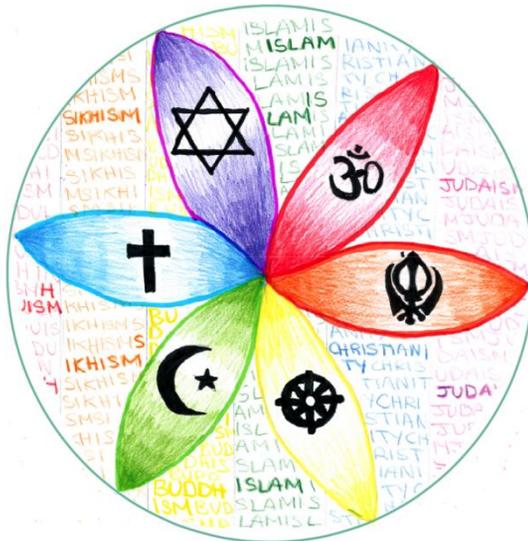




# The Annual Report of the Hertfordshire Standing Advisory Council on Religious Education (SACRE) 2014/2015



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 2014/15

## 1. Chair's Introduction

The aim of this report is to update readers about the work of the members of the Standing Advisory Council on Religious Education (SACRE). Our function is to advise the Local Authority (LA) on matters relating to collective worship in community schools and on Religious Education (RE) given in accordance with the Hertfordshire Agreed Syllabus 2012-2017. I am pleased to present to you this, the twenty-fourth, annual report of the Hertfordshire SACRE.

The period 2014-2015 marks a changing national landscape and the Hertfordshire SACRE have kept abreast of a shift in thinking about collective worship and the aims of RE. In the aftermath of the so-called 'Trojan Horse' allegations regarding some Birmingham schools, SACREs responded to the increased focus on the government's PREVENT strategy. The Hertfordshire SACRE considered how this impacts on teaching staff and children in our local community.

January 2015 saw Lord Nash, Parliamentary Under Secretary of State for Schools, write to SACREs reinforcing the important role they have in supporting the on going development of high quality, meaningful and appropriate RE in the schools in their areas. The letter reminded SACREs of their statutory duties and thanked members for their dedication in serving the pupils in their areas. The Hertfordshire SACRE welcomed Lord Nash's correspondence and felt reassured that the importance the SACRE gives to its work, and the nature of the support it offers to schools, is in line with Lord Nash's expectations. Events on the global stage have continued to bring attention to religion and its related conflicts and education is being charged with helping to prevent radicalisation and extremism. RE has a major role to play in this process. The SACRE endeavours to see Religious Education in its widest sense and to explore how it contributes to broader curriculum aims like Spiritual, Moral, Social and Cultural development, Global Citizenship, British Values and the prevention of radicalisation.

In the light of the broader aims for Religious Education the Hertfordshire SACRE sought new funding streams to fund work undertaken in addition to core-funded work and were grateful to the LA and local Councillors for the financial support for some of these initiatives. Projects included the Ambassadors of Faith and Belief, the promotion and subsidy for the Religious Education Quality Mark and the marking the 70<sup>th</sup> anniversary of the liberation of Auschwitz, HMD Holocaust education work and commemoration event. Details of these initiatives in our school communities are outlined later in this report.

Over the course of the year we have bid farewell to some existing SACRE members and welcomed new members (**Appendix 2**). Our members are volunteers and we value their dedication to the SACRE Council. We hope that members will continue to work harmoniously together over the coming twelve months, so that we can fulfil our statutory duties to the very best of our abilities. In June 2015 our Joint Servicing Officer from Herts for Learning, David Kilgallon moved on from his role and I ended my term as chair of the Hertfordshire SACRE. My own abiding memory of my term as chair will be about not just the 'harmony' I refer to above, but about the energies and dynamism and total commitment. In officers, SACRE members, (and one assumes in members' appointing bodies), there have been no half measures. Everyone values the product of the work of Hertfordshire SACRE and that, in public committee work, is never to be taken for granted.

The following offers an insight into the working of the Hertfordshire SACRE during the academic year 2014/15 and I am pleased to commend this report to you.



