8	0.1	12.0	2.2	0.5	5.8
E06000032	Luton	39,580	85,297	664	7,438	246	74,191	3,032	1,115	13,697	17.6	37.9	0.3	3.3	0.1	32.8	1.3	0.5	6.1
E06000033	Southend-on-Sea	81,187	76,884	953	2,057	285	5,461	203	2,057	11,288	44.9	42.6	0.5	1.1	0.1	3.0	0.1	0.6	6.0
E06000034	Thurrock	61,043	90,940	703	2,376	225	8,586	2,030	901	9,196	34.7	51.7	0.4	1.4	0.1	4.9	1.2	0.5	5.2
E06000035	Medway	120,309	126,097	999	3,172	217	7,636	4,363	1,705	15,273	43.0	45.1	0.4	1.1	0.1	2.7	1.6	0.6	5.5
E06000036	Bracknell Forest	50,300	59,141	1,039	2,942	190	2,216	1,055	743	6,981	40.4	47.5	0.8	2.4	0.2	1.8	0.6	0.6	5.6
E06000037	West Berkshire	66,290	79,217	552	2,083	236	2,107	367	705	9,891	41.1	49.1	0.3	1.3	0.1	1.3	0.2	0.4	6.1
E06000038	Reading	63,287	68,988	2,887	8,757	329	15,481	1,194	1,241	12,062	36.3	39.6	1.7	5.0	0.2	8.9	0.7	0.7	6.9
E06000039	Slough	20,726	50,664	776	12,343	85	46,661	17,985	716	8,544	13.1	32.0	0.5	7.8	0.1	29.4	11.3	0.5	5.4
E06000040	Windsor and Maidenhead	47,641	76,514	870	4,706	521	8,607	4,517	694	9,426	31.0	49.8	0.6	3.1	0.3	5.6	2.9	0.5	6.1
E06000041	Wokingham	65,428	79,389	881	8,464	435	8,597	2,992	775	10,544	36.9	44.7	0.5	4.8	0.2	4.8	1.7	0.4	5.9
E06000042	Milton Keynes	108,953	122,935	1,404	12,911	383	20,484	1,959	1,558	16,473	38.0	42.8	0.5	4.5	0.1	7.1	0.7	0.5	5.7
E06000043	Brighton and Hove	152,966	85,629	2,455	2,100	2,455	8,500	378	2,860	19,760	55.2	30.9	0.9	0.8	0.9	3.1	1.0	1.0	7.1
E06000044	Portsmouth	97,887	81,939	1,077	1,596	200	10,174	459	1,259	13,413	47.1	29.4	0.5	4.9	0.1	4.9	0.2	0.6	6.4
E06000045	Southampton	108,000	99,910	1,333	3,265	254	13,893	4,192	1,663	16,412	43.4	40.1	0.5	1.3	0.1	5.6	1.7	0.7	6.6
E06000046	Isle of Wight	81,721	67,005	499	489	257	136	593	39	9,099	43.9	47.7	0.4	0.4	0.0	0.4	0.0	0.8	6.5
E06000047	Boulevard	231,888	285,167	1,280	2,922	286	990	286	2,922	26,887	38.6	54.6	0.2	0.2	0.1	0.5	0.2	0.4	5.1
E06000049	Cheshire East	150,257	216,629	1,314	2,046	640	4,140	371	1,558	21,815	37.7	54.3	0.3	0.5	0.2	1.0	0.1	0.4	5.5
E06000050	Cheshire West and Chester	135,025	194,705	1,074	1,551	288	3,506	251	1,238	19,512	37.8	52.8	0.3	0.4	0.1	1.0	0.1	0.3	5.5
E06000051	Chropshire	119,573	179,516	895	557	182	1,708	760	1,482	18,931	37.0	55.5	0.3	0.2	0.1	0.5	0.2	0.5	5.9
E06000052	Cornwall	264,037	259,145	2,079	547	507	1,333	130	4,393	38,134	46.3	45.4	0.4	0.1	0.1	0.2	0.0	0.8	6.7
E06000053	Isles of Scilly	950	967	3	1	1	-	-	7	125	46.3	47.1	0.1	0.0	0.0	0.0	0.0	0.3	6.1
E06000054	Wiltshire	210,601	256,160	2,521	2,670	458	3,508	483	3,224	30,709	41.3	50.2	0.5	0.5	0.1	0.7	0.1	0.6	6.0
E06000055	Bedford	63,243	88,178	629	3,045	232	13,059	4,114	2,014	10,711	34.1	47.6	0.3	1.6	0.1	7.1	2.2	1.1	5.8
E06000056	Central Bedfordshire	126,001	140,903	996	3,035	620	1,399	1,399	1,362	15,971	42.8	47.9	0.3	1.0	0.2	1.3	0.5	0.5	5.4
E06000057	Northumberland	128,703	170,668	752	446	172	1,635	654	1,353	16,181	40.1	53.2	0.2	0.1	0.1	0.5	0.2	0.4	5.0
E06000058	Bournemouth, Christchurch and Poole	168,852	187,448	2,022	2,841	1,601	6,645	267	2,944	27,572	42.2	46.8	0.5	0.7	0.1	0.7	0.1	0.7	6.9
E06000059	Dorset	152,267	195,676	1,613	714	453	1,562	117	2,361	24,816	40.1	51.6	0.4	0.2	0.1	0.4	0.0	0.6	6.5
E06000060	Buckinghamshire	189,204	260,961	2,914	14,896	1,688	36,740	8,811	2,587	33,275	34.2	47.2	0.5	2.7	0.3	7.0	1.6	0.5	6.0
E06000061	North Northamptonshire	152,998	172,329	1,095	4,540	291	4,373	787	1,900	20,212	42.6	47.9	0.3	1.3	0.1	1.2	0.5	0.5	5.6
