

Standing Advisory Council on Religious Education

# Shropshire Annual Report



September 2020 – August 2021

## **Introduction**

I am proud to say that Shropshire SACRE has completed an incredible amount of amazing work to both direct and support schools in the delivery of excellent Religious Education. This work is only possible together, as a team, and I am delighted that SACRE members bring both bold ideas and challenges as we look towards improving the quantity and quality of provision of RE in Shropshire.

I would like to thank all members who helped complete the Collective Worship video project, with the generous Westhill funding we received; every school in Shropshire has been able to access a memory stick with videos from local representatives, and we now even have a YouTube channel to host these too! This was launched as an exhibition, along with local art from school pupils, which was open to those in schools linked to RE, and to the wider public too. Thank you to those who organised, volunteered and visited; it was a wonderful space to showcase RE!

I was also pleased that, following comprehensive research on Secondary School websites, we were able to write letters to support subject leaders and challenge school leaders about the provision of RE. This has sparked many new conversations and we hope next year these will start to feed into real-world curriculum changes, giving more pupils their right to a quality Religious Education curriculum.

Our biggest leap was to support schools and teachers by adopting a new Local Agreed Syllabus earlier than our normal review cycle. This gave schools, particularly at Primary level, the guidance and structure they needed to create curriculum intents that were on par with other subject areas. This also gave SACRE the opportunity to request funding from the Local Authority to subsidise training for all schools in Shropshire on the new syllabus; a real first for us all! This has had a huge impact, and already there are new networks and groups of RE teachers meeting to discuss curriculum design, resources and provision of the subject. Teachers also have ongoing access to expert advice through Primary and Secondary Network Meetings, which will offer continuing support on the new syllabus and beyond.

And finally, thank you to all members for continuing to meet online as we navigated through COVID uncertainty, and I look forward to meeting in person again, and seeing all your wonderful faces, in the near future.

Adrian Black

Chair of Shropshire SACRE

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## **Section 1: Overview of the work of SACRE**

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

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

It is a legislative requirement that each SACRE produces an annual report of its work and that this is published, sent to the local authority, to NASACRE and to other interested parties such as the Department for Education.

The Chair of SACRE has met regularly with senior officers of the local authority to monitor and discuss future relationships and the work of SACRE. These have been productive meetings and have maintained the local authority's awareness and continuing commitment to fulfil its statutory role in supporting SACRE.

Discussions with the local authority have been positive throughout the year, and feedback from them have been agenda items for all termly meetings so that all members have been kept fully informed of developments. The attendance of the SACRE teacher representatives at the termly network meetings supports the link between SACRE and schools.

SACRE met on three occasions during the academic year 2020/21. Due to the ongoing COVID-19 Pandemic all of these meeting have been held online. The management, access to and broadcast of these meeting has been in line with all regulations and has resulted in an increase in members able to attend the meetings. The meetings were held using Microsoft Teams.

All of the meetings in 2020-21 were quorate with members of each of the four constituent groups in attendance. The agendas and minutes for these meetings (including detailed information on attendance at meetings) can be found on the Shropshire Learning Gateway.

A brief overview of each meeting can be found below:

### **Thursday 12 November 2020**

#### **Places to visit**

SACRE heard about a national project to provide links to regional pages with places of worship and school visitor details from the regional ambassador for RE Chris Giles. SACRE supported his work and provided copies of their links and associated documents.

#### **Election of Chair and Vice Chair**

The election of chair and vice chair for a one year term of office (ending on the date of the next Autumn term meeting) took place. Adrian Black was unanimously elected as chair. Steph Shirra was unanimously elected as vice chair.

#### **Agreed Syllabus**

The chair reported that the Local Authority had agreed to provide funds to licence an agreed syllabus. Fiona Moss and Stephen Pett showed the two models under final consideration and explained the key features of each. There was detailed discussion about the final two choices. There were positives in both models

presented but the teachers on SACRE all agreed that the syllabus that was concept led provided the best support for teachers.

It was agreed that before any final decisions consultation with teachers was essential. An online questionnaire was agreed and an online meeting to present the options to teachers. It was agreed that feedback from teachers and the results of the survey would be brought back to the following meeting.