Councillor Peter Ruffles MBE (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 2014-2015 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 particular 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 of the pupils in a particular school. Each SACRE must publish an annual report on its work. This should:

- specify any matters on which it has advised the LA
- broadly describe the nature of the advice
- set out its reasons for offering advice on any matters which were not referred to in the first place by the LA.

### 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:

- specify any matters in respect of which the Council has given advice to the Authority;
- broadly describe the nature of the advice given; and
- 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 2014 to July 2015.

The Hertfordshire SACRE met three times during the year and considered a diverse range of topics.

### **3. Standards and quality of provision in RE**

In 2014-2015 the Hertfordshire SACRE made the decision to move to a biennial issuing of the online survey to monitor responses from schools to a Religious Education self-evaluation questionnaire. This information is required by SACRE to fulfil its statutory duty to monitor the quality and provision of RE in community schools and foundation and voluntary schools without a religious character. Members found that limited time and funding prevented adequate feedback and monitoring visits to schools following their self-evaluation. The decision was made to continue to use the survey in 2015-2016 to support and promote pupil entitlement and to review the Agreed Syllabus.

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

The SACRE is provided with examination entries and standards in secondary schools and how these relate to national figures. Public examination statistics were presented to SACRE at the spring term meeting. They were discussed and members noted that Hertfordshire public examination figures had dipped slightly but remain above national averages at GCSE and A level (**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 introduced in 2014 to acknowledge and celebrate outstanding RE. The Hertfordshire SACRE received an REQM presentation from the Head of Religious Education at Watford Grammar School for Girls following their REQM gold award. Hertfordshire SACRE is keen to promote this award across schools and it is part of a subsidy costing offer in our 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.

#### **Gold Award 2014**

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

#### **Gold Award 2015**

Tring School

#### **Silver Award 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 2015**

Panshanger Primary School

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

Some schools are providing inspiring and challenging RE which SACRE is helping to resource. In other contexts where schools have not been prioritising the subject, teachers of RE report the struggle to gain curriculum time, budget and SLT support. SACRE considered local data showing time being spent on RE in schools based on timetabling. Some schools are covering RE during generic learning e.g. PSHE. The information is not differentiated by school type or denomination. Hertfordshire teachers continue to make good use of recommended web-based ideas and resources, including the RE resources on the Hertfordshire Grid for Learning. The non-statutory Hertfordshire primary scheme of work contains links to web-based resources for use from EYFS through to the end of Key Stage 2. Additional scheme of work support is available for Key Stage 3. Local RE network groups such as SARETT draw on expertise in effective schools to support other schools in the locality.

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

SACRE provides guidance on the statutory 'right of withdrawal' of pupils from Religious Education. During the year there was a rise in 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 particularly those who request 'pick and mix RE'. The SACRE alerted the LA to the situation citing the following request to remove a pupil from 'Muslim RE',

Hertfordshire Head teacher writes (September 2014):

*'Furthermore, the police have concerns and have warned us that there is a storm brewing - The parent has been grooming other parents to write to myself as head teacher asking to be withdrawn from RE lessons; and has been posting very strong views re anti Muslim / Islam.'*

SACRE requested additional finance to assist in additional work for intervention and prevention in the light of national concerns. SACRE highlighted the above case where the inherently negative attitudes of one family affect the learning attitudes of others. Additional finances were allocated to the SACRE during this financial year to address this and other issues faced.

### **3e) Formal complaints concerning RE**

In February 2015 SACRE received and read out an email from a parent regarding the use of PBUH (peace be upon him) following the writing of the name of any of the Muslim prophets in particular the prophet Muhammad. The concern is that in some settings it is being encouraged for all pupils to write pbuh, not just Muslim pupils for whom it would be custom. Current SACRE guidance in the primary RE SoW suggested this practice. The guidance was revised and circulated to schools.

## **4. Agreed syllabus**

The Hertfordshire Agreed Syllabus for Religious Education 2012-2017 provides statutory requirements for planning, teaching and assessment procedures. Updates regarding learning without levels were issued to all schools and guidance recommended that the levels in the Agreed Syllabus would remain statutory until their review in 2017. 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 and training days.