E06000062	West Northamptonshire	162,751	219,483	1,515	5,431	1,791	14,694	1,791	1,791	24,066	44.6	46.4	0.4	1.3	0.1	3.5	0.4	0.8	6.0
E07000008	Cambridge	65,160	51,335	1,668	3,301	1,057	7,392	322	1,122	14,315	44.7	35.2	1.1	2.3	0.7	5.1	0.2	0.8	9.8
E07000009	East Cambridgeshire	37,682	42,573	325	326	123	552	125	497	5,560	42.9	48.5	0.4	0.4	0.1	0.6	0.1	0.6	6.3
E07000010	Fenland	40,897	53,354	239	213	111	682	210	513	6,340	39.9	52.1	0.2	0.2	0.1	0.7	0.1	0.5	6.2
E07000011	Huntingdonshire	79,126	85,568	670	972	222	2,583	325	900	10,466	43.8	47.3	0.4	0.5	0.1	1.4	0.2	0.5	5.8
E07000012	South Cambridgeshire	70,269	73,469	796	2,433	466	2,744	381	1,5	10,840	43.3	45.3	0.5	1.7	0.3	1.7	0.3	0.5	6.7
E07000026	Allerdale	32,066	57,548	217	69	36	231	22	298	5,667	33.3	59.8	0.2	0.1	0.0	0.2	0.0	0.3	5.9
E0700																			

Area code	Area name	No religion (number)	Christian (number)	Buddhist (number)	Hindu (number)	Jewish (number)	Muslim (number)	Sikh (number)	Other religion (number)	Not answered (number)	No religion (percent)	Christian (percent)	Buddhist (percent)	Hindu (percent)	Jewish (percent)	Muslim (percent)	Sikh (percent)	Other religion (percent)	Not answered (percent)	
E0700044	South Hams	39,029	42,008	540	92	126	295	22	740	5,774	44.0	47.4	0.6	0.1	0.1	0.3	0.0	0.8	6.5	
E0700045	Teignbridge	60,421	63,599	541	109	117	390	42	955	8,629	44.8	47.2	0.4	0.1	0.1	0.3	0.0	0.7	6.4	
E0700046	Torridge	29,542	33,184	212	34	45	108	19	432	4,539	43.4	48.7	0.3	0.0	0.2	0.0	0.6	6.7		
E0700047	West Devon	23,754	28,713	209	32	63	142	9	457	3,717	41.6	50.3	0.4	0.1	0.1	0.2	0.0	0.8	6.5	
E0700061	Eastbourne	43,919	46,674	568	513	187	2,265	42	750	6,768	43.2	45.9	0.6	0.5	0.2	0.0	0.7	6.7		
E0700062	Hastings	46,750	34,425	568	468	172	1,767	37	812	5,996	51.4	37.8	0.6	0.5	0.2	1.9	0.0	0.9	6.6	
E0700063	Lewes	48,136	42,623	560	317	305	641	17	755	6,302	48.2	42.7	0.6	0.3	0.2	0.8	0.1	0.8	6.3	
E0700064	Rother	37,859	47,373	327	211	167	517	16	514	6,123	40.7	50.9	0.4	0.2	0.2	0.6	0.0	0.6	6.6	
E0700065	Wealden	67,386	79,239	530	381	312	804	52	1,298	10,149	42.1	49.5	0.3	0.2	0.2	0.5	0.0	0.8	6.3	
E0700066	Basildon	82,780	87,239	556	2,326	403	3,381	355	733	9,798	44.1	46.5	0.4	1.2	0.2	1.8	0.2	0.4	5.2	
E0700067	Braintree	69,930	73,056	417	591	281	1,019	112	672	9,190	45.0	47.1	0.3	0.4	0.2	0.7	0.1	0.4	5.9	
E0700068	Brentwood	25,655	43,179	302	1,371	330	1,221	395	260	4,334	33.3	56.0	0.4	1.8	0.4	1.6	0.5	0.3	5.6	
E0700069	Castle Point	38,985	43,545	238	435	661	712	78	340	4,592	43.5	48.6	0.3	0.5	0.7	0.8	0.1	0.4	5.1	
E0700070	Chelmsford	74,741	87,181	878	3,084	387	3,666	284	757	10,545	41.2	48.0	0.5	1.7	0.2	2.0	0.2	0.4	5.8	
E0700071	Colchester	85,484	85,605	1,321	2,546	325	4,021	233	1,144	12,037	44.4	44.4	0.7	1.3	0.2	2.1	0.1	0.6	6.2	
E0700072	Epping Forest	44,976	66,733	512	2,848	4,376	4,699	1,847	868	8,120	33.3	49.4	0.4	2.1	3.2	3.5	1.4	0.6	6.0	
E0700073	Harlow	40,506	41,730	370	891	319	3,737	85	608	5,081	43.4	44.7	0.4	1.0	0.3	4.0	0.1	0.7	5.4	
E0700074	Maldon	28,754	32,796	197	128	298	47	276	3,586	43.4	43.4	0.5	0.2	0.3	0.5	0.1	0.4	5.4		
E0700075	Rochford	38,497	40,777	206	367	293	415	44	332	4,730	44.9	47.6	0.2	0.4	0.3	0.5	0.1	0.5	5.9	
E0700076	Tendring	64,075	73,061	420	460	224	647	63	696	8,758	43.2	49.3	0.3	0.2	0.2	0.4	0.0	0.5	5.9	
E0700077	Lewes	37,916	45,850	369	419	359	669	100	410	3,379	41.0	53.8	0.4	0.4	0.2	0.4	0.1	0.4	5.8	
