



Hertfordshire  
**SACRE**  
Enhancing collective worship and RE



## The Annual Report of the Hertfordshire Standing Advisory Council on Religious Education (SACRE) 2024-25

**Engaging with diversity: an exploration of religion and worldviews**



**The Hertfordshire Agreed Syllabus of Religious Education  
2023-28**

**Exploring Religion and Worldviews:  
non-statutory guidance supporting  
the Hertfordshire Agreed Syllabus of Religious  
Education in Primary schools  
2023-2028**



Hertfordshire SACRE is a member of the National Association of SACREs



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# 1. Introduction



## 1.1 Welcome from the Chair Councillor Mark Watkin

It is both a privilege and a pleasure to serve as Chair of Hertfordshire SACRE and to work with such a dedicated and passionate group of colleagues. I am delighted to introduce this report, which highlights SACRE's work during the 2024/25 academic year and provides insight into the evolving landscape of Religious Education across Hertfordshire.

SACRE is committed to its partnership with the Local Authority, community schools, academies, and Multi-Academy Trusts, striving to ensure that young people in Hertfordshire are equipped to flourish in modern Britain and contribute as thoughtful, responsible global citizens.

I would like to express my gratitude to RE Subject Leads and teachers for their commitment to delivering Religious Education across the county. Encouraging pupils to reflect on their own beliefs and values, while fostering respect for the diverse faiths and worldviews of others, is demanding work—particularly in today's climate of tension, misinformation, and division. Your dedication is both inspiring and essential.

This year, SACRE convened formally on three occasions. We are grateful to Tring Secondary School and Yewtree Primary School for hosting us in the spring and summer terms. Hearing directly from schools at these meetings provides members with invaluable insights on how RE and collective worship are being delivered in practice.

SACRE has an excellent Strategy Group which has continued to steer our direction and ensure regular representation from all groups.

I extend my sincere thanks to every SACRE member—whether nominated by the Church of England, other faith communities, the teaching profession, as co-opted members, or as County Councillors—for the energy and commitment they have brought to our work this year. I would also like to acknowledge Hertfordshire County Council for its ongoing financial support, which enables us to fulfil our responsibilities.

Our affiliation with NASACRE has continued to strengthen our work, and it was a pleasure to attend the national conference earlier this year to share key insights with our members.

We also say farewell to several members who stepped down this year: Councillors Caroline Clapper, Fiona Guest, Asif Khan, and Mark Mills-Bishop, as well as co-opted member Margaret Eames Petersen. I thank them all sincerely for their valuable contributions.

Finally, I wish to pay special tribute to Bill Moore, who retired as Hertfordshire SACRE's RE Specialist at the close of this academic year. Since joining in 2019, Bill has brought exceptional knowledge, passion, leadership and good humour to our work. I want to particularly thank him for his pivotal role in the review of the Locally Agreed Syllabus. His expertise has enriched Religious Education across the county and made a lasting impact on the Spiritual, Moral, Social, and Cultural (SMSC) development of Hertfordshire pupils. His active engagement with NASACRE has ensured that Hertfordshire has remained well-informed and connected to national developments in RE. Bill's contribution has been truly invaluable, and he will be greatly missed. We extend to him our heartfelt thanks and every good wish for the future.

## 1.2 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:

**Group A** Christian denominations and other religions and religious denominations

**Group B** The Church of England

**Group C** Teachers' Associations

**Group D** 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 2024-25 can be found in Appendix 1.** SACRE meetings are open to the public and Hertfordshire SACRE usually meets three times a year in County Hall, a school and a place of worship/community centre.

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. In Hertfordshire, SACRE also works closely with HfL Education and many Academies and Free Schools to try to ensure that all children and young people in the County receive high quality RE and schools provide appropriate acts of collective worship.

SACRE has two functions; it can require the LA to review its current Agreed Syllabus and it may determine, on application by a 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.

## 1.3 Purpose of the Report

The Education Act 1996, Section 391 (6) and (7) requires that each year the Standing Advisory Council on 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 2024 to August 2025. The full Hertfordshire SACRE met three times during the year and considered a diverse range of topics.

