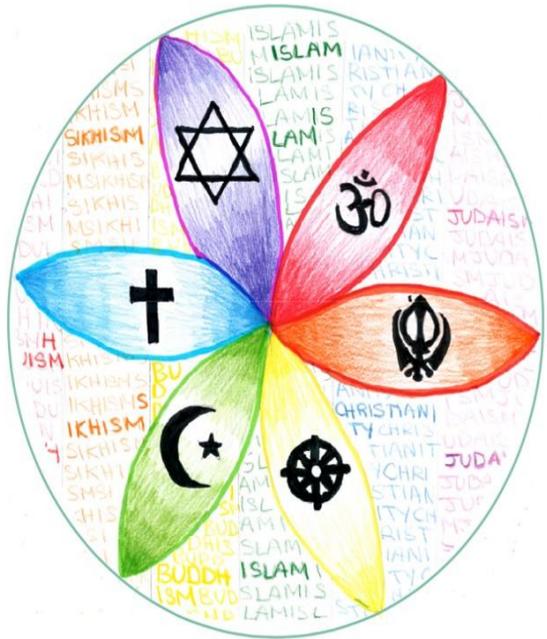


# The Annual Report of the Hertfordshire Standing Advisory Council on Religious Education (SACRE) 2015/2016



Cover competition winners for the Hertfordshire Agreed Syllabus of Religious Education 2012-2017

Lola Kingelsey Johnson, aged 5 years  
Templewood Primary School  
Welwyn Garden City

Hasina Manzoor, aged 12 years  
Watford Grammar School for Girls  
Watford

Hertfordshire SACRE is a member of the National Association of SACREs

# HERTFORDSHIRE SACRE ANNUAL REPORT 2015/16

## 1. Chair's Introduction

The SACRE promotes good standards in RE and advises the Local Authority about matters concerned with collective worship and religious education in accordance with the Hertfordshire Agreed Syllabus.

I am pleased to present to you this, the twenty-fifth, annual report of the Hertfordshire SACRE. The period 2015-2016 saw the introduction of a new chair, new clerk and new servicing officer, previously county adviser for Religious Education, Stephen Lavender. The Agreed Syllabus Conference was convened and the review of the Agreed Syllabus 2012-2017 began.

I became the new county appointed chairman for the Hertfordshire SACRE in November 2015, our vice chair Carol-Anne Chandler was re-elected and new clerking arrangements were provided through Herts for Learning, the company commissioned by Hertfordshire County Council (HCC) to deliver the statutory contract for SACRE.

SACRE welcomed to committee A, Julian Wall who represents the Buddhist community following the retirement of Gill Williamson. SACRE also welcomed Naryani Dasi as a co-opted member increasing representation by the Hindu community. We welcomed Meriam Merali to represent the Shia Muslim community and increase Muslim representation.

We said farewell to Rabbi Meir Salasnik and Krishnayesha Dasi and thanked them for their contributions to SACRE.

This report details the continued work of the SACRE to monitor standards of religious education in our schools through analysis of public examination results and through our online survey for RE and the Agreed Syllabus. In addition, details of the development of the local faith communities grants, the annual Hertfordshire Holocaust Memorial Day Commemoration event and the recognition of Hertfordshire schools by the RE Quality Mark.

The following offers an insight into the working of the Hertfordshire SACRE during the academic year 2015/16 and I recommend it to you.



Councillor John Barfoot (Chair Hertfordshire SACRE)

## 2. SACRE Statutory Duties

The Education Reform Act 1988 required Local Education Authorities to convene a SACRE consisting of members appointed by the Authority to represent:

<b>Group A</b>	Christian denominations and other religions and religious denominations
<b>Group B</b>	The Church of England
<b>Group C</b>	Teachers' Associations
<b>Group D</b>	The Authority

After considerable consultation and discussion with interested bodies throughout Hertfordshire to ensure the SACRE would be representative, the Authority appointed the members as required by legislation. Membership is for a period of four years and full members of the SACRE may co-opt non-voting members to the Council. Membership for the period 2015-2016 can be found in **Appendix 2**. SACRE meetings are open to the public.

The SACRE can advise the Authority upon matters connected with RE and collective worship in County schools, matters such as teaching methods, materials and teacher training are mentioned in the Act. The advice offered by the SACRE carries no statutory force.

SACRE has two functions; it can require the LA to review its current Agreed Syllabus and it may determine, on application by the head teacher, that the requirement for collective worship in county schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all the pupils in a school. Each SACRE must publish an annual report on its work.

### Purpose of the Report

The Education Act 1996, Section 391 (6) and (7) requires that each year the Standing Advisory Council for Religious Education (SACRE) of each local education authority will 'publish a report as to the exercise of its functions and any action taken by representative groups on the Council during the last preceding year.'

In particular, the report shall:

- (i) specify any matters in respect of which the Council has given advice to the Authority;
- (ii) broadly describe the nature of the advice given; and
- (iii) where any matter was not referred to the Council by the Authority, give the Council's reason for offering advice on the matter.

This report deals with these matters in summary, for the academic year September 2015 to July 2016. The full Hertfordshire SACRE met three times during the year and considered a diverse range of topics. The Agreed Syllabus Conference was convened in June 2016.

### **3. Standards, the quality of provision in RE**

In 2015-2016 the Hertfordshire SACRE issued an online survey to monitor responses from schools to the Hertfordshire Agreed Syllabus of Religious Education 2012-2017. This information enabled SACRE to review the current syllabus and to fulfill its statutory duty to monitor the provision of RE in community schools and foundation and voluntary schools without a religious character. The evaluation supports and promotes pupil entitlement.

#### **3a) Public examinations**

The SACRE is provided with examination entries and standards in secondary schools and how these relate to national figures. Examination statistics were presented to SACRE at the spring term meeting.

The period 2011-2015 saw the largest number of entrants on record doing well in RE at GCSE level, which were also high in comparison to history and geography. The number of A\*-C results were higher than the national average, with 2015 seeing the record score of 81.8 per cent A\*-C. Hertfordshire pupils are doing very well at GCSE.

Entries for A level have slightly dropped. There is an average of 600 per year taking the subject. The percentage of A\*-C grades this year is 78.3, was a little higher than the national score of 78.1 per cent.

There was an unusually high number of AS level entrants – this is perhaps due to the change in structure of AS/A levels, and the increased numbers of students in sixth forms. The results reveal 94.3 per cent of students gained an A\*-C in 2015, which was higher than the national figure. 4.3 per cent of the total Hertfordshire cohort is taking RE GCSE (in comparison to 5.2 taking history and 4.7 taking geography). **(See Appendix 3)**

#### **3b) Attainment in RE not covered by public examination**

In addition to the data provided, information is also gathered during school visits, continuing professional development (CPD) and local teachers' network meetings. The Religious Education Quality Mark (REQM) was promoted through teacher network meetings and this award is part of a subsidy costing offer in the development plan for 2015 - 2016. The SACRE congratulated those who gained the RE Quality Mark accreditation or worked towards the REQM during the academic year.

**(See Appendix 4)**

#### **3c) The quality of RE provision in schools**

We continue to celebrate areas of best practice in Hertfordshire schools and have focused on those who have achieved the REQM this year.

