

## A short guide to SACREs (Standing Advisory Councils on Religious Education) in England and SACs (Standing Advisory Councils for Religion, Values and Ethics) in Wales

For further information see Humanists UK's [Guide to SACREs/SACs](#).

### What are SACREs/SACs and why do they exist?

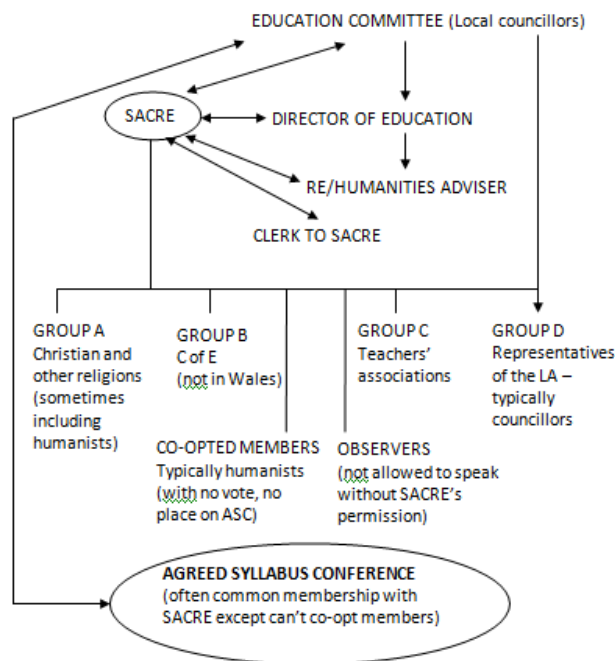
Standing Advisory Councils on Religious Education (SACREs) in England and Standing Advisory Councils on Religion, Values and Ethics (SACs) in Wales exist to advise local authorities (LAs) responsible for education and schools on matters connected with RE/RVE and collective worship. SACREs/SACs generally meet once a term.

In England, religious education is statutory for all pupils aged 5-18. The subject is, however, not on the national curriculum. Instead the content of RE syllabuses is set locally. Religion, Values and Ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. The content of RVE syllabuses is set locally.

Agreed Syllabus Conferences (ASCs) are set up by SACREs/SACs every five years to review the locally agreed syllabus. They are normally made up of similar membership to the SACRE/SAC.

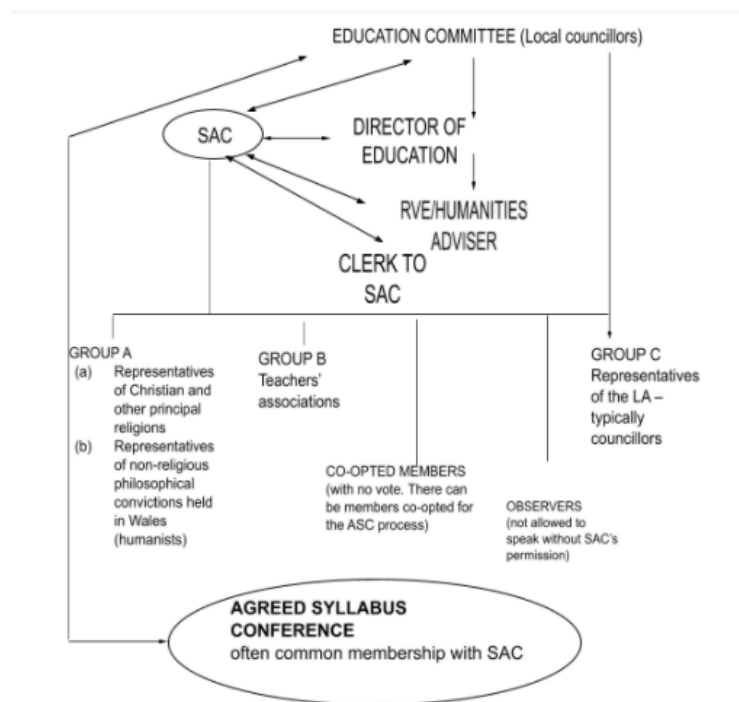
### Who sits on SACREs in England?

Organisation of SACREs varies according to the size of the LA and its personnel, but it is usually something like this:



## Who sits on SACs in Wales?

Organisation of SACs varies according to the size of the LA and its personnel – but it is usually something like this:



The [Education Act 1996](#) requires local authorities to appoint a SACRE consisting of groups of persons representative of (A) local Christian denominations and other religions; (B) (except in Wales) the Church of England; (C) local teachers' associations; and (D) the local authority. Each group has a single vote. The SACRE has the power to co-opt additional members. Humanists have been invited to sit as full members on over 40 SACREs (normally as members of group A, but sometimes as members of group C or group D). Many more have been co-opted onto SACREs and also often given voting rights.