## 1.4 Hertfordshire Context

**Table A: Types of schools in Hertfordshire 2024-25 using the Autumn Census data**

Year	2024/25		
Type of school	Academy and free schools	LA Maintained schools	Grand Total
State-funded ESC school	3	5	8
State-funded nursery		14	14
State-funded primary	99	302	401
State-funded All Through	2	0	2
State-funded secondary	69	10	79
State-funded special school	7	19	26
<b>Grand Total</b>	<b>180</b>	<b>350</b>	<b>530</b>

SACRE encourages Academies and Free Schools to use the Hertfordshire Agreed Syllabus to plan their RE curriculum.

*Note: a glossary of educational terms can be found in Appendix 3*

SACRE has no responsibility in relation to the independent sector, but there is the opportunity for collaboration, and one or two independent schools take notice of the Agreed Syllabus.

**Table B: Faith and belief demographics (Census 2021)**

Religion	Herts	England & Wales (UK)
Buddhist	0.5%	0.5%
Christian	46.5%	46.2%
Hindu	3.0%	1.7%
Jewish	2.2%	0.5%
Muslim	4.0%	6.5%
No answer	6.1%	6.0%
No religion	36.6%	37.2%
Other	0.5%	0.9%
Sikh	0.7%	0.6%

## 1.5 SACRE meetings

SACRE's work over the period September 2024 to Aug 2025 was driven by both local and national issues, although monitoring of and support for the Locally Agreed Syllabus were significant aspects of its work, along with a focus on collective worship.

### 1.5.1 We held three SACRE meetings in the period Sept 2024 to Aug 2025

#### 17<sup>th</sup> Oct 2024: at Robertson House, Stevenage

- Collective worship – introducing work to develop our support to schools on collective worship
- Monitoring Primary school websites
- Primary questionnaire to monitor implementation of the agreed syllabus and the provision of RE in primary schools. To be completed by Christmas.
- Development of support materials by the Herts Agreed Syllabus 8 Key Areas.

SACRE also discussed the workplan and the draft Annual Report 2023-24 and was updated regarding Inter Faith Week, Holocaust Memorial Day, RE Hubs, NASACRE webinars and their website. The SMSC toolkit on the Herts Grid for Learning was highlighted as a support to schools for developing

Spiritual, Moral, Social and Cultural Development across the whole school. It was agreed that the Adviser would present at both the Governor Conference in November and the Headteacher Briefings in March 2025.

### **12<sup>th</sup> March 2025 at Tring School**

Tring School presented the work they do for RE and collective worship, which was helpful to inform SACRE of the work schools do in these areas. Tring School has a strong PRS (Philosophy and Religious Studies) Department with four subject specialists and excellent support from the Senior Leadership Team. All students follow a RS GCSE course in Key Stage 4 and there is a strong A Level up-take. SACRE will take from this, ways of supporting other schools and will **advise the LA that good RE is achievable when school leadership makes it a priority.**

- SACRE agreed the final draft of the Annual Report for 2024 and that it will have to be published without the exam data as none was yet available.
- The results of the primary questionnaire were discussed and points raised:
  - The need for training for new and less experienced RE leads in primary school
  - Greater support for what to teach in the Agreed Syllabus
  - Schools need clear guidance about the use of commercially produced schemes of work in developing their curriculum and classroom resources
  - SACRE noted that some of the concerns were already covered on the Grid for Learning and that the issue of training and support materials were in hand.
- Final arrangements for the website monitoring were shared with a template for members to use
- The first draft of the 8 Key Areas support was accepted and some suggestions made to improve it
- Developments with the collaboration with Bucks SACRE were discussed, looking at how different religions and worldviews can support schools in enhancing a more multi-faith and multi-secular sharing of values and virtues that align with the schools' own values
- Up-dated support materials and guidance for schools on collective worship are being developed by the Herts for Learning Officer

SACRE was updated regarding NASACRE Conference 2025 in Stratford Town Hall, the development of NASACRE as a CIO (Charitable Incorporated Organisation) and the publication of the Oak Academy RE materials. Schools will need guidance on these from September 2025.