Hertfordshire teachers continue to make good use of recommended web-based ideas and CPD resources, including the RE resources on the Hertfordshire Grid for Learning. Teachers report that the Agreed Syllabus is delivered in the majority of primary schools through the non-statutory scheme of work for Religious Education. The non-statutory Hertfordshire primary scheme of work contains links to develop teaching in EYFS through to the end of Key Stage 2. Local RE network groups such as SARETT draw on expertise in effective schools to support other schools in the locality.

Some secondary schools are not meeting requirements of the Agreed Syllabus for time allocation. There is a rising concern regarding KS4 provision for students who do not opt for an examined RE course.

#### **3d) Withdrawal from RE**

SACRE provides guidance on the statutory 'right of withdrawal' of pupils from Religious Education.

During the year, there was anecdotal evidence in Hertfordshire schools of parents withdrawing pupils from RE lessons and school trips to places of worship. SACRE offers support and training for schools meeting parental prejudice.

### **3e) Complaints concerning RE**

Members discussed Cranbourne Primary School (06.01.16) regarding a school trip to Bedford Mosque. The visit was stopped by parents. The school has received advice including suggested faith visitors; revisiting equalities policy; and could request Facebook to take down related posts under its acceptable use policy.

## **4. Agreed syllabus**

### **Evaluating the effectiveness of the locally Agreed syllabus**

In 2015, the agreed syllabus review began through teacher's network meetings and an online survey sent to all schools. The Hertfordshire Agreed Syllabus for Religious Education 2012-2017 continues to provide statutory requirements for planning, teaching and assessment procedures. Continued professional development sessions are offered to all schools to ensure the effective implementation of the syllabus. Training is not well attended by secondary colleagues, however primary colleagues are regularly provided with professional advice through staff meetings, local network groups and training days.

### **4a) The Review process**

Hertfordshire County Council established the Agreed Syllabus Conference and all members of the SACRE agreed to be appointed to the Conference and support its work. Members considered the guidance set out in the DfE circular based on the Education Reform Act of 1988 (Religious Education in English Schools: Non- Statutory Guidance 2010). Once the Agreed Syllabus is adopted by Hertfordshire County Council it will become a statutory requirement for maintained schools. Voluntary aided schools with a religious character are not required to deliver the Agreed Syllabus, nor are Free Schools and Academies. However, Free Schools and Academies must provide RE and fulfil the statutory requirements but not necessarily through the locally agreed syllabus. Many academies in Hertfordshire have continued to follow the locally agreed syllabus. Non-denominational academies and free schools must meet statutory requirements although not necessarily through the locally agreed syllabus. A consultation began the review of the Agreed Syllabus of RE. A survey monkey was sent to all Hertfordshire schools, except for VA schools. Responses from initial surveys represented 26% of Hertfordshire schools.

Teachers, headteachers and governors were further consulted through CPD and SARETT teacher network meetings. Responses highlighted the teachers are mostly compliant regarding time allocation, but a few are not. The feedback showed that many feel they do not have enough time for RE, timetabling is an issue.

Curriculum requirement focused on whether themes should be covered in more depth. More flexibility has been requested, especially for the EYFS.

Many teachers felt that there should be more done to reflect their local cohort. Questions were raised about the representation of the six principal world religions and other worldviews. This involves teaching less but in more depth, one suggestion presented was for a core 20 per cent on Christianity and Islam.

The current agreed syllabus is widely respected. Primary colleagues talk about the Hertfordshire scheme of work as the best way to raise standards of what's being taught, this is their most important focus.

SACRE members considered the Dorset model and providing more of a summary to give schools a slimmed-down version of the agreed syllabus.

In order to further raise the profile of changes to the RE syllabus, SACRE ran a county wide cover competition on the theme 'Religion for Today and Tomorrow'. Forty local primary and secondary schools submitted up to 10 entries each. SACRE members judged the competition and voted for the final images to be used on the covers of the Agreed Syllabus.

#### **4b) The Agreed Syllabus Conference (ASC)**

The Agreed Syllabus Conference was established in June 2016. Carol-Anne Chandler was appointed as Chair of the Agreed Syllabus Conference. A working party consisting of SACRE members and teachers of all key stages was established to agree the principles for the Agreed Syllabus. An RE adviser, Lisa Kassapian, led the development of the syllabus on behalf of the Agreed Syllabus Conference. In conjunction with the revision of the Agreed Syllabus a working party met for 2 initial day sessions. Meetings were hosted by Townsend C of E school.

The ASC supported the purpose of the syllabus, this was to establish an entitlement and standards and to promote continuity, coherence and public understanding. The ongoing review will explore the requirements for time allocation, consider the balance of religions and worldviews, review current attainment and progression guidance and clarify the aim of purpose of RE. The new Agreed Syllabus will be flexible and brief, moving towards the teaching, learning and assessment of fewer things in greater depth and would have parity with other national curriculum documents.

Members initially reviewed the Purpose of Study and Aims, discussed social cohesion and changes from AT1 and AT2 to Sources of Wisdom and their Impact. In the summer of 2016 the working party completed the initial tasks set out in the timeline (**see Appendix 5**) and confirmed the agreement of the ASC to these steps. The work of the ASC was minuted and an update was provided regularly to the SACRE.

#### **4c) Launching and implementing the agreed syllabus**

Clear arrangements are in place for launching the syllabus in April 2017. The SACRE is providing additional guidance and extended training on implementing the agreed syllabus. Non-statutory guidance will be developed to support the agreed syllabus with an enquiry model for planning from EYFS to KS3. The decision to hold back £3000 per year from the annual SACRE budget ensured that the agreed syllabus review, launch and implementation will have £15,000 financial support in the fifth year of the review cycle. The syllabus is due for implementation in September 2017.

## **5. Collective Worship**

#### **5a) Compliance with the statutory requirement**

The Hertfordshire SACRE is responsible for the ongoing monitoring and support of collective worship in Hertfordshire schools. A model collective worship policy was reviewed and updated on the website. Training for collective worship and SMSC development was offered for primary schools.

#### **5b) Quality of collective worship**

The local 'Faith Communities Directory' is partly designed to support schools by signposting volunteers who are willing to visit schools to help lead collective worship. SACRE members are involved with this aspect, either by providing names of faith community personnel, or offering their services. Faith Community visitors to schools who are in receipt of SACRE grant funding are monitored annually and provided with feedback on their provision, in these cases the collective worship is of high quality.

#### **5c) Determinations**

The SACRE has the statutory duty to 'grant a determination' to a community school only where it is felt collective worship of 'a broadly Christian character' is not appropriate for all or some pupils. There are two Determination Orders in place - Chater Infants' School and Chater Junior School. Following review visits SACRE sent Determination Order letters with certificates to both schools. The orders will be in place until 2020.

#### **5d) Complaints about collective worship**

There have been no official complaints concerning collective worship in 2015/16.

## 6. Management of SACRE

### 6a SACRE meetings

Hertfordshire County Council (HCC) commissioned Herts for Learning (HfL) to deliver the statutory contract for SACRE. A District Secondary School Effectiveness Adviser at HfL provides a link with the Local Authority as a Servicing Officer and previously was the county RE Adviser, in addition an independent RE Adviser ensures that SACRE developments take place when required. County Councillors are pleased to join the Hertfordshire SACRE and supportive of the work. The regular formation of sub committees continues to form part of a regular cycle for the Hertfordshire SACRE, as issues are highlighted by the process, they are followed up and inform future priorities for development.