### **The Review process**

The syllabus is due for review in 2017. An outline of the review process has been considered by members. The SACRE retain £3000 per year from the annual SACRE budget, this aims to ensure that the agreed syllabus review and implementation will have £15,000.

### **The quality of the Agreed Syllabus**

SACRE is content that the current agreed syllabus provides a clear framework for expectations of learning in RE. It recognises the need to address changes in the delivery of assessment. It makes clear the value of RE in school both in terms of learning and wider issues. The high regard for our Agreed Syllabus and supporting scheme of work has resulted in numerous requests nationally to use both of these documents. In 2015 a teacher from Rolls Crescent primary school in Manchester explains the value of the resources, to radio 4,

[BBC Radio 4 - Sunday, The Future of religious education, Sunday Programme Special](#) (3.51)

"At the moment we're taking a lot of our lessons from the Hertfordshire scheme of work which is very relevant for us and gives a really good cross curricular approach to RE... we use the different resources to put together our own scheme of work."

The Agreed Syllabus review will ensure that any revision required is considered in the light of national curriculum changes and reviews such as the RE subject review from the REC, October 2013.

### **Implementing the Agreed Syllabus**

Clear arrangements are in place for training teachers on implementing the syllabus. The SACRE provides additional guidance and extended training on using the agreed syllabus over the life of the agreed syllabus. Guidance includes the provision of model schemes of work from EYFS - KS3. In 2014-2015 a review was undertaken and implemented for Key Stage 3 as a result of concerns over out dated resources.

## **5. Collective Worship**

Members undertook visits to two schools in order to review determination orders. A collective worship model policy and guidance was published to assist schools in this work. A number of members took part in collective worship monitoring, planning scrutiny and monitoring feedback.

In 2014-2015 advice and training has been provided in support of pupil entitlement, highlighting the role of collective worship in supporting government strategies such as PREVENT and the British Values agenda.

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

Monitoring feedback regarding compliance was provided to schools in 2013-2014. A decision was undertaken in 2014-2015 to move to a biennial issue of the online survey to monitor responses from schools to a collective worship self-evaluation questionnaire. Training for collective worship and SMSC development has been provided for primary schools.

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

The Hertfordshire SACRE is responsible for the ongoing monitoring and support of collective worship in Hertfordshire schools. The 'survey monkey' self-evaluation questionnaire was not issued in this year. The monitoring and further support of self-evaluating schools is limited by time and budget constraints.

The '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.

In 2015 SACRE members reviewed two determination orders. Chater Infants' School and Chater Junior School. In both Watford based schools the majority of pupils are Muslim.

Following member's visits, reports and discussion on the aim of collective worship and the determination applications, a vote was taken for each school and both determination orders were approved. Both schools were informed of the outcome and issued with a certificate noting that their determination is in place until 2020.

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

There have been no official complaints concerning collective worship in 2014/15.

## **6. Management of SACRE**

Hertfordshire County Council (HCC) commissioned Herts for Learning (HfL) to deliver the statutory contract for SACRE. The Head of Achievement, Secondary, SSE at HfL provides a link with the Local Authority as a Servicing Officer. In addition, an independent RE Adviser ensures that SACRE developments take place when required. County Councillors are pleased to join the Hertfordshire SACRE and to chair the group. The regular formation of sub committees, SACRE self-evaluation and development planning, all form part of an annual cycle for the Hertfordshire SACRE. As the process highlights issues, they are followed up and inform future priorities for development. This year has seen further communication between SACRE and the LA regarding finances.

### **6a SACRE meetings**

There were three full SACRE meetings in the academic year 2014/15

Thursday 23 October 2014 - County Hall, Hertford.

Thursday 12<sup>th</sup> February 2015 - Watford Grammar School for Girls, Watford

Thursday 25<sup>th</sup> June 2015 - St Francis of Assisi Church, Welwyn Garden City

Meetings are well attended. The following key matters were discussed.