### **19<sup>h</sup> June 2025 at Yewtree Primary School, Hemel Hempstead**

Yewtree Primary School gave an inspirational presentation about their RE and collective worship. The school follows the Herts Agreed Syllabus in particular the 8 Key Areas. Their collective worship is well thought through and should be used as an exemplar for other schools. Below is an outline of their approach:

- Our collective worship aims to develop pupils spiritually, morally, socially and culturally, promoting our values and ethos.
- We are in the process of designing assembly curriculums to ensure an educational approach
- Composer of the week – music to enter and leave assembly (planned in advance and displayed)
- Three whole school assemblies a week – Monday, Wednesday, Friday
- Tuesday and Thursday are in Key Stages.
- We include a moment of reflection in every assembly.

Both RE and collective worship contribute significantly to the school's promotion of SMSC.

- SACRE welcomed new County Council members onto Group D.
- SACRE agreed a code of conduct, based on the NASACRE model. This will inform the way in which members relate to each other and to the work of SACRE (**See Appendix 5**).
- The summary of results of the Primary questionnaire was discussed. The results will inform

- developments and be taken forward by the SACRE Strategy Group
- SACRE agreed that a letter be sent to the Secretary of State for Education expressing concern at the lack of training for and new RE teachers and the shortfall of qualified teachers
  - The importance of policy was discussed. Whilst not statutory, schools will be advised to ensure that they have a policy for both RE and collective worship as these are complex, sensitive and potentially controversial issues. SACRE agreed to update policies on the Grid for Learning and promote their use with school leaders
  - SACRE agreed to the final draft of the 8 Key Areas support document and that it should be published on the Grid for Learning. As it is an electronic document it can be amended and added to regularly
  - The guidance for collective worship was discussed and will be uploaded to the Grid for Learning by September
  - SACRE discussed a recent national conference on Inter Faith Week (IFW) which two people from Herts attended. The week will be held from 9<sup>th</sup> – 16<sup>th</sup> November. SACRE will liaise with the LA and with local Interfaith Groups to support IFW in schools.
  - SACRE was updated on the NASACRE Conference and the link to the event on their website.; RE Hubs is useful to share places of worship for schools and also provides a Kite Mark for local speakers. Members of SACRE were encouraged to put themselves forward

In addition to SACRE meetings, six Strategy Group meetings were held to help drive the work forward.

The adviser led an online induction meeting for new SACRE members on 17<sup>th</sup> July.

## **2.RE in Hertfordshire Schools**

### **2.1 2023-28 Agreed Syllabus**

This was the second year of the five-year cycle for the syllabus. Feedback from the network groups, from school visits/training by the adviser and from the Primary Questionnaire indicate that overall, it is well received, and schools are using it to plan an enquiry and Worldviews approach to RE.

### **2.2 Training and Support**

The adviser provided a half day training for new Primary RE leaders on 3<sup>rd</sup> June.

The adviser supported three school RE leads in co-ordinating the SARETT (St Albans RE Teachers Together) Network, which met twice each term, once face-to-face and once online.

SACRE members contributed to a resource to support teachers on each faith/belief, linking to the 8 Key Areas within the Agreed Syllabus

### **2.3 Public examinations**

Examination data for 2024 shows that fewer than one in three students are entered for GCSE at KS 4 and that there is a gradual decrease over the last three years. Whilst this is reflected nationally, a lower proportion of students is entered than across the country. This raises the question of what RE other students are provided. RE remains statutory for all registered pupils. Overall, students from Hertfordshire schools entered for RS examinations in 2024 performed slightly better than students nationally at GCSE.

KS data for 2024 reveals more entries for A Level RS in Herts than the national situation and are broadly in line with national standards.

SACRE recognises that there is a serious shortage of specialist RE teachers, and this will impact on schools' ability to teach examination courses, which in turn will affect the availability of suitably

qualified teachers in the future. SACRE calls upon the Local Authority and the DfE to address this situation by closer scrutiny of school provision and encouraging more students to study relevant University courses and increasing the bursary for trainee teachers of RE.