E0700078	Cheltenham	52,733	54,073	559	1,192	198	1,744	181	619	7,536	44.4	45.5	0.5	1.0	0.2	1.5	0.2	0.5	6.3	
E0700079	Cotswold	33,310	50,597	333	237	159	236	65	422	5,476	40.4	55.7	0.4	0.3	0.2	0.3	0.1	0.5	6.0	
E0700080	Forest of Dean	36,238	43,969	220	103	59	237	68	520	5,593	41.6	50.5	0.3	0.1	0.1	0.3	0.1	0.6	6.4	
E0700081	Gloucester	52,507	63,145	401	1,283	64	6,200	255	652	7,908	39.7	47.7	0.3	1.0	0.0	4.7	0.2	0.5	6.0	
E0700082	Stroud	53,424	57,483	530	278	141	409	79	897	7,863	44.1	47.5	0.4	0.2	0.1	0.3	0.1	0.7	6.5	
E0700083	Tewkesbury	38,746	48,345	341	684	70	521	113	399	5,666	40.8	51.0	0.4	0.7	0.1	0.5	0.1	0.4	6.0	
E0700084	Basingstoke and Deane	80,443	84,090	1,583	4,099	168	2,802	505	1,139	10,323	43.4	45.4	0.9	2.2	0.1	1.5	0.3	0.6	5.6	
E0700085	East Hampshire	51,488	64,194	403	361	213	749	83	593	7,660	40.9	51.1	0.3	0.3	0.2	0.6	0.1	0.5	6.1	
E0700086	Eastleigh	61,379	62,367	514	1,350	114	1,406	1,023	630	7,660	45.0	45.7	0.4	1.0	0.1	1.0	0.7	0.5	5.6	
E0700087	Fareham	49,987	56,248	341	401	66	714	88	491	6,176	43.7	49.1	0.3	0.4	0.1	0.6	0.1	0.4	5.4	
E0700088	Gosport	39,662	36,558	272	226	37	454	29	520	4,194	48.4	44.6	0.3	0.3	0.0	0.6	0.0	0.6	5.1	
E0700089	Hart	40,898	49,461	630	1,187	117	807	325	404	5,579	42.8	49.8	0.6	1.2	0.1	0.8	0.3	0.4	5.6	
E0700090	Havant	58,669	56,317	357	339	97	657	98	620	97	47.4	45.3	0.3	0.1	0.1	0.5	0.1	0.5	5.5	
E0700091	New Forest	71,539	90,768	536	536	234	536	87	1,006	10,741	41.7	51.6	0.3	0.2	0.1	0.3	0.0	0.4	6.1	
E0700092	Rushmore	37,854	42,173	473	5,708	60	2,462	198	1,245	5,324	37.9	52.3	4.7	5.7	2.1	0.2	1.2	5.3	6.1	
E0700093	Test Valley	53,030	65,873	619	1,015	114	1,180	581	597	7,483	40.6	50.5	0.5	0.8	0.1	0.9	0.4	0.5	5.7	
E0700094	Winchester	53,752	61,948	789	948	219	904	188	673	8,023	42.2	48.6	0.7	0.7	0.2	0.7	0.1	0.5	6.3	
E0700095	Broxbourne	32,714	52,492	479	1,150	365	4,249	156	1,601	5,803	33.0	53.0	0.5	1.2	0.4	4.3	0.2	1.6	5.9	
E0700096	Dacorum	63,681	71,955	726	2,547	896	4,869	311	747	9,350	41.1	46.4	0.5	1.6	0.6	3.1	0.2	0.5	6.0	
E0700098	Hertsmere	26,092	45,022	623	5,337	18,346	4,062	245	1,117	6,982	24.2	41.8	0.6	4.9	17.0	3.8	0.2	1.0	6.5	
E0700099	North Hertfordshire	59,315	58,320	658	1,455	369	2,064	533	2,280	8,016	44.5	43.8	0.5	1.1	0.3	1.5	1.7	0.6	6.0	
E0700102	Three Rivers	28,922	44,655	486	7,791	1,463	3,458	844	870	5,282	20.8	47.6	0.5	8.3	1.6	3.7	0.9	0.9	5.6	
E0700103	Watford	25,340	45,447	1,021	8,398	944	13,262	664	859	6,311	34.8	44.4	1.0	6.3	1.0	13.0	0.6	0.8	6.2	
E0700105	Ashford	54,002	63,197	1,341	2,717	142	2,110	147	1,533	7,558	40.7	47.6	0.1	2.0	0.1	1.6	0.1	1.2	5.7	
E0700106	Canterbury	66,087	73,413	961	1,297	310	2,875	279	1,145	11,062	42.0	46.6	0.6	0.8	0.2	1.8	0.2	0.7	7.0	
E0700107	Dartford	42,581	56,172	691	4,433	91	4,100	2,014	465	6,205	36.5	48.1	0.6	3.8	0.1	3.5	1.7	0.4	5.3	
E0700108	Dover	49,302	57,768	591	723	113	734	73	649	6,457	42.4	49.6	0.5	0.6	0.1	0.6	0.1	0.6	5.5	
E0700109	Gravesham	34,353	52,565	347	1,491	76	3,326	8,560	654	5,517	32.1	49.2	0.3	1.4	0.1	3.1	0.1	0.6	5.2	
E0700110	Maidstone	70,501	86,589	1,341	2,477	164	3,332	270	1,123	9,984	40.1	49.3	0.8	1.4	0.1	1.9	0.2	0.6	5.7	
E0700111	Sevenoaks	47,639	62,479	464	805	234	1,088	288	416	7,102	42.8	47.7	0.2	0.7	0.2	5.1	0.3	0.5	5.9	
E0700112	Folkstone and Hythe	45,890	52,653	1,074	1,625	146	1,107	46	973	6,242	41.8	48.0	1.0	1.5	0.1	1.0	0.0	0.9	5.7	