### **Review of school websites**

A member of SACRE reported on his search for information on RE on Shropshire school websites. It was agreed that when making judgments there is a need to triangulate with other information such as examination results and school workforce data but this activity is useful as part of an evidence base. Some schools had virtually no mention of RE and it was felt they could be liable to receiving complaints. It was agreed that this would be raised with clerks and chairs of schools governing bodies and added to communications with schools.

It was agreed a letter would be sent to schools to ask for more information and to inform them of their duties regarding RE.

### **Westhill funded Collective worship project**

Difficulties on progress with final editing were discussed. It is hoped they will be hosted in a space that will be available to schools beyond Shropshire.

### **Terms of reference**

The position for a humanist was included in the terms of reference and these were agreed.

### **RE Advisory support**

A report was given on training delivered to primary and secondary schools. Local and national RE updates were shared. A summary of OFSTED inspections in local schools was discussed.

### **Draft Annual Report**

This was shared, alterations made and approved.

## **Thursday 25 March 2021**

### **Agreed Syllabus**

The Chair, Vice chair and RE adviser provided feedback from discussions with teachers and the online survey. After discussing the feedback there was further robust debate. SACRE were put into breakout rooms to split into four committees. Each committee privately discussed whether to approve the adoption of the new syllabus. On return to the meeting all 4 committees voted to adopt the Syllabus presented.

### **Launch of the Syllabus**

An implementation year was proposed and accepted for schools to implement the syllabus. The model of an online was discussed and agreed. There was to be space for local input in the launch, for example the Collective worship films and visits and visitor guidance.

Additional material to be added in the syllabus and extra local material to be provided alongside the syllabus was discussed.

### **SACRE membership**

Further teacher members were appointed and co-opted.

### **Westhill Project**

Final edits were agreed so this project could be completed and shared with schools and at the NASACRE conference.

### **RE Advisory support and updates**

National updates were shared and discussed and SACRE members were encouraged to share this with their colleagues. On-line training was continuing. Secondary were focussing on teacher grading and catch up provision. The primary network meeting focussed on Islam. The online platform was working well. Schools were being encouraged to form less formal sharing networks and register them as NATRE local groups to receive free support.

### **Thursday 1 July 2021**

#### **Membership**

Resignations were noted and thanks given. New members were appointed and welcomed. Vacant places and composition of SACRE was discussed.

#### **Update on Agreed Syllabus and launch**

Details of the syllabus and additional documents to be provided were discussed alongside the launch event and training which is to be offered online in Autumn 2021. Launch evaluation was discussed so SACRE could gather information on support wanted by schools.

The Pupil art for the syllabus was shared and plans for the exhibition of artwork were discussed. This exhibition Would also provide an opportunity for the Collective worship films to be shared.

#### **Westhill Collective Worship project**

This project is now completed and will be shared at the syllabus launch. Every school will be provided with a copy of the presentations and accompanying support notes. They are also available on a YouTube channel.

#### **Letters regarding RE in secondary schools**

These have been drafted and will be shared with schools.

#### **Report back from NASACRE**

The conference had been extremely useful with a focus on the new Ofsted review, world views, future of RE curriculum levels of funding for SACREs, need for training for SACREs and diversity of religion. The SACRE Chair made a presentation on the Collective worship project.

#### **National Updates**

The report was discussed in detail and SACRE members were encouraged to read the OFSTED RE research review.

#### **Future meeting formats**

The benefits and draw backs of online and face to face meetings were discussed. It is hoped to be able to hold a face to face meeting in March 2021.

#### **RE Advisory support and network meetings**

Training provided to both Secondary and primary schools was discussed. The RE advisers have been in contact with schools to support.

## **Overview of the Agreed Syllabus conference 2020-21**

The ASC comprised the whole body of SACRE. It met twice as part of SACRE meetings to formally discuss and then approve the agreed syllabus.

In the first meeting of this annual report year the two final syllabuses being considered were discussed in detail. It was decided to survey teachers and hold online meeting and discussions with teachers and senior leaders and bring the results back to the next meeting.

In the final meeting the decision was made to recommend to the SACRE that the RE Today model syllabus B was adopted for September 2021-September 2026. This decision was made after several meetings and a survey of schools and meetings with leaders, subject leaders, heads of RE and teachers to examine the different syllabuses on offer.