There were three full SACRE meetings in the academic year 2015/16.

Thursday 5<sup>th</sup> November 2015 - Stevenage Muslim Community Centre, Stevenage

Thursday 25<sup>th</sup> February 2016 - Richard Hale School, Hertford

Thursday 16th June 2016 - Amaravati Buddhist Monastery, Hemel Hempstead

Meetings were well attended. During the year SACRE welcomed in attendance at meetings, several observers, guest speakers and Bishop John Sherrington.

The following matters were discussed and actions carried out in 2015-2016

- Annual report and review of all work carried out during 2014-15
- Agreed aims and development plan 2015-2016
- Regular National updates including information from NASACRE, the REC, NATRE and the APPG on RE and updates on local news, events, network groups, training and CPD
- Membership and new personnel updates
- Discussion and response to the 'What is RE for?' survey from Bishop Grosseteste University
- Faith debate working party feedback and summary sent to NASACRE
- Updates on the REQM bursary applications and supporting presentations to the SARETT network **(see Appendix 6)**
- Updates to the Collective Worship policy
- Presentation of interfaith work at St Mary's High School, Cheshunt, involving faith community groups contacted from the SACRE faith communities directory
- Report on the NASACRE November conference in Birmingham, building new curriculum
- Consideration of Dorset SACRE syllabus
- New GCSE specifications changes and comparison of exam boards
- Subcommittee report on faith community grants awarded to religious communities actively involved with Hertfordshire community schools. Review of £10,000 allocated and distributed. Members considered funding over 8 years and the reduction of the money retained for monitoring
- A Holocaust Memorial Day event was planned with support from SACRE members and took place on 28<sup>th</sup> January 2016, at Richard Hale School, Hertford
- Proposal of new model of work for Holocaust Memorial Day Commemoration 2016/2017
- Overview of public examination results.
- Ramadan 2016 Guidance consultation and circulation
- Report on annual NATRE secondary survey 2015 - highlighting the need for extra training for teachers of RE (68.5% of schools who responded to the survey stating they received no specific training in schools in the last year)
- Decision taken for online monitoring survey to be used for feedback on the current Agreed Syllabus
- Setting the parameters of the Agreed Syllabus Conference
- Feedback from Agreed Syllabus Conference Chair and writing groups
- Overview of Afab (Ambassadors of faith and belief) and link to WHISPER supporting the aim to supply visitors, across all faiths

During the year, a revised constitution for Hertfordshire SACRE was drawn up. **(see Appendix 1)**.

There were three mundane changes approved by members:

- Changed reference to grant maintained schools
- Meeting dates to be agreed in advance of every two meetings
- Constitution to be reviewed every four years rather than annually

#### **6b) SACRE Membership and training**

Membership continued to reflect the diverse population of Hertfordshire. The Shia Muslim member became unavailable for co-option. Two co-opted members joined Group A where vacancies arose, Narayani Dasi and Ellie Olmer became representatives for the Hindu and Jewish communities respectively. A Group C member was removed from the committee for absence from 3 consecutive meetings without apology (SACRE Constitution 10.1.d).

Induction training was provided for new members in May 2016.

WRAP training (workshop to raise awareness of prevent) was funded by SACRE and attended by 18 members (05.05.16, 22.06.16 and 07.07.16). To enhance knowledge of the 'Prevent' strategy and the current work in schools to combat radicalisation, the overall aim of Prevent is to stop people becoming radicalised and drawn into terrorist activities or supporting violent extremism.

#### **6c) Improvement/development planning**

A development plan has been shared and reviewed. This is linked to the local authority plan and budget requirements. The requirements will be discussed with the local authority.

#### **6d) Professional and financial support**

The Hertfordshire SACRE is supported by two servicing officers, an independent RE Adviser and a representative of Herts for Learning. The meetings have administrative support from a named person who is the central point of contact. A temporary clerk assisted in minuting meetings before a new clerk from Herts for Learning joined the SACRE team.

In 2015-2016 SACRE were allocated **£32,604** per annum:

- **£10,000** of the annual budget is earmarked for faith communities grant funding
- **£19,440** covers the annual on-going work of the two servicing officers and clerking
- **£3,164** covers expenses for ongoing work, venues and travel, full and subcommittee meetings for 30 members and supply cover for teachers attending meetings
- An agreed underspend **£3,000** per annum is reserved for the writing and publication of Hertfordshire's Locally Agreed Syllabus of Religious Education (a five yearly cycle)

In 2015-2016 an additional £5,000 HCC monies were brought forward, including £2,000 to subsidise RE Quality Mark and £3,000 for AfAB work- an additional £2,000 HfL budget was allocated to support Holocaust Memorial Day work and commemoration.

#### **6e) Information and advice**

A District Secondary School Effectiveness Adviser from Herts for Learning is the joint servicing officer for the SACRE and is involved in attending and presenting at meetings, receiving minutes and all papers and giving advice when required. An additional independent RE adviser also supports SACRE as a servicing officer. The independent adviser visits schools and places of worship, leads CPD and where necessary, publishes advice. Published advice is always considered by SACRE and appears in SACRE's name.

This year SACRE published guidance on Ramadan, through adopted advice with the kind permission of Harrow SACRE and consultation with local representatives of the Hertfordshire Muslim community. A guidance document was issued via the school's bulletin to assist schools managing the needs of Muslim families over this period. Sadiq Haq (Group A) consulted local religious community members and Mosque representatives about the document and received positive feedback.

**Links with other bodies** The Hertfordshire SACRE is affiliated to The National Association of SACREs (NASACRE).

Lisa Kassapian and Stephen Lavender (SACRE servicing officers) together with Jane Chipperton (Group B) represented Hertfordshire at the NASACRE AGM and Conference at Central Methodist Hall in

London on 17th May 2016. Full details and copies of the relevant presentations can be found at: <http://www.nasacre.org.uk/conference-and-agm/2016/2016-materials>

There were two key note speakers: The Rt Hon Baroness Elizabeth Butler-Sloss GBE, formerly President of the Family Division of the High Court, the first female Lord Justice of Appeal, until 2004 was the highest-ranking female judge in the United Kingdom. She chaired many high-profile enquiries and inquests. Baroness Butler-Sloss served as Chair for the recently published Commission on Religion and Belief in British Public Life.

Professor Adam Dinham, Professor of Faith and Public Policy at Goldsmiths, University of London. With Martha Shaw, Professor Dinham is the co-author of RE for REal: The Future of Teaching and Learning about Belief.

The Rt Hon Charles Clarke, speaker at last year's NASACRE AGM, is now Patron of NASACRE and participated in a panel session with other speakers at the end of the day.

#### **6f) Partnerships with key stakeholders**

Hertfordshire continues to offer a comprehensive continued professional development programme. In 2015-2016 the following CPD was offered in response to local and national priorities: -

- Leading RE for the First Time (17.09.15)
- Holocaust Education CPD (30.09.15)
- Active and Engaging RE (20.01.16)
- RE, PPA and Me! (11.02.16)
- Free RE – Creative RE for tired teachers (03.03.16)

In addition, both of the following courses were cancelled due to low uptake. Making progress in secondary RE with Stephen Pett 18/11/15: deeper thinking, better RE and Developing RE for children with special needs lead by Anne Krisman (26.04.16).