E0700113	Swale	68,784	71,562	406	587	118	1,529	208	672	7,811	45.3	47.2	0.3	0.4	0.1	1.0	0.1	0.4	5.1	
E0700114	Thanet	62,054	65,654	598	803	268	2,129	103	866	8,115	44.1	46.7	0.4	0.6	0.2	1.5	0.1	0.6	5.8	
E0700115	Tonbridge and Malling	56,516	64,406	451	1,167	163	1,381	240	508	7,369	42.8	48.7	0.3	0.9	0.1	1.0	0.2	0.4	5.6	
E0700116	Tunbridge Wells	46,480	57,258	484	1,115	224	1,904	81	558	7,207	40.3	49.7	0.4	1.0	0.2	1.7	0.1	0.5	6.3	
E0700117	Burnley	29,822	45,608	227	174	33	13,255	53	355	5,119	31.5	48.2	0.2	0.2	0.0	14.0	0.1	0.4	5.4	
E0700118	Chorley	36,383	72,438	286	335	59	1,648	59	534	5,990	30.9	61.5	0.2	0.3	0.1	1.4	0.1	0.5	5.1	
E0700119	Fylde	25,389	50,138	275	234	288	576	64	327	4,082	31.2	61.6	0.3	0.3	0.4	0.7	0.1	0.4	5.0	
E0700120	Hyndburn	23,360	41,949	152	84	28	12,049	28	342	4,242	28.4	51.0	0.2	0.1	0.0	14.7	0.0	0.4	5.2	
E0700121	Lancaster	54,433	74,108	604	604	144	2,663	147	809	9,422	38.1	51.8	0.4	0.4	0.1	1.9	0.1	0.6	6.6	
E0700122	Pendle	27,526	37,526	223	70	32	24,900	35	357	5,090	28.7	39.2	0.2	0.1	0.0	26.0	0.0	0.4	5.3	
E0700123	Preston	38,931	70,324	435	4,398	76	23,825	1,091	610	8,263	32.1	47.4	0.6	0.3	0.1	16.1	0.1	0.4	5.4	
E0700124	Ribble Valley	16,144	40,855	132	22	178	226	796	24	162	3,248	28.2	66.4	0.2	3.0	0.0	1.3	0.0	0.3	5.3
E0700125	Rossendale	28,412	34,611	184	103	64	3,476	32	333	3,655	40.1	48.8	0.3	0.1	0.1	4.9	0.0	0.5	5.2	
E0700126	South Ribble	34,239	68,622	232	776	58	1,027	117	379	5,585	30.8	61.8	0.2	0.7	0.1	6.1	0.3	0.5	5.0	
E0700127	West Lancashire	37,018	72,269	262	241	70	507	94	357	6,609	31.5	61.5	0.2	0.2	0.1	0.4	0.1	0.3	5.6	
E0700128	Wyre	37,720	66,973	294	183	85	45													

Area code	Area name	No religion (number)	Christian (number)	Buddhist (number)	Hindu (number)	Jewish (number)	Muslim (number)	Sikh (number)	Other religion (number)	Not answered (number)	No religion (percent)	Christian (percent)	Buddhist (percent)	Hindu (percent)	Jewish (percent)	Muslim (percent)	Sikh (percent)	Other religion (percent)	Not answered (percent)
E07000147	North Norfolk	40,804	53,825	373	75	130	173	17	641	6,941	39.6	52.3	0.4	0.1	0.1	0.2	0.0	0.6	6.7
E07000148	Norwich	76,973	48,399	983	1,719	331	4,289	185	1,283	9,760	53.5	33.6	0.7	1.2	0.2	3.0	0.1	0.9	6.8
E07000149	South Norfolk	62,982	67,308	524	542	197	859	57	664	8,817	44.4	47.4	0.4	0.1	0.6	0.4	0.0	0.5	6.2
E07000163	Craven	21,902	30,643	129	98	48	622	32	256	3,200	38.5	53.8	0.2	0.2	0.1	1.1	0.1	0.4	5.6
E07000164	Hambleton	30,917	53,848	200	91	55	243	30	325	4,978	34.1	59.4	0.2	0.1	0.1	0.3	0.0	0.4	5.5
E07000165	Harrrogate	58,941	90,356	561	455	359	901	122	669	10,301	36.2	55.5	0.3	0.3	0.2	0.6	0.1	0.4	6.3
E07000166	Richmondshire	17,903	27,736	480	20	116	21	358	2,500	6,858	25.0	45.7	1.5	0.0	0.2	5.7	1.0	0.7	5.0
E07000167	Ryedale	18,710	29,011	123	29	164	23	234	3,307	6,041	34.2	53.0	0.2	0.1	0.2	0.3	0.0	0.4	6.0
E07000168	Scarborough	42,889	57,393	357	152	56	713	10	554	6,614	39.4	52.8	0.3	0.1	0.1	0.7	0.0	0.5	6.1
E07000169	Selby	35,718	50,361	183	119	64	225	102	367	4,849	38.8	54.7	0.1	0.1	0.2	0.1	0.2	0.1	5.3
E07000170	Ashfield	63,479	53,095	250	418	40	762	294	596	7,367	50.3	42.0	0.2	0.3	0.0	0.6	0.2	0.5	5.8
E07000171	Bassetlaw	44,234	65,122	253	271	45	734	182	472	6,491	37.5	55.3	0.2	0.0	0.6	0.2	0.0	0.4	5.5
E07000172	Broxtowe	51,966	46,644	475	1,215	122	2,545	1,037	540	6,396	46.8	42.0	0.4	1.1	0.1	2.3	0.9	0.5	5.8