The new Agreed Syllabus for Shropshire was planned for launch to all school types in Autumn 2021.

## **Section 2: Religious Education**

### **RE in schools**

Evidence from teachers attending virtual termly briefing meetings and the RE consultant's virtual visits to and conversations with schools suggested that:

Primary teachers receive on average 0-3 hours of training about RE in their initial teacher training and the majority receive no training each year in teaching the subject. This means it is a subject that NQTs and others need support to deliver. It was hoped that in future sessions could be set up to support what will be known as Early Career teachers (ECT).

Many primary schools were able to offer RE as part of home learning. This was not the case in all schools and for some there was focus on other subjects such as English and Maths and pupil well-being. RE advisers and SACRE ensured schools were aware of their duties to provide RE.

Schools continued to teach RE using the Locally Agreed Syllabus and were pleased to be consulted through survey and online meetings about the plans for a new RE Agreed Syllabus.

### **The Locally Agreed Syllabus**

Teachers are continuing to work with the current Agreed Syllabus but are pleased to hear that a new syllabus is being adopted following some schools offering concerns about using the current syllabus under the OFSTED Education inspection framework. They hope the new syllabus will offer more support and clarity around knowledge and progression and reflect the requirements in the OFSTED EIF and the OFSTED research review for RE. The idea of a spiral of concepts revisited throughout the phases is popular.

Subject leaders, heads of RE, teachers and senior leaders were consulted over options for the new agreed syllabus for September 2021-September 2026. Consultations were done through online survey tools, online meetings and in regular network meetings. The results of these were fed back to the working group.

The new syllabus was due for launch in Autumn 2021.

There will be a series of further optional paid for support materials for the new RE Agreed Syllabus.

Training is planned to continue into the year 2021-22 in termly primary and secondary network meetings.

The academic year 2021-22 is an implementation year and schools are gradually bringing in the new syllabus with schools expected to have it in place by September 2022.

## **Standards and monitoring of RE**

The new OFSTED inspection framework and RE research review is bringing a renewed focus on RE in schools where RE was struggling to get sufficient curriculum time.

Normally SACRE is able to monitor the standards in schools by reviewing GCSE and A level results. Since no examinations were held in 2021 it has been agreed nationally that no individual school data will be shared. SACRE is therefore unable to make comment on examination RE. SACRE would also like to thank teachers who have supported students and taught them in extremely difficult circumstances.

SACRE is also internally using the information from the School workforce survey that NATRE sourced from the DfE, together with a review of information on school websites but will not be publishing commentary on this.

OFSTED reports also provided a way of monitoring RE. As inspections have been suspended for much of this year this has not provided the view into RE in Shropshire that we usually get. We will be pleased to consider evidence from OFSTED reports in future years.

SACRE have sent out a letter to some secondary schools to ensure they are aware of the law around the provision of RE to all pupils in all year groups (unless withdrawn by their parents) and to find further information about their RE offer. It is noted that if schools that are academies are choosing not to follow an agreed syllabus, they must still teach RE to all their pupils.

## **Teacher training materials and advice for schools**

Primary and secondary training (organised through Chester University) provided a regular input of professional support and development for those who attend subject leaders, heads of department, teachers with other specialisms, class teachers and HLTAs delivering RE and those in their own school to who they disseminate learning.

These briefings remained virtual in 2020-21 with a hope to have mixed model of face to face and virtual in 2021-22.

This year primary termly training has taken place on

### **Visits and visitors in RE: virtual and actual: Teaching and Learning Ideas and contacts**

Why should we use visitors and take pupils on visits on RE?

Who is available and where can we go?

Are there any virtual ways we can have visitors or go on visits?

What types of teaching and learning activities improve pupil knowledge and understanding on visits or with visitors?

## **Teaching Islam**

An introduction to Islam: subject knowledge

What should be taught in KS1? In KS2?

Examples of learning activities involving creativity and thinking: belief, celebration and action

Teaching challenging topics in Islam

## **Curriculum, subject knowledge and skills**

What makes a good RE curriculum that helps pupils to know and remember more?

Can low stakes testing and knowledge organisers help pupils learn?

How does RE link into learning in other areas of the curriculum?