## **7. Contributing to cohesion across the community and the promotion of social and racial harmony**

The SACRE brings together voices from many different communities in Hertfordshire and gives a clear purpose for their effective communication. Diversity is acknowledged and celebrated through the very fabric of the SACRE and in the work undertaken to promote tolerance and understanding of the diverse nature of the county. Faith communities are supported and monitored for their provision of visits and visitors for Hertfordshire pupils in state schools during term time. The Hertfordshire SACRE Holocaust Memorial Day project work and commemoration event involves a wide range of Hertfordshire schools and multi-ethnic local community. The work supports education about the Holocaust, contemporary genocides and the nature of prejudice and intolerance.

#### **7a) Representative nature of SACRE**

The SACRE is representative of all the main religious groupings in Hertfordshire (**Appendix 2**). In 2015/16 SACRE invited a Shia Muslim representative for co-option. Despite meeting attendance by a representative, this co-option vacancy remains.

#### **7b) Knowledge and understanding of the local religious, cultural and ethnic minority**

Hertfordshire SACRE regularly holds its meetings in schools or faith community buildings. In 2015/16, the summer term meeting was held at the Buddhist monastery in Hemel Hempstead. At the beginning of such meetings there is always an informative guided tour, leading to greater levels of understanding and respect for cultural and religious difference.

In 2015/16 a grant of £10,000 was distributed amongst communities of faith or belief in Hertfordshire who work with Hertfordshire schools, during term time. Any school hosting the annual HMD event was also entitled to apply. The SACRE monitored work by all faith communities in receipt of funding.

### **Faith Communities in Hertfordshire - What is the fund for?**

Grant funding is used to support the work of communities of faith and belief in Hertfordshire whose members either visit Hertfordshire public sector schools to share aspects of their faith or belief in Religious Education lessons, assemblies or in other ways or to support communities of faith and belief who make their services or place of worship available for group visits from Hertfordshire public sector schools. All applicants to this fund need to demonstrate how their activity contributes to improved outcomes for young people.

### **Criteria for prioritising applications**

1. The individual or faith community must make available its services or place of worship for school visits during school term time
2. The community of faith or belief should provide speakers/guides who are knowledgeable about their faith or beliefs, have some understanding of the Religious Education curriculum in Hertfordshire schools and are able to enthuse pupils
3. The amount of any monies given to the community of faith or belief will be determined in the main by the usage made of the service by Hertfordshire schools
4. The faith community or organisation must provide an annual summary to the Hertfordshire SACRE outlining the schools that have used the services, the number of pupils involved and any feedback from those schools
5. A school can apply if they have agreed to host the annual HMD event on behalf of the Hertfordshire SACRE
6. The fund is not designed to support salaries but rather to devise new initiatives and support existing ones

### **In 2015-2016 funds were allocated to the following establishments;**

Bridge Builders Christian Trust, ISKON Education Service, Northwood Holocaust Memorial Day Events, Ramgaria Gurdwara Society, Stevenage Muslim Community, St Albans & Harpenden Education Project (STEP), St Francis of Assisi Church, John Henry Newman School – HMD2017, St Albans Masorti Synagogue and the WHISPER Project.

SACRE undertakes monitoring and provides feedback to support the services provided.

The Hertfordshire SACRE is grateful to our faith communities for their work in enriching the RE curriculum and collective worship provision in schools.

### **7c) Understanding the intrinsic contribution that RE can make to social, racial and religious harmony and to community**

#### **Holocaust Memorial Day Commemoration 2016**

The Hertfordshire SACRE were proud to deliver their 9<sup>th</sup> successful Holocaust Memorial Commemoration event. Held in Hertford at Richard Hale School on Thursday 28th January 2016 the event was a collaboration between the host school, The Sele School and Simon Balle School.

During the planning and preparation period of 10 months, 16 teacher delegates attended the SACRE CPD (October 2015) representing primary, secondary and ESC. The previous host school, St Joan of Arc Catholic School, attended and presented at CPD, informing participants about the legacy of this work.

Ongoing work in schools was supported by local primary schools and included cross phase art work. All scripts and speeches were provided and schools were supported to prepare contributions.

Participating schools were visited to assure the quality of contributions and rehearsals attended.

Funding applications were made to support this work to Herts for Learning who committed £2,000 for HMD 2016. A further £1000 was received from the locality budget of councillor Peter Ruffles whose locality was hosting the event.

Press releases lead to increased publicity and BBC Three Counties Radio ran Sunday Breakfast programme <https://clyp.it/yk314b3i>

The commemoration involved the collaboration of 8 schools presenting work. An audience of over 400 attended and heard survivor testimony from Harry Olmer. The impact on schools was that work on the Holocaust, subsequent genocides and speaking out against prejudice and intolerance was a higher profile area of learning for participating local schools. Assembly time was given for pupil presentations, certificates were sent to all participating primary school pupils.

The lead liaison teacher, Tom Brownlee, described his role to SACRE, "It's been an event that will continue on for much longer than one night". The host school invited survivor Ivor Perl for future visits with the school, continuing the legacy of this work.

Members discussed that the current working model isn't sustainable for another year. The organisation and funding need reviewing.



Year 10 students of Richard Hale School, Hertford, perform "Never Silent" for Hertfordshire SACRE Holocaust Memorial Day Commemoration 2016

**The Hertfordshire SACRE Commemoration of Holocaust Memorial Day 2016 for North Herts Schools, Richard Hale School, Hertford**



Holocaust survivor interview by Head Girl at Simon Balle School



Key stage 3 choir perform a composition from the National Commemoration



Pupils from Year 6 perform with the support of the narrators



Holocaust drama, 'Never Silent' Richard Hale School, 2016



Genocide drama 'What is a refugee?' Simon Balle School, 2016

# HMD 2016 – Don't Stand By

## Hertfordshire schools commemorate Holocaust Memorial Day 2016

by Ryan Fisher, Journalist

**Wednesday 27<sup>th</sup> January saw the fifteenth annual Holocaust Memorial Day, and Hertfordshire schools commemorated the day with numerous events across the county.**

The theme for this year's event was "Don't Stand By", asking everyone to consider their responsibility not to be a bystander to persecution and genocide.

The memorial provides an opportunity to remember the victims, and also look at our own lives and communities today.

Hertfordshire's Standing Advisory Council on Religious Education (SACRE) held their annual event at Richard Hale School, Hertford. The school collaborated with Simon Balle School and The Sele School, and the commemoration featured several Hertfordshire schools that each performed their interpretation of the Holocaust and the events that have happened since.

The primary and secondary schools used

drama, dance, film, music and art to remember the six million Jewish people who lost their lives during the Holocaust, as well as countless others in subsequent genocides. The event finished with the lighting of six candles to remember the victims.

The event was narrated by head boys and girls from the lead schools – Tom Davies, Sally Cowler, Patrick Tarry, Matt Baugh and Caroline Nicholls – who introduced the context of the work from participating schools.

The commemoration also featured a personal testimony from Holocaust survivor Harry Olmer (pictured, right), who gave an account of what it was like to survive the Holocaust. He was interviewed by Alex Delameilleure, Head girl at Simon Balle School.