- Improved SACRE communications, press, SACRE logo and marketing
- Public examinations results
- Data analysis
- SACRE Development plan 2013-14
- SACRE self evaluation
- SACRE financial subcommittee meetings
- SACRE Development plan 2014-15
- British Humanist Conference
- SACRE finance updates
- Faith community grants were awarded to religious communities actively involved with Hertfordshire community schools. £10,000 was allocated and distributed
- Survey monkey monitoring re structure
- Reorganisation of SACRE meetings
- Response from NASACRE post Charlie Hebdo
- Complaint regarding the use of PBUH
- The Hertfordshire SACRE Holocaust Memorial Day event on 29th January 2015
- Presentations regarding Ambassadors of Faith and Belief (AFaB) creating a local scheme
- REC recommendations from the RE review
- NASACRE conferences and AGM
- Assessment update
- Determination orders visit reports
- Collective Worship policy review and guidance discussion
- Annual Report review 2013 – 2014
- Future requirements for the Agreed Syllabus Conference
- The Religious Education Quality Mark was celebrated and promoted
- Updates were received and discussions took place related to several national conferences, meetings and papers

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

The number of representatives from faith groups in Committee A continued to be adjusted to reflect the 2011 census data. **(Appendix 2)**

The census and membership subcommittee recommended the inclusion of an additional member in Group A to represent the Free Churches and two new co-opted members, one to represent the Hindu

community and one the Muslim community. We said goodbye to secondary Head teacher Andrew Pickering (Group C) and welcomed Liz Ellis in his place. We welcomed Salvation Army representative Jackie Roberts (Group A) and co-opted Mariam Merali as an additional Muslim representative. Induction training was provided for new members in June 2015.

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

As a result of undertaking a self-evaluation a development plan has been reviewed and a new plan constructed. This is linked to the local authority plan and budget requirements. The requirements have been discussed with the local authority.

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

Two servicing officers, an independent RE Adviser and an LA officer supports the Hertfordshire SACRE. The clerking of meetings is provided by Herts for Learning, administrative support is from a named person who is the central point of contact. In 2014-2015 Herts for Learning received a budget of **£32,604** for SACRE. SACRE members were informed that HCC funding would now be provided to cover the statutory duties/functions only. In 2013-2014 SLA money was also being used for non-statutory work. Additional work such as the HMD commemoration event, AFaB and the REQM needs to be paid for by generated income. SACRE convened a finance working party to consider which activities they would like to prioritise to fund.

**£10,000** of the annual budget is earmarked for faith communities grant funding.

**£3,000** per annum is reserved for the writing and publication of Hertfordshire's Locally Agreed Syllabus of Religious Education (a five yearly cycle).

**£19,604** covers the annual on-going work of the two servicing officers, clerking, full and subcommittee meetings for 30 members and supply cover for teachers attending meetings.

Two additional payments of £5,000 were made to supplement additional work this year. In addition, a supplementary budget of £2,000 and the locality budgets from three County Councillors ensured the viability of the on going school's Holocaust Education work and annual HMD event.

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

A senior LA representative 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, Lisa Kassapian 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.

**Links with other bodies** The Hertfordshire SACRE continues to value the professional association with the National Association of SACREs (NASACRE). The SACRE RE Adviser represented Hertfordshire SACRE at the joint NASACRE and AREIAC conference, The Trojan Horse Aftermath – implications and opportunities on 27<sup>th</sup> November 2014 and at the NASACRE AGM on 21<sup>st</sup> May 2015, both in Birmingham.

The Rt Hon Charles Clarke, former Secretary of State for Education was the keynote speaker at the AGM, the future of religion in schools was the main subject of his address. Other speakers at the AGM included Professor Denise Cush of the University of Bath Spa and Mary Myatt, Senior Ofsted Inspector and RE Adviser. Hertfordshire SACRE considered the content of the papers and presentations from the AGM.

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

Hertfordshire continues to offer a comprehensive schools training course programme. In 2014 -2015 the following CPD was offered in response to local and national priorities: -

Leading RE for the first time

Enhancing spiritual, moral, social and cultural (SMSC)  
Developing primary pupils' understanding of Britain and Britishness through the perspectives of history, geography and religious education  
Building enquiring skills in primary humanities  
Help! - I'm teaching RE (cancelled due to low uptake)  
Free RE - creative ideas for tired teachers  
Active and engaging RE  
Active and engaging strategies for teaching primary RE NQTs (cancelled due to low uptake)  
Whose values? RE, collective worship and SMSC

## **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 commemoration involves a wide range of Hertfordshire schools and multi-ethnic local community, supporting education about the Holocaust, other contemporary genocides and the nature of prejudice and intolerance. SACRE meetings are regularly held in different places of religious importance.