E07000173	Gedling	55,880	49,698	364	774	98	2,478	952	550	6,471	47.7	42.4	0.3	0.7	0.1	2.1	0.8	0.5	5.5
E07000174	Mansfield	50,400	51,385	305	376	37	1,240	239	489	6,012	45.6	46.5	0.3	0.3	0.0	1.1	0.2	0.4	5.4
E07000175	Newark and Sherwood	50,655	63,222	289	229	90	749	166	514	7,042	41.2	51.4	0.2	0.2	0.1	0.6	0.1	0.4	5.7
E07000176	Rushcliffe	52,917	52,467	402	1,856	280	2,677	1,167	587	6,724	44.4	44.1	0.3	1.6	0.2	2.2	1.0	0.5	5.6
E07000177	Cherwell	61,286	80,987	900	1,243	200	5,206	622	821	9,753	38.1	50.3	0.6	0.8	0.1	3.2	0.4	0.5	6.1
E07000178	Oxford	63,201	61,750	1,195	2,523	1,120	14,093	559	1,447	16,110	39.0	38.1	0.7	1.6	0.7	8.7	0.4	0.9	6.9
E07000179	South Oxfordshire	61,344	77,432	618	1,095	342	1,441	221	671	8,990	41.1	49.9	0.4	0.7	0.2	1.0	0.2	0.5	6.0
E07000180	Wales of White Horse	57,894	67,443	755	1,193	269	1,828	250	686	8,442	41.7	48.6	0.6	0.8	0.1	4.0	0.2	0.6	1.4
E07000181	West Oxfordshire	46,393	58,801	433	187	157	757	62	604	6,721	40.6	51.5	0.4	0.2	0.2	0.7	0.1	0.5	5.9
E07000187	Mendip	50,786	54,485	601	273	181	338	28	1,409	8,119	43.7	46.9	0.5	0.1	0.1	0.3	0.0	1.2	7.0
E07000188	Sedgemoor	52,497	63,092	310	155	65	598	62	694	7,870	41.9	50.3	0.2	0.1	0.1	0.5	0.0	0.6	6.3
E07000189	South Somerset	67,942	90,973	503	344	118	744	33	968	11,045	39.3	52.7	0.3	0.2	0.1	0.4	0.0	0.6	6.4
E07000192	Cannock Chase	41,294	52,707	222	162	29	346	379	445	4,935	41.1	52.4	0.2	0.2	0.0	0.3	0.4	0.4	4.9
E07000193	East Staffordshire	42,020	62,560	332	361	38	10,778	403	542	6,986	33.9	50.4	0.3	0.3	0.0	8.7	0.3	0.4	5.6
E07000194	Lichfield	40,563	57,683	245	460	61	722	923	443	5,336	38.1	54.2	0.2	0.4	0.1	0.7	0.9	0.4	5.0
E07000195	Newcastle-under-Lyme	48,009	63,931	474	698	66	2,223	252	533	7,116	38.9	51.8	0.4	0.6	0.1	1.8	0.2	0.4	5.8
E07000196	South Staffordshire	35,933	65,385	273	441	41	863	1,716	462	5,358	32.5	59.2	0.2	0.4	0.0	0.8	1.6	0.4	4.9
E07000197	Stafford	50,479	74,360	570	1,263	61	1,488	605	683	7,359	36.9	54.3	0.4	0.9	0.0	1.1	0.4	0.5	5.4
E07000198	Staffordshire Moorlands	32,466	56,835	182	116	35	263	62	395	5,491	33.9	59.3	0.2	0.1	0.0	0.3	0.1	0.4	5.7
E07000199	Tamworth	34,850	38,593	194	217	15	354	221	310	3,894	44.3	49.1	0.2	0.3	0.0	0.5	0.3	0.4	5.0
E07000200	Babergh	39,638	45,765	242	156	127	433	36	401	5,553	42.9	49.6	0.3	0.2	0.1	0.5	0.0	0.5	6.0
E07000202	Ipswich	63,256	68,998	596	1,342	101	5,433	458	838	8,722	45.3	42.2	0.4	0.3	0.1	3.9	0.3	0.6	6.2
E07000203	Mid Suffolk	44,715	50,674	327	165	86	254	27	428	6,023	43.5	49.3	0.3	0.2	0.1	0.2	0.0	0.4	5.9
E07000207	Elmbridge	49,121	72,133	750	2,218	750	3,531	742	609	8,899	35.4	52.0	0.5	1.6	0.5	2.5	0.5	0.4	6.4
E07000208	Epsom and Ewell	28,903	38,957	549	2,891	206	3,926	234	334	4,948	35.7	48.1	0.7	3.6	0.3	4.9	0.3	0.4	6.1
E07000209	Guildford	56,969	69,233	991	1,972	382	3,105	316	677	10,004	39.7	48.2	0.7	1.4	0.3	2.2	0.2	0.5	7.0
E07000210	Mole Valley	33,563	45,616	345	646	218	1,046	118	360	5,475	38.4	52.2	0.4	0.7	0.2	1.2	0.1	0.4	6.3
E07000211	Reigate and Banstead	57,451	73,992	698	3,640	364	4,642	315	636	9,108	38.1	49.1	0.5	2.4	0.2	3.1	0.2	0.4	6.0
E07000212	Runnymede	30,654	44,415	458	4,415	223	2,519	1,269	450	6,062	34.8	50.4	0.5	2.3	0.3	2.9	1.4	0.5	6.9
E07000213	Spelthorne	32,112	52,432	703	4,372	174	4,146	2,612	520	5,884	31.2	50.9	0.7	4.2	0.2	4.0	2.5	0.5	5.7
E07000214	Surrey Heath	32,546	45,265	951	2,021	142	2,829	1,054	496	5,153	36.0	50.0	1.1	2.2	0.2	3.1	1.2	0.5	5.7