An exhibition of students' art work was displayed around the Richard Hale School, and focused on the Holocaust and subsequent genocides in Bosnia, Cambodia, Darfur and Rwanda.

Also in Hertfordshire, Watford Grammar School for Girls held their annual memorial event, which this year brought an evening of commemoration with music, dance and drama. The commemoration also featured a survivor, Janine Weber, who described her life through World War II and the events that followed.

Headteacher at Watford Grammar School for Girls, Dame Helen Hyde, repeated Nobel prize-winning survivor Elie Wiesel's imperative message, thou shalt not be a victim, thou shalt not be a perpetrator, but, above all, thou shalt not be a bystander.

Seven candles were lit: six for the six million Jews who lost their lives and one for victims of more recent genocides.

**The school is hosting its annual Holocaust Survivors Conference on Thursday 10<sup>th</sup> November 2016.**



PHOTOGRAPH BY RYAN FISHER

## **Appendix 1: SACRE Constitution**

### **HERTFORDSHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)**

#### **CONSTITUTION (Revision 06/16)**

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

- 1.1 The legislative authority for a Standing Advisory Council on Religious Education is detailed in Chapter III of Part V of the Education Act 1996 (as amended). Other responsibilities of SACRE's are outlined in, but are not limited to, the Religious Education in English Schools; Non-statutory guidance 2009, SACRE and Self Evaluation: A guide to OFSTED 2005 and Circular 1/94 Religious Education and Collective Worship.

##### **2. NAME**

- 2.1 The name of the Council is the 'Standing Advisory Council on Religious Education' (SACRE) and is established by Hertfordshire County Council (the "Local Authority") under the provisions of section 390 of the Education Act 1996.

##### **3. MEMBERSHIP**

- 3.1 . \* SACRE will consist of the members appointed by the Local Authority to represent respectively:
- a. Christian dominations (other than the Church of England) and other religions and denominations as in the opinion of the Local Authority reflect the principal religious traditions in Hertfordshire. The number of representatives approved under the category shall, so far as consistent with the efficient discharge of this group's functions, reflect broadly the proportionate strength of that denomination or religion in the area.
  - b. The Church of England.
  - c. Associations representing teachers.
  - d. The Local Authority.
- 3.2 The list attached as Appendix 1 outlines the composition of SACRE in Hertfordshire. The Servicing Officer will review Appendix 1 in accordance with census data and will update SACRE at the annual constitution review if any changes need to be made.
- 3.3 The length of membership as determined by the Local Authority is 4 years following the County Council cycle.
- 3.4 Each constituent group must elect a leader. That leader will normally represent the group on SACRE working parties which require one representative from each group.
- 3.5 \* Meetings of the full SACRE will be open to members of the public except when items of a confidential nature are to be discussed.

##### **4. DUTIES**

- 1.1. The broad role of SACRE is to develop a supportive partnership with schools within Hertfordshire in order to raise standards and achievement in Religious Education (RE) and collective worship. The Local Authority will work with its SACRE to review existing provision for RE and Collective Worship and consider any action which might be taken.
- 4.2 The functions of SACRE are:
- a. To advise the Local Authority on such matters connected with RE and collective worship in Hertfordshire community schools and foundation schools without a religious character;
  - b. To monitor the provision and quality of RE taught according to its Agreed Syllabus together with the overall effectiveness of the syllabus;
  - c. To provide advice and support on the effective teaching of the Agreed Syllabus;

- d. To provide advice to the Local Authority and its schools on methods of teaching, the choice of teaching material and the provision of teacher training;
- e. \*To require the Local Authority to set up a statutory conference to review the Agreed Syllabus if, in the opinion of the SACRE, this becomes necessary. The Agreed Syllabus must be reviewed and updated every five years but a majority of representative groups on the SACRE, other than that consisting of persons chosen to represent the Local Authority (Group D), may at any time require a review of the Agreed Syllabus which is currently being used by the Local Authority ;
- f. In partnership with the Local Authority, consider whether any changes need to be made to the Agreed Syllabus or in the support offered to schools in the implementation of the Agreed Syllabus, to improve the quality of RE and the learning of pupils;
- g. Offer schools and the Local Authority advice concerning how an existing syllabus can be interpreted so as to fit in with wider changes in education;
- h. To receive and determine whether applications from head teachers, that the requirement for collective worship in community or foundation schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school. SACRE will give the head teacher written notification of their decision on the application, the determination order;
- i. \*To publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the Local Authority, broadly describing the nature of that advice, and setting reasons for offering advice on matters which were not referred to it by the Local Authority. This report will be presented to the Local Authority's County Councilors, schools, MPs in Hertfordshire and neighboring Local Authorities and is to be delivered to the National Association for SACREs. This report will also be made available to the public. Responsibility for the production of the annual report will be the Servicing Officers', who may delegate the task to an Independent Advisor.
- j. SACRE is encouraged to develop its own role working with inter-religious bodies to demonstrate that the study of religion and belief can be an important contribution to community cohesion and to the combating of religious prejudice and discrimination;
- k. The SACRE may offer advice to the Local Authority on any matters related to its function as it sees fit.

4.3. \* SACRE can also advise the Local Authority upon matters concerned with collective worship in community and foundation schools and RE to be given in accordance with an agreed syllabus. These matters (which the Education Act 1996 provides can include teaching methods, teaching materials and teacher training) can be referred by the Local Authority or may be determined by SACRE. The advice offered by SACRE carries no statutory force, but the Local Authority should give careful consideration to advice offered.

4.4. SACRE can also exercise its powers to discuss any matter related to its functions as it sees fit including and not limited to the provision of RE in Academies and Free Schools and any other matters that may be referred to it.

## **5. FREQUENCY OF MEETINGS**

5.1 SACRE will meet as a full body each term. The date of each meeting shall as a rule be fixed during the previous meeting. The agenda shall inform members of proposed dates in advance of every two meetings.

5.2 Meetings may be called by the Local Authority, the Chair or by the agreement of members of SACRE by way of vote. Special meetings may be further meetings of the full SACRE, representative groups or sub – committees.

5.3 Details of the business to be considered by the meeting, which will be included in the agenda, must be received by the Clerk no later than 15 school days before the meeting.

5.4 The Clerk will, no later than 5 school days before the meeting, circulate the agenda and supporting papers to the members.

5.5 The Clerk will, no later than 15 school days following the meeting, circulate a copy of the minutes of the meeting to the members of SACRE.

## **6. QUORUM**

- 6.1 In order for the SACRE to be a quorate a minimum of one-third of the representatives from each constituent group must be in attendance at the meeting.

## **7. VOTING**

- 7.1. \* On any questions to be decided by SACRE, only the representative groups listed in Appendix 1 have a vote and each such group has a single vote.
- 7.2 Decisions within a group about how that vote is to be cast do not require unanimity. Each group is to regulate its own proceedings.
- 7.3 Representatives of the Local Authority appointed under group 3.1 (d) above cannot vote on the question of whether to require the County Council to review the Agreed Syllabus.
- 7.4 In the event of an equality of votes on any issue the Chair will have a casting vote. In the absence of the Chair, the Vice-Chair will have a casting vote.
- 7.5 Any motion or amendment which would have the same effect as any motion that has been rejected at a meeting of SACRE within the previous calendar year may not be brought before SACRE.