In Wales, persons who represent holders of non-religious philosophical convictions (e.g. humanists) can be appointed in Group A of the SAC in the same way as persons who represent holders of religious beliefs. It is a matter for the local authority to decide on the appointment of appropriate persons. The final decision on an appointment is dependent on the LA's determination that such a representative would help ensure the relevant traditions of the area are appropriately reflected. The LA must take all reasonable steps to ensure that the membership of the group is broadly proportional to the strength of each religion, denomination, or conviction in its local area.

It is a requirement that SACRE/SAC meetings are to be held in public (except when confidential information is to be disclosed). It is as a consequence of this that SACREs/SACs and ASCs must be open to anyone who wishes to be an observer.

## What do SACREs and ASCs do in England?

### Religious education

SACREs advise local authorities and support schools with the provision of religious education. Religious education must be taught to all pupils (ages 5-18) in full-time education, except for those excused at the wish of their parents.

The nature of religious education varies depending upon the type of school.

- In schools with no designated religious character, the syllabus is set by the ASC and overseen by the SACRE.
- Academies and free schools are free to devise their own curriculum. Many choose to teach the local or another agreed syllabus; however, there is no requirement for them to do so.
- In schools with a designated religious character:
  - In foundation or voluntary controlled schools with a religious character, the locally agreed syllabus must be taught. However, if parents request that their children's RE is taught in accordance with the trust deeds and faith of the school, then the children of those parents are instead taught confessional RE.
  - In voluntary aided schools, academies, and free schools with a religious character, RE is set by the governors and is in accordance with the tenets of the faith of the school. However, if parents request that their children are taught the locally agreed syllabus, as set by the ASC, then those children are instead taught the locally agreed syllabus.

### Agreed Syllabus Conferences (ASCs)

Local syllabuses have to be reviewed at least once every five years, and this usually entails setting up an ASC. They are normally made up of similar membership to the SACRE.

There is no legal provision for an ASC to include co-opted members but it can seek advice it considers appropriate to inform the development of effective RE provision in its area. Many humanists take part as full members of ASCs whereas others have participated in an advisory role.

ASCs will develop new syllabuses in a variety of ways including building on frameworks such as the RE Council's Curriculum Framework (2013), buying in a syllabus from a different local authority or a commercial provider, collaborating on a syllabus with other local authorities, or writing their own from scratch.

### The inclusion of humanism on the RE syllabus

Locally agreed syllabuses are expected to 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'. However, following a landmark judgement in the High Court (*R (Fox) v Secretary of State*), which found that the Government had made 'an error of law' when it claimed a GCSE syllabus that left out non-religious worldviews such as humanism would meet the statutory need for RE, 'the state has a duty to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'.

As explained in [legal guidance](#) on the ruling written by Professor of Law at King's College London Satvinder Juss, 'an RE course which provides for the study of religions of a small size or little relevance without giving comparable attention to non-religious worldviews of the same or a greater size or relevance will be unlawful'. This latter point is vital – the law is not just about granting each perspective respect but about content.

For this reason, for the purpose of developing the RE curriculum, the term 'principal religions' includes religious and non-religious worldviews such as humanism. Only if SACREs ensure that they understand the term in this way can they also ensure that any curriculum developed in line with the agreed syllabus will meet the requirements of the Human Rights Act 1998, where the legal understanding of 'religion' encompasses both religious and non-religious beliefs.

Support for the inclusion of humanism in RE also comes from the [Religious Education Council of England and Wales](#), the 2018 [Commission on RE](#), numerous other reports into RE over recent years, and large numbers of teachers (demonstrated through the significant increase in demand for resources and training to support their teaching about humanism).

### **Collective worship**

SACREs will advise schools on matters relating to collective worship.

The Schools Standards and Framework Act 1998 requires all pupils at community, foundation, and voluntary schools to take part each day in an act of collective worship. Parents have the right to withdraw their children and sixth-form students have the right to withdraw themselves. In schools without a religious designation, 'collective worship shall be wholly or mainly of a broadly Christian character.'

Being 'of a broadly Christian character' does not mean that assemblies must be specifically Christian, nor that they must include prayers or hymns. SACREs can support schools with ensuring their acts of collective worship are inclusive to all pupils.

Humanists UK campaign for acts of collective worship to be replaced with inclusive assemblies that are open to all young people regardless of their religion or belief. A Private Members' Bill, [The Education \(Assemblies\) Bill](#), tabled by All-Party Parliamentary Humanist Group (APPHG) Vice-Chair Baroness Burt completed its passage through the House of Lords in November 2021 and passed the first stage in the House of Commons in December the same year. The Bill proposed to remove the requirement for schools without a religious character in England to hold collective worship. Instead, they would have to hold inclusive assemblies designed to be suitable for all children regardless of their religion or belief. Unfortunately, as a private members' bill, it was unlikely the Education (Assemblies) Bill would become law, and indeed it fell at the end of the last parliamentary session in May 2022

Inclusive assemblies for students from all backgrounds can be found on Humanists UK's Assemblies for All website: [assembliesforall.org.uk](https://assembliesforall.org.uk).