E07000215	Tandridge	34,192	44,956	340	1,012	152	1,159	90	341	5,630	38.9	51.2	0.4	1.2	0.2	1.3	0.1	0.4	6.4
E07000216	Waverley	49,987	66,605	564	453	265	1,505	117	603	8,130	39.0	51.9	0.4	0.4	0.2	1.2	0.1	0.5	6.3
E07000217	Woking	34,574	49,465	642	2,488	223	9,730	285	502	6,034	33.3	47.6	0.6	2.4	0.2	9.4	0.3	0.5	5.8
E07000218	North Warwickshire	24,802	35,778	139	190	26	259	306	270	3,269	38.1	55.0	0.2	0.3	0.0	0.4	0.5	0.4	5.0
E07000219	Nuneaton and Bedworth	50,778	65,942	389	2,185	39	3,979	329	3,529	8,500	37.8	48.5	0.5	1.6	0.0	3.0	0.5	2.6	5.3
E07000220	Rugby	41,331	57,728	440	3,758	69	2,109	1,552	598	6,778	36.1	50.5	0.4	3.3	0.1	1.8	1.4	0.5	5.9
E07000221	Stratford-on-Avon	48,339	75,936	397	617	178	646	573	746	9,469	35.1	48.5	0.4	0.5	0.1	0.5	0.4	0.5	5.5
E07000222	Warwick	59,337	66,224	594	3,743	278	2,243	6,299	774	8,961	40.0	44.6	0.4	2.5	0.2	1.5	4.2	0.5	6.0
E07000223	Adur	30,890	27,836	274	209	249	840	31	392	3,820	47.9	43.1	0.4	0.3	0.4	1.3	0.0	0.6	5.9
E07000224	Arun	65,762	85,922	502	391	262	1,157	79	861	9,953	39.9	52.1	0.3	0.2	0.2	0.7	0.0	0.5	6.0
E07000225	Chichester	47,977	65,910	611	312	226	685	43	664	7,640	38.7	53.1	0.5	0.3	0.2	0.6	0.0	0.5	6.2
E07000226	Crawley	41,555	50,497	529	6,090	96	11,521	851	634	6,720	35.1	42.6	0.4	5.1	0.1	9.7	0.7	0.5	5.7
E07000227	Horsham	61,763	72,325	581	814	272	1,270	105	658	8,990	42.1	49.3	0.4	0.6	0.2	0.9	0.1	0.4	6.1
E07000228	Mid Sussex	64,207	73,108	577	1,573	328	1,841	148	1,121	9,666	42.1	47.9	0.4	1.0	0.2	1.2	0.1	0.7	6.3
E07000229	Worthing	50,895	48,897	704	739	274	1,912	124	778	7,013	45.7	43.9	0.6	0.7	0.2	1.7	0.1	0.7	6.3
E07000234	Bromsgrove	37,139	53,075	284	670	94	859	1,152	392	5,518	37.4	53.5	0.3	0.7	0.1	0.9	1.2	0.4	5.6
E07000235	Malvern Hills	30,310	42,846	288	143	65	386	86	407	4,955	38.1	53.9	0.4	0.2	0.1	0.5	0.1	0.5	6.2
E07000236	Redditch	34,837	42,549	184	307	52	3,628	309	384	4,798	40.0	48.9	0.2	0.4	0.1	4.2	0.4	0.4	5.5
E07000237	Worcester	41,084	50,755	367	433	51	4,227	168	451	6,335	39.6	48.9	0.4	0.0	0.1	4.1	0.2	0.4	5.1
E07000238	Wycharon	46,361	76,487	334	203	112	724	339	553	7,378	35.0	57.7	0.3	0.2	0.1	0.5	0.3	0.4	5.6
E07000239	Wyre Forest	39,256	54,180	234	126	42	1,056	256	472	5,985	38.6	53.3	0.2	0.1	0.0	1.0	0.3	0.5	5.9
E07000240	St Albans	55,020	70,246	735	2,740	2,237	6,915	535	709	9,029	37.1	47.4	0.5	1.8	1.5	4.7	0.4	0.5	6.1
E07000241	Welwyn Hatfield	44,307	56,536	890	3,807	1,093	3,923	450	819	8									

Area code	Area name	No religion (number)	Christian (number)	Buddhist (number)	Hindu (number)	Jewish (number)	Muslim (number)	Sikh (number)	Other religion (number)	Not answered (number)	No religion (percent)	Christian (percent)	Buddhist (percent)	Hindu (percent)	Jewish (percent)	Muslim (percent)	Sikh (percent)	Other religion (percent)	Not answered (percent)
E0800015	Wirral	119,447	176,159	1,015	1,406	256	3,257	311	1,258	17,092	37.3	55.0	0.3	0.4	0.1	1.0	0.1	0.4	5.3
E0800016	Barnsley	102,906	125,502	435	416	62	1,404	256	862	12,728	42.1	51.3	0.2	0.2	0.0	0.6	0.1	0.4	5.2
E0800017	Doncaster	122,645	156,747	821	1,294	116	6,898	1,391	1,724	16,470	39.8	51.0	0.3	0.4	0.0	2.2	0.5	0.6	5.3
E0800018	Rotherham	105,821	130,147	542	666	81	13,465	461	932	13,692	39.8	49.0	0.2	0.3	0.0	5.1	0.2	0.4	5.2
E0800019	Sheffield	241,556	214,136	2,215	3,759	649	57,044	927	2,635	33,600	43.4	38.5	0.4	0.7	0.1	10.3	0.2	0.5	6.0