## **8. CHAIR AND VICE-CHAIR**

- 8.1. \* The Local Authority will appoint the Chair of SACRE whose term of office will be for a period of 4 years.
- 8.2 The Chair is eligible for re-election at the discretion of the Local Authority.
- 8.3 The Vice-Chair of SACRE, whose term will be for a period of 4 years, will be appointed by SACRE by way of a vote. The vote will be determined by a simple majority with each representative group being assigned one vote. In the event that the Vice-Chair wishes to resign within the period of their tenure, they should give at least a terms' written notice so that a new Vice-Chair may be elected.
- 8.4 The Vice-Chair is eligible for re-election by a vote of a simple majority with each representative group being assigned one vote.
- 8.5 In the absence of both the Chair and the Vice-Chair at any meeting SACRE shall elect one of its members to act as the Chair for that meeting.
- 8.6 The Chair will be responsible for:  
a. the management of meetings;  
b. representing the SACRE to other bodies;  
c. such other duties as the County Council or SACRE considers appropriate.
- 8.7 The Vice-Chair will be responsible for:  
a. deputising for the Chair as required;  
b. representing SACRE to other bodies in the absence of the Chair or in agreement with the Chair;  
c. such other duties as SACRE considers appropriate.

## **9. CO-OPTED MEMBERS**

- 9.1 \* Full members of SACRE may, if they wish, co-opt persons on to SACRE.
- 9.2 SACRE will decide co-options following nominations from members of SACRE or representative groups. In making their decision SACRE should give consideration to the contribution co-option would bring to professional expertise, and/or breadth of representation of the community and religious and beliefs perspectives.
- 9.3 Co-opted members will have no voting rights.

- 9.4 Co-opted members shall hold office on such terms as may be determined at the time of co-option by the representative members and shall hold office at the pleasure of, and may be removed at any time by, the representative members, through a vote.

## **10. END OF MEMBERSHIP**

- 10.1 A member shall be removed from SACRE if:
- a. they write to SACRE or the Clerk and tender their resignation;
  - b. they reach the end of their term of office and have not been re-nominated by their representative group;
  - c. they were appointed by virtue of holding a particular office and they no longer hold that office;
  - d. they are absent for 3 or more consecutive meetings for any reason not acceptable to the Local Authority or SACRE and if they failed to send an appropriate representative. In this situation it shall be deemed that there is a vacancy to be filled by the Group responsible.
  - e. their representative group states, in writing that the member should no longer act as one of its representatives on SACRE, where the member was nominated by the representative group;
  - f. in the opinion of the Local Authority they cease to be representative of the denomination or association they were appointed to represent;
  - g. in the opinion of the Local Authority, on reasonable grounds, the member is unable, unwilling or an unsuitable person to continue these duties.
- 10.2 A sub-group shall be removed from SACRE if in the opinion of the Local Authority they cease to be representative of the religious or cultural structure of Hertfordshire.
- 10.3 If SACRE have concerns regarding the Servicing Officer or the Independent Advisor then SACRE may raise these concerns with the Commissioner of Schools Services.

## **11 GENERAL**

- 11.1 The Local Authority will service SACRE through an appropriate Servicing Officer or representative.
- 11.2 In addition to the Clerk other Local Authority Officers may attend SACRE meetings at the discretion of the Director of Education and Early Intervention, the Servicing Officer and/or SACRE. These persons may speak but can not vote.
- 11.3 \* The validity of proceedings of SACRE or of the members of SACRE of any particular category shall not be affected:
- a. by a vacancy in the office of any member of SACRE; or
  - b. on the grounds that a member of SACRE appointed to represent any denomination or association does not at the time of the proceedings represent the denomination or association in question.

## **12. THE CONSTITUTION**

- 12.1 This Constitution will be reviewed every four years by SACRE at a normal or special meeting.
- 12.2 Any member of SACRE may contribute to the review under 12.1 above and submit a proposal for change to the Constitution for consideration by the Local Authority. Any such proposal must be in accordance with the statutory provisions that apply to SACRE.

## **13. STANDARDS**

Members of SACRE shall comply with any code of conduct which is applicable to their professional body and/or the organisation that they represent.

**NB: Those items marked \* are required by statute**

## Appendix 2: SACRE Membership 2015-16

<b>GROUP A</b> Christian denominations and other religions and religious denominations	<b>GROUP B</b> The Church of England	<b>GROUP C</b> Teachers' Associations	<b>GROUP D</b> The Authority	<b>Co-opted Members</b>
<b>Buddhist</b> Julian Wall	<b>Diocese of St Albans</b> Jane Chipperton	<b>Infant Teacher</b> Juliet Lyal Cunningham Hill Infants School	<b>County Councillor (Con)</b> Cllr Peter Ruffles	<b>Bahá'í</b> Sally Spear
<b>Catholic - Diocese of Westminster</b> Margaret Steed	<b>Diocese of St Albans</b> Andrew Wellbeloved	<b>Junior Teacher</b> Ali Mackintosh Little Green Primary School	<b>County Councillor (Con)</b> Cllr John Barfoot - Chair	<b>Humanist</b> Pete Bennett
<b>Catholic - Diocese of Westminster</b> Maggie Wright	<b>Diocese of St Albans</b> Shirley Whales	<b>Primary Headteacher</b> Emma Fenn Abbey CE VA Primary School	<b>County Councillor (Con)</b> Cllr Andrew Stevenson	<b>Jewish - Reform</b> Michael Shaw
<b>Free Church - Baptist</b> Angharad Little		<b>Secondary Teacher</b> Carol-Anne Chandler - Vice Chair Watford Girls Grammar School	<b>County Councillor (Con)</b> Cllr Alan Plancey	<b>Teacher and Holocaust Educator</b> Ellie Olmer
<b>Free Church - Methodist</b> Reverend John Fellows		<b>Secondary Headteacher</b> Liz Ellis Fearnhill School	<b>County Councillor (Lab)</b> Cllr Dreda Gordon	<b>Hindu</b> Narayani Dasi
<b>Free Church – Salvation Army</b> Jackie Roberts		<b>Special Education</b> Glynne Rowlands Woolgrove School	<b>County Councillor (Lib Dem)</b> Cllr Mark Watkin	<b>Islam</b> Mariam Merali
<b>Hindu</b> Krishnayesha Dasi		<b>University of Hertfordshire</b> Janet Monahan		
<b>Jewish – Orthodox</b> Rabbi Meir Salasnik				
<b>Muslim</b> Sadiq Haq				
<b>Sikh</b> Kavaljit Kaur Dev				