**SACRE encourages the LA and national Government to prioritise teacher recruitment for RE.**

## Public examination verified data 2025 Religious Studies – GCSE (Grades 9 to 1) Full

GCSE	2023						2024						2025					
	KS4 Total <sup>1</sup>	Total entries <sup>2</sup>	% entered	%9-7 <sup>3</sup>	%9-4 <sup>4</sup>	%9-1 <sup>5</sup>	KS4 Total	Total entries	% entered	%9-7	%9-4	%9-1	KS4 Total	Total entries	% entered	%9-7	%9-4	%9-1
<b>National</b>	605660	210320	35%	29%	71%	98%	627930	210770	34%	29%	71%	97%	624180	204870	33%	29%	71%	97%
<b>All Herts</b>	14396	4514	31%	32%	77%	99%	14976	4545	30%	31%	75%	98%	14861	4333	29%	33%	79%	90%
<b>Academies</b>	12279	3811	31%	34%	78%	99%	12779	3775	29%	33%	77%	99%	12635	3568	28%	34%	77%	98%
<b>Free Schools</b>	341	46	13%	28%	83%	100%	292	43	15%	30%	79%	98%	297	47	16%	36%	87%	100%
<b>HCC</b>	1780	652	40%	24%	70%	98%	1910	727	40%	23%	64%	95%	1930	717	37%	25%	70%	97%

<sup>1</sup> Total number of KS4 on Roll

<sup>2</sup> Total number of KS4 students entered for RS GCSE

<sup>3</sup> RS Entries % of Grades 9-7

<sup>4</sup> RS Entries % of Grades 9-4

<sup>5</sup> RS Entries % of Grades 9-1

## KS5 2025 - Religious Studies (A-level) Grade Summary

A Level	2023						2024						2025					
	KS5 Total (A level) <sup>6</sup>	Total entries <sup>7</sup>	% o Entered <sup>8</sup>	% Grades A*-A	% Grades A*-C	% Grades A*-E	KS5 Total (A level)	Total entries	% Entered	% Grades A*-A	% Grades A*-C	% Grades A*-E	KS5 Total (A level)	Total entries	% Entered	% Grades A*-A	% Grades A*-C	% Grades A*-E
<b>National</b>	255992	12060	4.7	20.9	75.6	97.2	262421	11963	4.6	21.4	74.8	97.3	261447	11834	4.5	21.6	78.3	97.8
<b>All Herts</b>	7557	418	5.5	24.9	81.6	98.8	7865	453	5.8	19.2	77.9	98.2	8012	460	5.7	27.2	84.8	98.3
<b>Academies</b>	6607	378	5.7	24.6	80.7	98.7	6899	402	5.8	19.9	77.1	98	7032	398	5.7	27.9	85.2	98.2
<b>Free Schools</b>	94	0	0	NE	NE	NE	209	0	0	NE	NE	NE	236	9	3.8	0.0	33.3	100.0
<b>Maintained</b>	856	40	4.7	27.5	90	100	757	51	6.7	13.7	84.3	100	744	53	7.1	26.4	90.6	98.1

<sup>6</sup> Total number of KS5 on Roll (A-Level Students)

<sup>7</sup> RS (A-level) Number of Entries

<sup>8</sup> RS (A-level) Number of Entries

## **2.4 Attainment in RE not covered by public examination**

It is difficult to establish how strong attainment and achievement (progression) are in non-examination RE from KS1 – 4. Following the questionnaire, we undertook in 2022-23 with secondary schools, which indicated that schools are on the whole delivering RE based on the syllabus and in line with the aims stated, we undertook a Primary survey during the academic year 24/25. Out of the 81 responses received, 75 of the schools use the Hertfordshire Agreed Syllabus. Of those that responded 'no' to using the Agreed Syllabus, some schools had chosen to use the Suffolk Agreed Syllabus instead or had adapted the Hertfordshire Agreed Syllabus to meet their needs or were using bought schemes of work.

Please see section 25.2 below for further information about the survey.

## **2.5 The quality of RE provision in schools**

### **2.5.1 Monitoring responsibilities**

As part of its monitoring responsibilities, Hertfordshire SACRE members surveyed a selection of Primary School websites for details of their RE and Collective Worship provision (21 in total).