E0800021	Newcastle upon Tyne	122,485	124,009	1,352	4,212	573	26,896	1,449	1,261	17,869	40.8	41.3	0.5	1.4	0.2	9.0	0.5	0.4	6.0
E0800022	North Tyneside	96,413	97,333	587	823	128	2,517	437	774	9,964	46.1	46.6	0.3	0.4	0.1	1.3	0.2	0.4	4.8
E0800023	South Tyneside	58,045	26,544	264	36	5	3,736	1,461	520	6,672	39.3	62.6	0.2	0.2	0.0	2.5	0.3	0.4	5.5
E0800024	Sunderland	108,261	145,806	539	611	87	4,846	915	835	12,272	39.5	53.2	0.2	0.2	0.0	1.8	0.3	0.3	4.5
E0800025	Birmingham	276,327	389,406	4,340	21,997	1,687	341,811	33,126	6,367	69,856	24.1	34.0	0.2	1.9	0.1	29.9	2.9	0.6	6.1
E0800026	Coventry	102,338	151,577	1,257	13,724	259	35,800	17,297	1,908	21,166	29.6	43.9	0.4	4.0	0.1	10.4	5.0	0.6	6.1
E0800027	Dudley	116,404	159,461	798	2,193	83	19,978	5,316	1,463	17,792	36.0	49.3	0.2	0.7	0.0	6.2	1.6	0.5	5.5
E0800028	Sandwell	89,102	136,354	943	9,447	79	45,763	39,252	2,430	18,465	26.1	39.9	0.3	2.8	0.0	13.4	11.5	0.7	5.4
E0800029	Solihull	71,065	109,707	594	6,037	283	11,532	5,029	821	11,173	32.9	50.7	0.3	2.8	0.1	5.3	2.3	0.4	5.2
E0800030	Walsall	85,819	126,921	533	5,096	74	32,107	17,148	1,658	14,768	30.2	44.7	0.2	1.8	0.0	11.3	6.0	0.6	5.2
E0800031	Wolverhampton	73,317	115,640	915	9,882	94	14,489	31,769	3,158	14,465	27.8	43.8	0.3	3.7	0.0	5.5	12.0	1.2	5.5
E0800032	Bradford	154,305	182,566	959	4,757	254	166,846	4,834	2,074	29,816	28.2	33.4	0.2	0.9	0.0	30.5	0.9	0.4	5.5
E0800033	Calderdale	86,787	85,677	630	1,173	153	19,650	387	1,045	11,129	42.0	41.5	0.3	0.6	0.1	9.5	0.2	0.5	5.4
E0800034	Kirkcaldy	150,599	170,577	996	1,723	187	80,046	3,476	1,663	23,949	34.8	39.4	0.2	0.4	0.0	18.5	0.8	0.4	5.5
E0800035	Leeds	326,231	343,311	2,874	9,217	6,267	63,054	10,047	3,637	47,315	40.2	42.3	0.4	1.1	0.8	7.8	1.2	0.4	5.8
E0800036	Leicestershire	145,950	173,070	797	1,270	157	11,279	450	1,405	18,972	41.3	48.5	0.2	1.2	0.1	3.2	0.2	0.1	4.4
E0800037	Gateshead	78,572	99,572	469	522	2,905	4,126	386	797	8,804	40.1	50.8	0.2	0.3	0.5	2.1	0.2	0.4	4.5
E0900001	City of London	3,763	2,976	6	203	177	540	6	55	767	43.8	34.7	1.1	2.4	2.1	6.3	0.1	0.6	8.9
E0900002	Barking and Dagenham	41,191	99,342	821	6,596	272	53,389	4,284	981	11,991	18.8	45.4	0.4	3.0	0.1	24.4	2.0	0.4	5.5
E0900003	Barnet	78,684	142,321	4,158	22,105	56,616	47,688	1,524	5,192	31,056	20.2	36.6	1.1	5.7	1.4	12.2	0.4	1.3	8.0
E0900004	Bexley	82,816	123,908	2,048	7,516	217	9,721	5,272	988	13,986	33.6	50.3	0.8	3.0	0.1	3.9	2.1	0.4	5.7
E0900005	Brent	46,153	131,914	3,117	52,876	3,723	72,574	1,530	4,424	23,506	13.6	38.8	0.9	15.6	1.1	21.4	0.5	1.3	6.9
E0900006	Bromley	122,943	159,452	2,100	9,644	966	10,876	1,068	1,704	21,238	37.3	48.3	0.6	2.9	0.3	3.3	0.3	0.5	6.4
E0900007	Camden	72,776	65,980	2,410	3,991	10,079	33,830	487	1,842	18,743	34.6	31.4	1.1	1.9	4.8	16.1	0.2	0.9	8.9
E0900008	Croydon	101,119	190,880	2,371	23,145	609	40,717	1,654	3,189	27,035	25.9	48.9	0.6	5.9	0.2	10.4	0.4	0.8	6.9
E0900009	Ealing	70,233	138,937	4,003	28,236	1,041	68,907	28,491	2,733	24,533	19.1	37.8	1.1	7.7	0.3	18.8	7.8	0.7	6.7
E0900010	Enfield	65,241	153,015	1,716	10,231	3,713	61,477	1,199	10,351	23,041	19.8	46.4	0.5	3.1	1.1	18.6	0.4	3.1	7.0
E0900011	Greenwich	94,208	129,112	5,034	11,647	603	32,229	1,802	1,802	18,716	32.6	47.7	1.1	4.0	0.2	8.5	1.1	0.6	6.5
E0900012	Hackney	94,113	79,499	2,343	1,998	1,426	34,578	1,867	4,879	22,442	36.3	30.7	0.9	0.8	6.7	13.3	0.7	1.9	8.7