**Appendix 2: SACRE Meeting Attendance 2015-2016**

<b>Group</b>	<b>Member</b>	<b>05.11.15</b>	<b>25.02.16</b>	<b>16.06.16</b>
Group A	Krishnavesha Dasi	Present	Absent	Present
Group A	Kavaljit Kaur Dev	Present	Present	Present
Group A	Reverend J Fellows	Present	Present	Present
Group A	Mr S Haq	Present	Present	Present
Group A	Ms A Little	Present	Present	Absent
Group A	Rabbi M Salasnik	Absent	Present	Present
Group A	Mrs M Steed	Present	Absent	Absent
Group A	Mrs Julian Wall	Present	Present	Present
Group A	Maggie Wright	Present	Present	Present
Group A	Jackie Roberts	Present	Present	Present
Group B	Mrs J Chipperton	Present	Present	Present
Group B	Mr A Wellbeloved	Present	Present	Present
Group B	Shirley Whales	Absent	Absent	Absent
Group C	Mrs C.A Chandler	Present	Present	Present
Group C	Mrs J Lyal	Present	Present	Present
Group C	Mrs A Mackintosh	Present	Present	Present
Group C	Ms J Monahan	Present	Absent	Present
Group C	Mrs E Ellis	Present	Present	Present
Group C	Mr G Rowlands	Absent	Absent	Absent
Group C	Emma Fenn	Present	Absent	Present
Group D	Councillor J Barfoot	Present	Present	Present
Group D	Councillor D Gordon	Absent	Absent	Present
Group D	Councillor A Plancey	Present	Absent	Present
Group D	Councillor P Ruffles	Present	Present	Present
Group D	Councillor M Watkin	Present	Present	Present
Coopted	Mr M Shaw	Absent	Present	Present
Coopted	Mrs S Spear	Present	Present	Erica Leith
Coopted	Mrs E Olmer	Present	Absent	Present
Coopted	Mr Pete Bennett	Present	Present	Present
Coopted	Mariam Merali	Absent	Absent	
Coopted	Narayani Dasi			Present
Servicing Officer	Stephen Lavender	Present	Present	Present
Servicing Officer	Lisa Kassapian	Present	Present	Present

### Appendix 3: Public Examinations in Religious Education

#### Hertfordshire RE Examination Results 2011 - 2015

##### Full GCSE Results 2011 - 2015

	2011	2012	2013	2014	2015
% A* - A	40.0	37.1	37.5	39	36.8
% A* - C	80.2	78.6	79.8	81	81.8
% A* - G	99.2	99.4	99.3	99.0	99.0
Total Entries	3509	3810	3775	4220	4766
Boys	1584	n/a	n/a	n/a	n/a
Girls	1925	n/a	n/a	n/a	n/a

##### ***National Results 2016:***

**A\* - A: 30.1%**

**A\* - C: 72.2%**

**A\* - G: 97.9%**

## Short GCSE Results 2011 - 2015

	2011	2012	2013	2014	2015
% A* - A	22	24	19	n/a	n/a
% A* - C	58.3	60.8	56.4	n/a	n/a
% A* - G	96.6	96.1	96	n/a	n/a
Total Entries	4264	4016	4185	n/a	n/a
Boys	2180	n/a	n/a	n/a	n/a
Girls	2084	n/a	n/a	n/a	n/a

### **National Results 2015:**

**A\* - A: n/a**

**A\* - C: n/a**

## A Level Results 2011 - 2015

### A\* - A replaces A\* - E from 2012

	2011	2012	2013	2014	2015
% A*-A	n/a	25.1	24.7	25	24.6
% A*-C	81.2	83.1	81.7	78	78.3
% A*-E	99.7	n/a	n/a	n/a	n/a
Av. Points score	229.8	n/a	n/a	n/a	n/a
Total Entries	633	570	656	667	631
Boys	224	n/a	n/a	n/a	n/a
Girls	409	n/a	n/a	n/a	n/a

### **National Results 2015:**

**A\* - A: 22.3%**

**A\* - C: 78.1%**

\*New point scoring system introduced in 2004 (Section 96)

**AS Level Results 2011 - 2015**

	2011	2012	2013	2014	2015
% A*-A	n/a	16.7	16.3	12	20.9
% A*-C	56.8	63.9	62.2	57	94.3
% A*-E	88.7	n/a	n/a	n/a	n/a
Av. Points score	94.2	n/a	n/a	n/a	n/a
Total Entries	257	233	246	227	1107
Boys	85	n/a	n/a	n/a	n/a
Girls	172	n/a	n/a	n/a	n/a

**National Results 2015:****A\*-A: 20.4%****A-C: 66.4%**

## **Appendix 4: Hertfordshire REQM Status**

### **Gold Award**

#### 2016

Cunningham Hill Junior School  
St Andrew's C of E (V.C.) Primary School  
St Michael's Church of England Voluntary Aided Primary School

#### 2015

Tring School

#### 2014

Broxbourne CE Primary School  
St Dominic Catholic Primary School  
St Michael's Church of England VA Primary School  
Watford Grammar School for Girls

### **Silver Award**

#### 2016

St Nicholas C of E (VA) Primary School  
St. Mary's Church of England (VA) Primary  
St. Mary's Church of England Primary  
Holy Trinity Church of England Primary School

#### 2015

St Andrew's Church of England Primary School and Nursery  
St Nicholas C of E (VA) Primary School  
St Paul's Church of England Voluntary Aided Primary School

### **Bronze Award**

#### 2016

Central Primary School

#### 2015

Panshanger Primary School

Date	Action	Resource Implication
<b>September 2017</b> ⇕	<b>Implementation of new Syllabus</b>	<b>Adviser time – traded from profit</b>
May – June 2017 ⇕	Training programme for teachers	Venue costs, printing for training and adviser costs <b>Adviser time – traded event</b>
May 2017 ⇕	Launch of Syllabus	As above - planning, preparation <b>£1000 Adviser costs</b>
<b>February 23<sup>rd</sup></b> ⇕	<b>SACRE full meeting</b>	<b>SACRE budget</b>
January 2017 ⇕	<b>Print</b> –syllabus to printers	Printing costs of syllabus <b>£2000 for 535 schools</b>
<b>December 2016</b> November 2016 ⇕	<b>Panel Meeting HCC</b> to approve syllabus. Report preparation to LA with final version for approval	Adviser costs <b>£1000</b>
October-November 2016 ⇕	<i>Completion, proof reading</i> and final editing of document	Adviser costs <b>£1500</b>
<b>October 20<sup>th</sup> 2016</b> ⇕	<b>Final Meeting of Agreed Syllabus Conference</b> to approve syllabus	<b>SACRE full meeting, ASC 2</b> adviser costs, printing costs, refreshments <b>SACRE budget, free venue</b>
September 2016 ⇕	Final meeting of cross-phase working party <b>writing group 4</b>	Supply cover costs for 6-8 teachers adviser <b>£1000 supply at max £910</b>
<b>June 16<sup>th</sup> 2016</b> ⇕	AS cover competition organisation Meeting of Agreed Syllabus Conference to approve syllabus development to date	<b>Adviser costs £500 prizes £90</b> <b>SACRE full meeting, ASC 1</b> adviser costs, printing costs, refreshments <b>SACRE Budget</b>
March – September 2016 May 4 <sup>th</sup> May 20 <sup>th</sup> July 7 <sup>th</sup> ⇕	Establish cross phase working party to include members of ASC and to include Agreed Syllabus revisions <b>Writing Group meetings 1,2,3</b>	Supply cover costs for <i>max 8</i> teachers for 3 days each and adviser time, venue and refreshments 6 x adviser days <b>£3000 and £3000 supply</b>
<b>February 25<sup>th</sup> 2016</b> ⇕	Agreed Syllabus setting the parameters ASC update	<b>SACRE full meeting</b> , adviser costs, printing costs, refreshments <b>SACRE Budget</b>
February 2016 - November 2015 ⇕	Consultation with teachers on RE Review and existing syllabus <b>Survey monkey</b> issued to monitor RE and existing syllabus	2x adviser days, printing and venue costs <b>£1000</b>
December 2015 ⇕	SACRE working party to analyse data SACRE to require LA to convene Agreed Syllabus Conference	Adviser costs <b>SACRE Budget</b>
<b>November 15<sup>th</sup> 2015</b> ⇕	<b>Full SACRE meeting</b> , members consider the parameters of the ASC and process for writing AS, Chair and Vice Chair appointed	<b>SACRE full meeting</b> , adviser costs, printing costs, refreshments <b>SACRE Budget</b>
October 2013	<i>REC publishes the RE Review</i>	<b>(Total £15,000 Agreed Syllabus Review)</b>