## **Consultation on the agreed syllabus review options**

The number of teachers attending has slightly increased with attendance peaking at over 30 for some sessions.



This year, secondary termly networks have taken place online. Sessions include updates from schools on teacher assessed grades, adaptations in response to the challenges from the COVID pandemic, and on national resources and developments. Sessions have explored the following training and discussion themes:

- Consultation on the agreed syllabus review options
- Multidisciplinary RE approaches
- Religion and worldviews: a paradigm shift for RE?
- Key Stage 3 curriculum planning

The network events ensure that subject leaders, teachers, and heads of RE get to hear of best practice both within and beyond Shropshire. Evaluations of the usefulness of these meetings have been very positive.

These networks are also an essential window for SACRE into the needs and opinions of teachers in the classroom. There are standing agenda items on all SACRE agendas for update information on the work of schools be exchanged and discussed. Within the networks the work of SACRE is also shared where relevant.

#### **Other information**

There were no formal complaints to SACRE about RE during the year.

#### **Advice given to the Local Authority**

Advice was given to the local authority around the necessity to review the current RE agreed syllabus and to ensure that schools were aware of what would be in place for September 2021-2026.

### **Section 3: Collective worship**

#### **Standards and monitoring of Collective Worship**

The SACRE has found it hard to monitor collective worship over the past few years. It is noted that schools found different ways of delivering Collective worship virtually during the last difficult year.

SACRE have worked closely with members of local religion and belief communities supported by a grant from the Westhill trust to provide a series of resources for use in both collective worship and to support pupil subject knowledge around several different religions and worldviews. Plans to launch these in the Spring and then the summer term had to be postponed due to Covid- 19.

Pre-pandemic SACRE members reported during each meeting on their school visits for both Collective worship and RE.

#### **Determinations**

No determinations have been requested in the year 2020-21.

#### **Teacher training provided**

No training on Collective worship has been provided in 2020-21. However, it is planned that the collective worship resources will be launched at the SACRE art exhibition and Syllabus launch in Autumn 2021.

#### **Other information**

There were no formal complaints to SACRE about collective worship during the year.

#### **Advice to the Local Authority**

No advice was given to the local authority around the provision of collective worship.

## **Section 4: Links with other bodies**

### **National Bodies**

NASACRE provide an invaluable link to national events for SACRE and attendance at the conference is seen as essential for at least one SACRE member.

Shropshire SACRE are pleased to be linked with national bodies and receive useful national updates from Fiona Moss our RE adviser.

Reports from NATRE, including the School Workforce Data have proved useful to SACRE when monitoring schools. Further resources, such as those for home learning, from NATRE have been shared with schools. Information from the REC has been used in meetings and shared with schools where appropriate.

The OFSTED research review for RE provided good guidance and discussion for SACRE and this was shared with schools.

### **Local bodies**

Hereford and Lichfield Diocese provide excellent support to SACRE.

## **Section 5: SACRE involvement in the Local Area**

### **Governor and headteacher links**

Information has been shared to headteacher briefings and to clerks and chairs of governors.

### **Advice on community issues**

The SACRE has created guidance and link on visits and visitors that has been shared with schools. This will also be shared with the new RE Agreed Syllabus.

## **Section 6: Managing the SACRE and partnership with the Local Authority (LA)**

### **Professional and administrative support**

The Local Authority provided funding to support SACRE activity 2020 -21 by contracting with RE Today Services of an RE Consultant for 3 days during the year to support SACRE and a further 3 days through Chester University to support RE training. These combined days include servicing SACRE, working with schools, providing primary and secondary networks and training and first response consultancy.

Fiona Moss and Stephen Pett from RE Today continued in the role of RE consultants.

RE Today Services

Imperial Court

Sovereign Road

Birmingham

B30 3FH

The Clerking services are provided by Helen Woodbridge from the local authority.

Sue Round from the Local Authority holds responsibility for SACRE, supports SACRE and attends meetings.

Shropshire Council

Shirehall

Abbey Foregate

Shrewsbury

SY2 6ND

## **Membership**

### **Training**

It is important to note that through the various roles SACRE members have in their day to day lives, plus their links and contributions to network meetings, school visits and wider community groups Shropshire SACRE has a good working knowledge of its schools. There is a regular update from all those that work in schools or visit schools on every SACRE agenda. Training has been offered SACRE members around the agreed syllabus.