## What do SACs and ASCs do in Wales?

### Religion, Values and Ethics (RVE)

Following the Curriculum and Assessment (Wales) Act 2021, the new Curriculum for Wales is being introduced for nursery to year 6 in September 2022, and will be rolled out in secondary schools from 2022 through to 2026. It must be taught in all maintained schools in Wales. There are no Academies or Free Schools. Private schools are able to choose whether or not to teach it.

Following the 2021 Act, religious education will be renamed 'Religion, Values and Ethics' (RVE) to more accurately reflect the broad scope of the subject's pluralistic requirement, and its position within the Humanities Area of Learning and Experience.

The 2021 Act requires that teaching and learning:

1. must reflect the fact that the religious traditions in Wales are mainly Christian, while taking account of the teaching and practices of the other principal religions represented in Wales, and
2. must also reflect the fact that a range of non-religious philosophical convictions<sup>1</sup> are held in Wales.

Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. There will be no parental right to request that a child is withdrawn from RVE. SACs advise local authorities and support schools with the provision of RVE.

### Agreed Syllabus Conferences (ASCs) - legislative changes in Wales

The legislative changes in the Curriculum and Assessment (Wales) Act 2021 relating to the roles and legal responsibilities of Agreed Syllabus Conferences (ASCs) and Standing Advisory Councils on RVE (SACs) are:

- The Act makes it explicit that any agreed syllabus for RVE must reflect both religious beliefs and also non-religious which are philosophical convictions within the meaning of A2P1<sup>2</sup>.
- Provision for the appointment of persons who represent holders of non-religious philosophical convictions in the same way as the appointment of persons who represent holders of religious beliefs.

These are the only legislative changes within the Act relating to the roles and legal responsibilities of SACs and ASCs. The legislation relating to all their other existing roles and legal responsibilities remains unchanged. The ASC is a separate legal body from a SAC. However, it has the same group structure as the SAC.

The Welsh Government has provided statutory [RVE guidance](#) along with guidance on how the [legislation has changed](#) which states:

The Act makes it explicit that any agreed syllabus for RVE must reflect both religious beliefs and also non-religious beliefs which are philosophical convictions within the meaning of A2P1. These include beliefs such as humanism...

The agreed syllabus is not designed to be a scheme of work, but rather a helpful guide and legal reference point for schools, to support them in designing an appropriate and relevant curriculum for

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<sup>1</sup> You can find our guide to what is, and is not, a non-religious philosophical conviction [here](#).

<sup>2</sup> Article 2, Protocol 1 (the right to education) in Schedule 1 of the Human Rights Act 1998.

their learners, which includes RVE within the Humanities Area. One of the intentions of the statutory RVE guidance is to provide the right balance between the central steer of the Curriculum for Wales Framework and the requirements of local determination for RVE. The statutory guidance has, therefore, been written as the basis for the agreed syllabus - should an LA wish to adopt or adapt this guidance as their agreed syllabus, it may do so. It will ultimately be the responsibility of the provider to ensure that non-denominational RVE is delivered pluralistically.

ASCs have a legal duty to establish the relationship between the locally agreed syllabus and the Curriculum for Wales Framework. LAs, SACs and ASCs must have regard to the Framework, which includes statutory RVE guidance, when developing and adopting an agreed syllabus.

### **Collective worship in Wales**

In Wales collective worship requirements are the same as those in England. However, unlike with Ofsted in England, Estyn, the school inspectorate in Wales, states in its inspection framework that 'In all schools that do not provide denominational education, inspectors should consider whether there are appropriate acts of collective worship'. This intent to inspect and report on schools acts of worship means there is likely to be more compliance with the requirement.

### **How well does the SACRE/SAC system work?**

Some SACREs/SACs have well-attended meetings and are efficiently conducted with good clerical and advisory support. They are proactively engaged with supporting local schools. Other SACREs/SACs are poorly attended and have badly run meetings. They are not well supported by their LAs and provide limited support to schools. Many committees have an open-minded educational approach and are inclusive of humanists, while in a few, narrow, intolerant attitudes can dominate.

When it comes to locally agreed syllabuses, whilst the opportunity to add local flavour to RE syllabuses can be positive, this does not outweigh the harm caused by inconsistencies in syllabus quality and inclusivity across the country, nor would a national syllabus remove the possibility of an exploration of religion and belief in the local area. A string of reports in the last few years have endorsed the development of a national syllabus or entitlement for all pupils, including most recently the Commission on Religious Education's final report (2018). Humanists UK supports this move.

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