## Appendix 6: Glossary of Educational Terms

<b>Academy</b>	Academies are state-maintained but independently run schools in England which have more freedom to control their own budgets and curriculum. They are, however, still required to deliver RE and follow the locally Agreed Syllabus unless they have a religious character
<b>Afab</b>	Ambassadors of faith and belief
<b>Agreed Syllabus</b>	A non-denominational syllabus of religious education required to be used in Community and Voluntary Controlled schools and drawn up by a SACRE (see below)
<b>Agreed Syllabus Conference</b>	An occasional body convened to review the LA's Agreed Syllabus for Religious Education
<b>AS Level</b>	Advanced Supplementary Level (Year 12 exams)
<b>ATL</b>	Association of Teachers and Lecturers
<b>Attainment targets</b>	These establish what children of differing ability should be expected to know and be able to do by the end of each Key Stage of the National Curriculum and the Agreed Syllabus for Religious Education
<b>Baseline assessment</b>	Assessment of pupils' attainment on their entry into school
<b>Basic Skills</b>	Reading, writing and arithmetic
<b>Catchment area</b>	The area from which a school takes its pupils
<b>Circulars</b>	Documents issued by the DfE to explain, interpret and give guidance about legislation
<b>Community Schools/Community Special Schools</b>	Terms used to describe former LA-maintained schools and Special Schools or Grant Maintained schools and Special schools which opted to become Community schools and Special Schools
<b>Continuity and Progression</b>	Appropriate sequencing of learning which builds on previous learning to extend and develop pupils' capabilities
<b>Co-ordinator</b>	A teacher responsible for leading and co-ordinating the teaching and learning within a subject, curricular or Key Stage. Chiefly primary though some secondary schools have co-ordinators for cross-curricular elements
<b>Coursework</b>	Work undertaken by pupils in class and in their own time, the assessment of which contributes to the overall grade or mark awarded on completion of the course (particularly in GCSE and other external examinations)
<b>CPD</b>	Continuing professional development - staff training
<b>DfE</b>	Department for Education
<b>Differentiation</b>	The organisation of teaching programmes and methods specifically to suit the age, ability and aptitudes of individual children
<b>E Bacc</b>	English Baccalaureate: a new performance measure for good GCSE or accredited Certificate passes in English, mathematics, history or geography, two sciences (including computing science) and an ancient or modern foreign language

<b>ESL</b>	English as a second language
<b>ESC</b>	Education Support Centre
<b>EYFS</b> <b>Foundation Special schools</b>	Early years foundation stage Name now given to former Grant Maintained Special schools
<b>Foundation schools</b>	New Category of schools, usually former Grant Maintained schools
<b>GCSE</b> <b>Group Work</b>	General Certificate of Secondary Education A way of organising pupils where the teacher assigns tasks to groups of children, to be undertaken collectively, although the work is completed on an individual basis
<b>GTP</b>	Graduate Teacher Programme
<b>HCC</b>	Hertfordshire County Council
<b>HfL</b>	Herts for Learning
<b>HLTA</b>	Higher Level Teaching Assistant
<b>HMD</b>	Holocaust Memorial Day
<b>HMI</b>	Her Majesty's Inspector
<b>I(C)T</b>	Information (and Communication) Technology
<b>IEP</b>	Individual Education Plan for pupils with special educational needs
<b>INSET</b>	In-Service Education and Training – courses for practicing teachers
<b>KS1-4</b>	Key Stages – the four stages of the National Curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16
<b>LA</b>	Local Authority
<b>LSA</b>	Learning Support Assistant
<b>Mixed ability</b>	A teaching group in which children of all abilities are taught together
<b>NAHT</b>	National Association of Headteachers
<b>NASACRE</b>	National Association of SACRE's
<b>NAS/UWT</b>	National Association of Schoolmasters/Union of Women Teachers
<b>National Curriculum</b>	This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education which is relevant to their needs
<b>NLE</b>	National Leader Of Education
<b>NQT</b>	Newly Qualified Teacher
<b>NUT</b>	National Union of Teachers
<b>OFSTED</b>	Office of Standards in Education. The body which arranges and sets standards for school inspections
<b>PAT</b>	Professional Association of Teachers
<b>PGCE</b>	Post-Graduate Certificate of Education. A teaching qualification which includes a period of practical teaching experience
<b>PPA</b> <b>Programme of Study (PoS)</b>	Planning preparation and assessment The subject matter, skills and processes which must be taught to pupils during each Key Stage in order that they may meet the objectives set out in attainment target

<b>QCDA</b>	Qualifications and Curriculum Development Authority
<b>QTS</b>	Qualified teacher status: usually attained by completing a Post graduate Certificate in Education (PGCE) or a Bachelor of Education (BEd) degree or a Bachelor of Arts/Science degree with Qualified teacher status (BA / BSc (QTS) or the Graduate teacher programme (GTP)
<b>RE</b>	Religious Education
<b>REC</b>	Religious Education Council for England and Wales
<b>REQM</b>	Religious Education Quality Mark
<b>SACRE</b>	Standing Advisory Council on Religious Education. Local statutory body which advises on religious education and collective worship
<b>SARETT</b>	St Albans RE teachers together
<b>SEF</b>	Self Evaluation Form
<b>SEND</b>	Special Educational Needs and Disability. Learning difficulties for which special educational provision has to be made. May include children with physical disabilities or emotional and behaviour disorders
<b>Setting</b>	A system of organising pupils into ability groups for particular subjects
<b>SHA</b>	Secondary Heads Association
<b>Short Course</b>	A course in a National Curriculum Foundation subject, such as RE, which is worth half a full GCSE
<b>SIP</b>	School Improvement Partner
<b>SLE</b>	Specialist Leader in Education
<b>SMSC</b>	Social moral spiritual and cultural
<b>Special School</b>	A school for children whose special educational needs cannot be met within a mainstream school
<b>SSE</b>	Standards and School Effectiveness
<b>Streaming</b>	Placing pupils in classes according to their ability
<b>TA</b>	Teaching assistant
<b>TDA</b>	Teacher Development agency
<b>VA</b>	Voluntary Aided. School maintained by the LA except for some particular aspects, such as paying 15% towards some building costs. Usually a denominational school in which the governors have particular religious rights and also responsibilities
<b>Value Added</b>	When pupils are enabled to achieve above their assessed performance levels; the additional benefits accruing from, eg a school's ethos or extra-curricular activities
<b>VC</b>	Voluntary Controlled. A denominational school wholly maintained by the LA but with certain residual rights regarding religious worship
<b>VLE</b>	Virtual Learning Environment
<b>WHISPER</b>	Welwyn Hatfield Interfaith Schools Peace Education Resources