Membership remains strong and representative of the local community, well supported by the respective diocese and the local authority in challenging circumstances. New members have an induction process consisting of information relating to the work of SACREs and a copy of the latest annual report to illustrate the work of the local SACRE, and usually a meeting with the SACRE chair to talk through the above documents and outline procedures and work practices.

NASACREs annual conference is always attended by at least one SACRE member.

The LA provides sufficient resource to enable the effective operation of SACRE.

### **SACRE's contribution to the LA's public sector equality duty**

Of the three aims of the General Equality Duty, namely eliminating discrimination, harassment, and victimisation; advancing equality of opportunity and fostering good relations SACRE's work has offered most to eliminating discrimination with work on portraying Religions and worldviews appropriately.

**Appendix A – Shropshire SACRE Membership 2020-21 (as of July 2021)**

	<b>Name</b>	<b>Representing</b>
<b>Teacher association places - 6</b>		
1	Adrian Black	Secondary
2	Steph Shirra	Primary (NASUWT)
3	Liz Badger	Primary
4	Amanda Skidmore	Primary
5	Rachel Parsonage	Secondary
6	Kate Linnell	Primary

<b>C of E places - 5</b>		
1	Fiona Iddon	Lichfield Diocese
2	Vacancy	
3	Jane Crouch	Lichfield Diocese
4	Mark Harrington	Hereford Diocese
5	Vacancy	

<b>Christian and other places - 14</b>		
1	Denise Samari	Baha'i
2	Bill Morris	Greek Orthodox
3	Sohayb Peerbhai	Islam
4	David Bowgett	Religious Soc of Friends
5	Rashmika Jogi	Hinduism
6	Jacqui Osmund-Smith	Baptist
7	Vacancy - Methodist	Methodist
8	Mark Michaels	Judaism
9	Sue Michaels	Judaism
10	Vacancy - Buddhism	Buddhism
11	Vacancy - Sikhism	Sikhism
12	Vacancy - Catholicism	Catholicism
13	Vacancy - United Reformed Church	United Reformed Church
14	Vacancy - Charismatic/ Pentecostal/ Independent/ Evangelical	Charismatic/ Pentecostal/Independent/Evangelical

<b>LA places - 3</b>		
1	Vacancy	
2	Roger Evans	Shropshire Council Appointed by LA to represent
3	Simon Nightingale	Humanism in 2019

## Appendix B

### **Standing Advisory Council on Religious Education in Shropshire**

#### **Terms of Reference**

##### **1. PREAMBLE.**

- 1.1. This document explains the duties and responsibilities of the Standing Advisory Council on Religious Education in Shropshire, which shall be called the SACRE.
- 1.2. The SACRE shall, in line with the law and guidance issued by Parliament, the Courts, the Department for Education (DfE) and Shropshire Council as the Local Authority (LA), advise on such matters connected with the provision of religious education and collective worship in schools and other educational establishments in the LA's area, excluding religious education and collective worship in Voluntary Aided schools, collective worship in Voluntary Controlled schools and schools with a trust deed which specifies alternative provision.
- 1.3. If there is a conflict between these Terms of Reference and the law, the SACRE shall comply with the law.

##### **2. AIMS AND OBJECTIVES.**

###### **2.1. The SACRE aims to:**

- (a) keep under review provision for religious education and collective worship in all the LA's schools and to make recommendations to the LA as necessary; and
- (b) ensure that religious education has equal standing in relation to the core and other subjects within a school's curriculum;
- (c) make recommendations to the LA relating to appropriate training, materials and other resources in the context of the relevant law and guidance;
- (d) advise the LA of the need to review the Agreed Syllabus as required by law.

###### **2.2. In order to achieve the above, the SACRE has set itself the following objectives:**

- (a) to monitor the provision of religious education and collective worship in schools; and
- (b) to prepare and make recommendations on methods and resources to support good classroom practice and collective worship;
- (c) to review training needs of teachers and monitor training programmes
- (d) to consider and decide upon applications for determinations in relation to collective worship,
- (e) to arrange presentations to SACRE on methods and resources for religious education and collective worship;
- (f) to consider the content of the LA's Agreed Syllabus and advise whether a new or modified Agreed Syllabus is required;
- (g) to undertake any other activities necessary to achieve the SACRE's aims and comply with its legal duties.