There were excellent examples of strong RE provision, setting clear and coherent RE policies with supporting evidence of classroom activities, including first-hand experiences, outside visits, and visitors to the school.

These practices highlighted efforts to create inclusive and engaging RE environments. In some cases, there was reference to how RE and collective worship contributed to whole school aims and how they support diversity, inclusivity, mutual understanding and respect, Fundamental British values and SMSC.

In some cases, policies relating to RE and Collective Worship needed updating or were missing. Some needed to provide clarity on adherence to the appropriate syllabus (Hertfordshire Agreed Syllabus for Community Schools)

Good Examples of RE on school websites should include:

- Details of RE curriculum plans for each year group at least comparable to those for foundation subjects.
- The aims and purpose or intent for RE in the whole school ethos through the curriculum, and RE how RE supports SMSC and British Values.
- A statement of compliance to the Hertfordshire Agreed Syllabus – if a Community/VC School or in the case of an Academy, the syllabus they have chosen to follow.
- A statement (or policy) including the right to withdraw.

The excellent examples found in this survey showed the interest, excitement and value of RE in school. As a 'window on the school', it is worth looking at the website as a way of promoting RE, with clear engaging examples of RE policies at work. We have identified some schools where there seems to be good practice and plan to work with those schools to support RE across the county

### **2.5.2 Primary Questionnaire**

The primary questionnaire was completed by 81 schools. Key themes that emerged for additional support included:

- A written curriculum with specified knowledge and progression for all religions and skills including resources.
- Training/resources on how to support SEND pupils in accessing high quality RE provision

- Subject Knowledge for colleagues - there's a lot for teachers to learn themselves before teaching it on.
- More concrete resources were available to share between schools locally.
- More support with non-religious worldviews
- More effective/agreed agreement on assessing RE
- Links to outdoor learning and RE

## **2.6 Withdrawal from RE**

SACRE provides guidance on the statutory 'right of withdrawal' of pupils from Religious Education. We do not, as yet, monitor this, although our adviser does guide school leaders who are unsure of what their duties are in relation to parental choice.

## **2.7 Complaints concerning RE**

No complaints have been received in the period Sept 2024 to Aug 2025.

# **3. Collective Worship**

## **3.1 Determinations**

There have been no requests for determinations this year

## **3.2 Complaints about collective worship**

There have been no official complaints concerning collective worship in 2022-3.

## **3.3 Training and support**

Updated support materials have been produced for headteachers and governors. These have been made available of the Herts Grid for Learning.

## **3.4 Compliance with the statutory requirement**

Herts and Bucks SACREs have agreed to work collaboratively on this.

# **4. Links with other bodies**

Close links with the Local Authority are ensured by the work and support of the LA officer, Juliet Whitehead, who also links SACRE with Herts for Learning. Stronger links have been made with the Wellbeing team, and their Race Equality adviser has been co-opted onto SACRE, working closely with the adviser to SACRE.

Local teacher networks continued to meet, and the adviser has worked with teachers to ensure that St Albans RE Teachers Together (SARETT) has been meeting twice termly.

SACRE has subscribed again to NASACRE, including the training module. At May's Conference, our adviser was elected to be Chair of the newly formed Charitable Instituted Organisation.

The SACRE adviser and SACRE members provided information on SMSC and collective worship at the Herts Governors Conference on 16th November, at the Headteacher updates also in November and at the Chairs' Strategic Briefing on 7th March. These all provided excellent opportunities to promote the work of SACRE, the importance of RE and collective worship and the development of the Agreed Syllabus.

## 5 Other work of SACRE

SACRE has been a source of regular advice and support to school and subject leaders.

[The SACRE Artefacts Collection](#) (Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism and Holy Books and Prayer) is being very well used by schools and is proving hugely popular, with almost all collections out in schools each half term.

SACRE was absolutely delighted to receive a gift of £840 from the Welwyn and Hatfield Interfaith Group which enabled us to purchase two additional boxes – Judaism and Islam. Please see the photos below showing some of the content. The boxes are a great enhancement to our existing collection and have been loaned to several schools since their purchase. We would like to extend our gratitude to the Welwyn Hatfield Interfaith Group on behalf of both SACRE and Hertfordshire schools.