E0900013	Hammersmith and Fulham	56,059	83,673	1,729	1,228	2,209	21,290	450	1,227	15,298	45.7	45.7	0.8	1.2	0.7	11.6	0.2	0.7	8.4
E0900014	Haringey	83,535	103,944	2,455	3,529	9,397	33,295	892	6,164	21,027	31.6	39.3	0.9	1.3	0.6	12.6	0.3	2.3	8.0
E0900015	Harrow	27,748	88,802	2,812	67,392	7,304	41,503	2,743	7,695	15,404	10.6	33.9	1.1	25.8	2.8	15.9	1.1	2.9	5.9
E0900016	Havingthorpe	80,235	136,765	1,092	6,454	1,305	16,135	4,498	1,056	14,512	30.6	52.2	0.4	2.5	0.5	6.2	1.7	0.4	5.5
E0900017	Hillingdon	59,214	119,434	2,621	33,020	1,392	44,077	26,339	2,683	17,129	19.4	39.0	0.9	10.8	0.5	14.6	8.6	0.9	5.6
E0900018	Hounslow	53,502	110,269	3,932	27,360	622	48,028	24,677	2,323	17,469	18.6	38.3	1.4	9.5	0.2	16.7	18.6	0.8	6.1
E0900019	Islington	88,466	75,129	1,813	2,195	2,714	25,840	603	2,930	16,902	40.8	34.7	0.8	1.0	1.3	11.9	0.3	1.4	7.8
E0900020	Kensington and Chelsea	35,610	69,335	1,606	1,584	2,681	16,865	319	1,064	14,311	24.8	48.4	1.1	1.1	1.9	13.8	0.2	0.7	10.0
E0900021	Kingston upon Thames	57,641	71,670	1,726	8,456	693	13,366	1,428	1,119	11,966	34.3	42.6	1.0	5.0	0.4	8.0	0.8	0.7	7.1
E0900022	Lambeth	119,123	138,714	2,437	1,344	3,179	25,871	1,275	2,351	24,110	37.5	43.7	0.8	1.0	0.4	8.1	0.2	0.7	7.6
E0900023	Lewisham	110,379	131,706	3,270	6,459	826	22,264	720	2,269	22,660	36.7	43.8	1.1	2.1	0.3	7.4	0.2	0.8	7.5
E0900024	Merton	60,224	101,320	1,899	12,610	754	21,673	614	1,205	14,888	28.0	47.1	0.9	5.9	0.4	10.1	0.3	0.6	6.9
E0900025	Newham	50,795	123,746	2,160	21,405	448	122,146	5,638	1,765	22,933	14.5	35.3	0.6	6.1	0.1	34.8	1.6	0.5	6.5
E0900026	Redbridge	38,999	94,473	1,611	34,372	6,412	97,068	17,622	2,028	17,675	12.6	30.4	0.5	11.1	2.1	31.3	5.7	0.7	5.7
E0900027	Richmond upon Thames	74,076	85,556	1,593	4,184	1,262	8,492	1,987	1,273	13,855	37.9	45.3	0.8	2.1	0.6	4.3	1.0	0.7	7.1
E0900028	Southwark	111,935	133,298	2,965	3,444	1,243	29,633	632	2,149	22,338	36.4	43.3	1.0	1.1	0.4	9.6	0.2	0.7	7.3
E0900029	Sutton	67,769	95,960	1,822	14,666	407	14,736	447	1,244	12,589	32.3	45.8	0.2	7.0	0.2	7.0	0.2	0.6	6.0
E0900030	Tower Hamlets	82,635	69,223	2,961	6,298	1,341	123,912	966	1,652	21,318	28.6	22.3	1.0	2.0	0.4	31.9	0.3	0.5	6.9
E0900031	Waltham Forest	77,739	108,630	1,834	5,155	1,268	60,157	1,285	2,810	19,548	27.9	39.0	0.7	1.9	0.5	29.6	0.5	1.0	7.0
E0900032	Wandsworth	118,543	139,656	2,275	6,419	1,756	32,519	967	1,871	23,500	36.2	42.6	0.7	2.0	0.5	9.9	0.3	0.6	7.2
E0900033	Westminster	52,936	76,245	2,603	5,628	4,457	40,873	573	1,741	19,179	25.9	37.3	1.3	2.2	2.8	20.0	0.3	0.9	9.4
W0600001	Isle of Anglesey	28,066	35,485	154	62	30	328	30	278	4,446	40.7	51.5	0.2	0.1	0.0	0.5	0.0	0.4	6.5
W0600002	Gwynedd	51,941	54,249	426	255	59	1,137	46	770	8,512	44.2	46.2	0.4	0.2	0.1	1.0	0.0	0.7	7.3
W0600003	Conwy	46,946	58,283	375	254	63	842	33	621	7,324	40.9	50.8	0.3	0.2	0.1	0.7	0.0	0.5	6.4
W0600004	Denbighshire	40,297	47,226	320	209	48	740	38	483	6,456	42.1	49.3	0.3	0.2	0.1	0.8	0.0	0.5	6.7
W0600005	Flintshire	62,995	79,849	397	60	739	90	739	476	10,102	47.0	51.5	0.3	0.2	0.0	0.5	0.0	0.3	6.5
W0600006	Wrexham	56,477	66,880	404	333	51	1,540	28	73	8,841	41.8	49.5	0.3	0.2	0.0	1.1	0.1	0.4	6.5
W0600008	Ceredigion	30,749	33,409	378	158	75	515	35	677	5,480	43.0	46.7	0.5	0.2	0.1	0.7	0.0	0.9	7.7
W0600009	Pembrokeshire	52,998	64,174	589	416	158	587	32	746	8,145	43.0	48.8	0.4	0.1	0.0	0.5	0.0	0.6	6.6
W0600010	Cardiganshire	83,409	89,378	557	419	103	1,026	177	1,127	11,703	44.4	47.6	0.3	0.2	0.1				