##### **3. RESPONSIBILITIES OF THE SACRE**

###### **3.1. In line with the law and current guidance, the SACRE shall:**

- (a) offer advice to the LA on matters connected with collective worship in its schools and religious

education in accordance with the agreed syllabus; this can include methods of teaching, the choice of materials and the provision of training for teachers;

- (b) when requested by a majority of its representative groups, not including that group representing the LA, instruct the LA to review its agreed syllabus and to convene a conference for that purpose. Such a review shall **begin not later than five years after the completion of the previous review**. An Agreed Syllabus Conference, established for this purpose, may recommend the inclusion of attainment targets, programmes of study and assessment arrangements in locally determined form. Any new agreed syllabus must reflect the fact that the religious traditions in this country are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented here.
- (c) inform schools of any amendments to the agreed syllabus and provide guidance to schools on matters relating to the implementation of the law with respect to religious education and collective worship;
- (d) inform schools of arrangements for seeking a “determination” with respect to collective worship. Upon receipt of a written application from a Headteacher of a community school or any foundation school which has not been designated as having a religious character, to determine whether it is appropriate to disapply the requirement for broadly Christian collective worship in the case of that school, or of a class or other description of pupils at the school. Due regard must be given to any circumstances relating to the ages, aptitudes and family backgrounds of the pupils. The ‘determination’ must be reviewed after five years, or earlier if requested by the school;
- (e) publish an annual report on the SACRE’s work, specifying those matters on which advice has been given to the LA, the nature of such advice, and the reasons for offering advice on matters not referred to it by the LA. The report should be sent to schools, and an annual return should be submitted to the DfE by no later than 30 September each year giving the number and effect of any ‘determinations’ with respect to collective worship made by the SACRE;
- (f) consider complaints referred by the LA to the SACRE with respect to provision for religious education or collective worship.

### 3.2 Budgetary management

a) The SACRE shall:

- (i) monitor the use of the funds provided by the LA for its activities; and
- (ii) recommend how revenue, if any, generated by its activities should be managed and used.

## 4. MEMBERSHIP.

### Representative Members

4.1. In line with the relevant legislation, the SACRE ‘will include members appointed by the LA from the following four representative groups:

- (a) such Christian and other religious denominations not including the Church of England, as in the opinion of the LA, broadly reflect the proportion of those denominations or religions represented in the area;
- (b) the Church of England;
- (c) associations representing teachers, as in the opinion of the LA, ought to be represented, having regard to the circumstances of the area; and
- (d) the LA’.

The constitution confirms the number for each as follows:

- Christian and other religious denominations not including the Church of England – 14
- Church of England – 5
- Associations representing teachers – 6
- The Local Authority – 3

4.2. In relation to the LA representative group, one Humanist representative would be appointed by the LA as a LA representative from 2019.

#### **Co-opted Members**

4.3 The SACRE may include co-opted members, who are persons appointed by its own members for a time limited clear purpose.

4.4 The relevant appointing body must notify the SACRE Clerk in writing of any representative and co-opted member appointments, prior to the new Member's first meeting.

#### **Vacancies.**

4.5 In the event of a vacancy on the SACRE the Clerk shall:

- (a) advise the relevant appointing body of the vacancy;
- (b) where appropriate, refer any nomination to the LA; and
- (c) where such nominations are agreed, record the person as a member of SACRE.

4.6 In the absence of nominees from a representative group, the LA may, with the approval of SACRE, nominate and appoint any person that it considers to be representative of that group and it deems appropriate, to fill the vacancy.

#### **Term of Office**

4.7 Appointments to SACRE shall generally be for a **term of five years** from the date that the new Member should have attended their first meeting.