Valerie Skottowe representing the Welwyn and Hatfield Interfaith Group says:

“It is extremely gratifying to be in a position to assist SACRE in this way in order to support their work towards building up understanding and mutual trust between the young people of all faiths and none in our county”.



The Chair, Vice-Chair and LA Officer met with their counterparts from Buckinghamshire SACRE to discuss potential collaborations and have begun looking at collective worship.

## 6 SACRE's arrangements

SACRE is well supported by the Local Authority. Hertfordshire CC provides a dedicated LA officer who works closely with the Chair and the specialist adviser, as well as a Clerk providing administrative support. The adviser to SACRE works 20 days over the year to provide the support needed for SACRE to fulfil its functions, with additional time for developing the Agreed Syllabus. There is also a small budget for additional projects and expenses. SACRE received good funding for the development of the Agreed Syllabus. SACRE works in close partnership, through the work of the LA Officer, with both the LA and Herts for Learning.

Hertfordshire SACRE has an annual budget (£20,924 for 24/25), which is provided on a Financial

Year basis.

## **Membership**

Membership is strong and we are well represented by a core of experienced and committed individuals. SACRE is a voluntary council, not dissimilar to a school Governing Board, and as such recruitment can be challenging. We are well supported by the Local Authority in recruiting new members.

SACRE members include those from academies. Members of all groups regularly attend and participate in meetings, sharing their experience, expertise and insights. Outreach to academies, MATs and faith schools is ongoing through provision of guidance, training and active involvement of all schools as representatives in national and local RE events. SACRE membership benefits from teachers who are passionate about RE and are skilled writers and trainers. These teachers and school leaders play a key role in representing school needs and priorities, writing the Agreed Syllabus and supporting curriculum documents, ensuring high quality provision for Hertfordshire pupils.

Over the course of the year, we bade farewell and convey our thanks to several people:

Cllr. Caroline Clapper Group D  
Cllr. Fiona Guest Group D  
Cllr. Asif Khan Group D  
Cllr. Mark Mills-Bishop Group D  
Co-opted member Margaret Eames Petersen.

We appointed and welcomed:

Helen Walker Group C  
Cllr. Tina Bhartwas Group D  
Cllr. Paula Hiscocks Group D  
Cllr. Simon Rhodes Group D

Cllrs. Mark Watkin and Christopher Alley were both reappointed following the May 2025 Local Election to Group D.

John Barnibas moved from Co-opted Baha'I to Group A.

## Appendix 1: SACRE membership Academic Year 2024-25

<b>GROUP A Christian denominations and other religions and religious denominations</b>	<b>GROUP B The Church of England</b>	<b>GROUP C Teachers' Associations</b>	<b>GROUP D The Authority</b>	<b>Co-opted Members</b>
Alison Appiah Hinduism	Miss Rachel Griffiths	Primary Headteacher (NAHT) Emma Fenn Feb	County Councillor (Con) Christopher Alley Appointed May 25	Margaret Eames-Peterson (membership ended June 2025)
Pete Bennett Humanism	Ryan Parker	Secondary Teacher (NASUWT) Laura Passmore	County Councillor (Lib Dem) Tina Bhartwas Appointed May 25	Elizabeth Ellis (Secondary expertise)
Brian Bloom Judaism	Mrs Rachel Peddie	Infant teacher (NUT) Helen Venn June	County Councillor (Con) Paula Hiscocks Appointed June 25	Shammi Rahman (HfL Equalities)
Daniel D'cruz Catholicism		Primary Teacher (NEU) Helen Walker	County Councillor (Reform UK) Simon Rhodes Appointed May 25	Reynold Rosenberg (Interfaith Representative)
Mrs Kavaljit Dev Sikhism			County Councillor (Lib Dem) Mark Watkin (Chair) Appointed May 25	Nish Sabur (Special School Representative)
Revd John Fellows (Vice-Chair) Methodism			County Councillor (Con) Fiona Guest (membership ended May 25)	
Randula Haththotuwa Buddhism			County Councillor (Lab) Asif Khan (Membership ended May 25)	
John (Barney) Leith Baha'i			County Councillor (Con) Mark Mills-Bishop (Membership ended May25)	
Wendy Lidgate Free Churches			County Councillor (Con) Caroline Clapper (Membership ended May 25)	