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

The SACRE is representative of all the main religious groupings in Hertfordshire (**Appendix 2**). In 2014/15 SACRE invited additional Hindu and Muslim representatives for co-option, in 2015 a Shia Muslim representative was co-opted.

### **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 2014/15 the summer term meeting was held at St Francis of Assisi Church, Welwyn Garden City. At the beginning of such meetings there is always an informative guided tour. In 2014/15 a grant of £10,000 was distributed amongst those faith communities who work with Hertfordshire pupils. The SACRE monitored work by all faith communities in receipt of funding and a working party wrote and circulated a new document, 'Guidance and Protocols on Faith Visits and Visitors' to support all faith groups and visiting schools in this work.

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

SACRE members promoted 'Ambassadors of Faith and Belief' scheme from Redbridge and welcomed members to schools in St Albans for a successful trial of the scheme. Funding was committed to develop the AFaB project across Hertfordshire, starting from September 2014.

## **Holocaust Memorial Day Commemoration 2015**

The annual Hertfordshire SACRE Holocaust Memorial Day Commemoration 2015 took place at St Joan of Arc Catholic School in Rickmansworth on 29<sup>th</sup> January. A candle created by a world-renowned artist was lit at the start of the 2015 commemoration. This was part of a national initiative that saw 70 specially designed candles at Holocaust Memorial Day events across the UK, marking the 70<sup>th</sup> anniversary of the liberation of Auschwitz-Birkenau on 27 January 1945. The Hertfordshire SACRE were chosen from hundreds of applications sent to the Holocaust Memorial Day Trust, the government's appointed charity responsible for marking Holocaust Memorial Day in the UK. The trust's '**70 Candles for 70 Years**' project asked selected

commemorations to light an extra candle. Hertfordshire SACRE were honoured to receive the recognition for their on-going work and positive contribution to Holocaust education, memory and community cohesion. The candle remains on display at the Holocaust Survivors Centre in Hendon and will continue to be used annually at future Hertfordshire SACRE HMD events.

In 2015 the SACRE provision of free CPD and resources for schools in preparation for the event resulted in Holocaust education being a higher profile area of learning for some schools. This included lesson and assembly time given in schools for curriculum focus and pupil presentations. Twelve schools made up of upper primary, middle and secondary pupils from Hertfordshire took part in the event using a variety of drama, film, music, art, dance, readings and poetry and a testimony from the local Holocaust survivor, guest speaker, Nelly Ben-Or Clynes. SACRE certificates of participation in the event were sent to all primary school pupils.

In addition, student's artwork was exhibited and guest artist Cindy Lass attended, her image 'Anne had no time to Blossom' providing a symbol of hope throughout the event was subsequently presented by the artist to the host school in order to 'Keep the memory alive'. The 500 strong cross-cultural audience reflected on the hope we encompass when we pass on the memories of the lost men, women and children of genocide to ensure that the lessons of the past are not forgotten.



Peter Sweeney head teacher at St Joan of Arc Catholic School says 'It was a privilege to host the event'

SACRE representatives wrote to and visited Dame Helen Hyde, head teacher at Watford Grammar School for Girls, to ensure that the two largest HMD events in Hertfordshire, despite taking place on the same date, offered a distinctly different perspective.

### **Faith Communities in Hertfordshire**

The Local Authority continues to provide faith communities grant funding to support the following work with Hertfordshire pupils in state schools:

1. The faith community must make available its services or place of worship for school visits during school term time
2. The faith community should provide speakers/guides who are knowledgeable about their faith, 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 faith community will be determined in the main by the usage made of the service by Hertfordshire schools
4. The faith community 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. The fund is not designed to support salaries but rather to devise new initiatives and support existing ones.