4.8 The SACRE shall review the membership annually at the autumn term meeting on receipt of the Annual Report.

#### **End of Membership**

4.9 A Member shall be removed by the SACRE if:

- (a) they reach the end of their term of office, unless reappointed;
- (b) they write to the SACRE or the Clerk and tender their resignation;
- (c) they were appointed by virtue of being representative of the religion, denomination or associations which they were appointed to represent, but in the opinion of the LA, they cease to be such a representative, or to be representative of the authority;
- (d) the other members of their representative group notify the LA that the Member should no longer act as one of its representative on the SACRE, and the LA agrees to their removal;
- (e) the LA determine, on reasonable grounds, that the Member is unable, unwilling or an unsuitable person to continue these duties.

#### **Officers of the SACRE.**

- 4.10 The Chair of the SACRE shall be appointed either by the LA or, if the choice is made not to exercise this right, by Members in attendance at the relevant meeting, at:
- (a) the first meeting of each academic year, or
  - (b) any meeting during the year when the position becomes vacant.
- 4.11 Where the Chair is appointed by the voting members this will be by a simple majority.
- 4.12 The Chair shall be responsible for:
- (a) the management of meetings, e.g. providing a clear lead in managing and organising the work of SACRE, delegating roles to ensure all members of SACRE are fully involved;
  - (b) representing the SACRE to other bodies;
  - (c) such other duties as the SACRE considers appropriate.
- 4.13 The Vice-chair shall be appointed by a simple majority of the voting members, at:
- (a) the first meeting each Academic Year; or
  - (b) any meeting during the year when the position is vacant
- 4.14 The Vice-chair shall be responsible for
- (a) deputising for the Chair as required
  - (b) representing the SACRE to other bodies in the absence of the Chair or by agreement with the Chair
  - (c) such other duties as the SACRE considers appropriate

#### **The Clerk.**

- 4.15 The LA shall appoint and supervise a Clerk to:
- (a) attend the meetings of the SACRE;
  - (b) take appropriate minutes and notes at the meetings;
  - (c) maintain and update the records of SACRE and its meetings;
  - (d) carry out other duties as set out in Appendix A; and
  - (e) perform any other necessary administrative duties.

## **5 CONDUCT OF MEETINGS.**

### **Arrangements for Meetings**

- 5.1 Meetings will be called by the Clerk in consultation with the Chair and will generally be open to the press or the public, as outlined in a Public Notice.
- 5.2 SACRE must meet at least once in each academic term, unless otherwise agreed in writing by the Chair.
- 5.3 Special meetings may be called by the Chair and the LA acting jointly.
- 5.4 Details of the business to be considered at the meeting, which will be included in the agenda, must reach the Clerk not later than fifteen school days before the meeting.



- 5.5 The Clerk, in consultation with the Chair, shall, no later than five working days before the meeting;
- (a) prepare the agenda; and
  - (b) circulate the agenda to those Members and bodies entitled to receive a copy of the minutes.

- 5.6 Each agenda shall, amongst other matters, include:
- (a) an invitation to the SACRE to approve the minutes of the previous meeting; and
  - (b) any applications for a determination

### **Voting**

- 5.7 On any question to be decided by SACRE only the representative groups shall be entitled to vote and each representative group shall have a single vote.
- 5.8 Each representative group shall determine its own internal voting processes
- 5.9 A proposal shall not be deemed to be carried unless it has been approved by at least three representative groups unless otherwise required by the law or guidance issued by Parliament, the Department for Education or the LA.

### **Quorum**

- 5.10 For the purposes of meetings, SACRE will be deemed quorate **when three representative groups are represented.**
- 5.11 For the purposes of voting, SACRE will be deemed quorate when at least one member of **each of** four Committees **and** not less than a third of the total membership are present.

### **Report of Proceedings**

- 5.12 A copy of the minutes of each meeting shall be supplied by the Clerk, as soon as possible after the meeting, to:
- (a) the Chair and vice-Chair of the SACRE; and
  - (b) the LA for a factual accuracy check

### **Exclusion of the Public**

- 5.13 SACRE meetings are public meetings, however SACRE can determine to conduct business in a closed session for a specific meeting or for the rest of the Academic Year, at:
- (a) the first meeting each Academic Year: or
  - (b) any meeting during the year at which the issue is raised by a representative group of the SACRE or LA officers.

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The members of SACRE acknowledge and agree to comply with the content of these Terms of Reference.

## **Appendix C**

### **Circulation Details for the Annual Report**

- NASACRE
- Shropshire Council Website
- Shropshire Learning Gateway (for schools)