SACRE undertakes monitoring and provides feedback to support the services provided, 'Guidance and Protocols on Faith Visits and Visitors' shared during monitoring visits with all organisations in receipt of funding. All schools received links to the publication via the Schools Bulletin.

In 2014-2015 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 Albans Cathedral Education Centre, St Albans RE Teachers Together (SARETT), St Benedict's Church, St Francis of Assisi Church

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

# HERTFORDSHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

## CONSTITUTION

(Revision 05/13)

### 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**

4.1. 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. The Education Act 1996 requires a SACRE to send a copy of any advice on RE to any grant maintained school within its area which is required to use an agreed syllabus of RE.

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 dates of these meetings will be decided at the summer meeting.

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.

## **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 annually 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**

**2013**

## Appendix 2: SACRE Membership 2014-15

<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> Gill Williamson	<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 - Chair	<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	<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 - Reformed</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 Deputy Headteacher</b> Liz Ellis Simon Balle School	<b>County Councillor (Lab)</b> Cllr Dreda Gordon	
<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>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 2014-2015

Group	Member	23.10.14	12.02.15	25.06.15
Group A	Krishnavesha Dasi	Absent	Present	Present
Group A	Kavaljit Kaur Dev	Present	Absent	Present
Group A	Reverend J Fellows	Present	Present	Present
Group A	Mr S Haq	Present	Absent	Present
Group A	Ms A Little	Absent	Absent	Present
Group A	Rabbi M Salasnik	Present	Absent	Present
Group A	Mrs M Steed	Present	Present	Present
Group A	Mrs G Williamson	Present	Present	Absent
Group A	Maggie Wright	Present	Present	Present
Group A	Jackie Roberts	Present	Present	Present
Group B	Mrs J Chipperton	Absent	Present	Absent
Group B	Mr A Wellbeloved	Absent	Present	Absent
Group B	Shirley Whales	Present	Present	Present
Group C	Mrs C.A Chandler	Present	Present	Present
Group C	Mrs J Lyal	Present (as coopted)	Present	Present
Group C	Mrs A Mackintosh	Present	Present	Present
Group C	Ms J Monahan	Absent	Present	Present
Group C	Mrs E Ellis	Present	Present	Present
Group C	Mr G Rowlands	Absent	Absent	Present
Group C	Emma Fenn	Present	Present	Present
Group D	Councillor J Barfoot	Present	Present	Present
Group D	Councillor D Gordon	Present	Absent	Present
Group D	Councillor A Plancey	Present	Absent	Absent
Group D	Councillor P Ruffles	Absent	Present	Present
Group D	Councillor A Stevenson	Present	Absent	Present
Group D	Councillor M Watkin	Present	Absent	Absent
Coopted	Mr M Shaw	Present	Present	Present
Coopted	Mrs S Spear	Present	Present	Erica Leith
Coopted	Mrs E Olmer	Present	Present	Present
Coopted	Mr Pete Bennett	Present	Present	Present
Coopted	Mariam Merali		Present	Absent
Servicing Officer	Mr D Kilgallon	Present	Present	Present
Servicing Officer	Mrs L 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 2015:***

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

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

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

## GCSE Short Course Results 2014 - 2015

In the light of changes nationally, the information we receive on qualifications comes from the Department for Education's secondary school performance tables. Under new rules introduced in 2014, qualifications which were smaller in size / value than a GCSE were no longer included in performance tables measures. As short courses are half the size of a full GCSE they are no longer counted. So we no longer receive information on GCSE short courses in our data feeds. This does not necessarily mean schools are not offering these qualifications but just they are not included in official school figures and therefore we do not have access to this data.

Nationally there was a continued decrease in entries at the Short Course from 123,393 to 91,476 which reflects the fact that Short course GCSE is no longer counted.

	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 5: 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 a 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>ESL</b>	English as a second language
<b>EYFS</b>	Early years foundation stage
<b>Foundation Special schools</b>	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>	General Certificate of Secondary Education
<b>Group Work</b>	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 SACREs
<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>	Planning preparation and assessment
<b>Programme of Study (PoS)</b>	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 targets
<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, e.g. 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