Envoy Jackie Roberts Salvation Army				
Mr Idrees Qureshi Islam				

## SACRE (HFL) Attendance

Y = Attended, N = Apologies Accepted, NA = Apologies not Accepted, NS = No Apologies sent, ? = Attendance Not Marked, Blank = Not Required, CA = Consent for absence, - = Not applicable

Governor	Governor Type	24 Sep 2024	17 Oct 2024	22 Oct 2024	26 Feb 2025	12 Mar 2025	26 Mar 2025	05 Jun 2025	19 Jun 2025	30 Jun 2025
		Strategy group	Sacre	Sacre Strategy Group	Strategy Group	Sacre	Strategy Group	Sacre strategy group	SACRE MEETING	Strategy Group via MS Teams
<b>GROUP A Christian denominations and other religions and religious denominations</b>										
Alison Appiah	Faith Representative		NS			NS			NS	
Pete Bennett	Faith Representative		N			Y			N	
Brian Bloom	Faith Representative		Y			Y			NS	
Daniel D'cruz	Faith Representative		N			N			N	
Mrs Kavaljit Dev	Faith Representative	Y	N	N	Y	N	NS	NS	Y	Y

Revd John Fellows	Faith Representative	Y	Y	Y	Y	Y	Y	N	Y	N
Randula Haththotuwa	Faith Representative		N			N			Y	
Mr John (Barney) Leith	Faith Representative		Y			Y			Y	
Wendy Lidgate	Faith Representative		Y			N			N	
Envoy Jackie Roberts	Faith Representative	Y	Y	Y	Y	Y	Y	NS	N	N
Mr Idrees Qureshi	Faith Representative		Y			NS			NS	
<b>GROUP B The Church of England</b>										
Miss Rachel Griffiths	Church of England Representative		Y			N			N	
Mrs Rachel Peddie	Church of England Representative		Y			Y			N	
Ryan Parker	Church of England Representative		Y			N			Y	
<b>GROUP C Teachers' Associations</b>										
Miss Emma Fenn	Teacher Association Representative		Y			NS			Y	
Laura Passmore	Teacher Association Representative		N			Y			Y	
Helen Venn	Teacher Association Representative		Y			N			Y	
Helen Walker	Teacher Association Representative		Y			N			Y	
<b>GROUP D The Authority</b>										
Cllr Christopher Alley	Authority Representative		NS			NS				
Cllr Tina Bhartwas	Authority Representative								N	
Cllr Caroline Clapper	Authority Representative		NS			NS				
Cllr Fiona Guest	Authority Representative		Y			N				
Cllr Asif Khan	Authority Representative		Y			Y				
Cllr Mark Bevis Mills-Bishop	Authority Representative		Y			N				
Cllr Simon Rhodes	Authority Representative								Y	
Cllr Mark Watkin	Authority Representative	Y	Y	Y	Y	Y	Y	Y	Y	Y

<b>Co-opted Members</b>										
Margaret Eames-Petersen	Co-opted Member		N			NS			N	
Elizabeth Ellis	Co-opted Member	Y	Y	Y	Y	Y	Y	Y	Y	N
Shammi Rahman	Co-opted Member		Y	Y	Y	Y	Y	Y	N	Y
Reynold Rosenberg	Co-opted Member		-			-			Y	
Nish Sabur	Co-opted Member		Y			Y			N	

## Appendix 2: Examination results 2025 by school (GCSE Results)

(NB Every school faces different circumstances and challenges which impact on the results data shown below. The data form the basis for dialogue, not for judgement.)

	School Type	Total Number on Roll	Number of Entries	% pupils entered for RS	%9-7	%9-5	%9-4	% 9-1
<b>NATIONAL (State-funded schools &amp; colleges) *</b>		624180	204870	33%	29%	60%	71%	97%
<b>HERTFORDSHIRE (State-funded schools)</b>		14861	4333	29%	33%	68%	79%	90%
Herts	Academies	12250	3793	31%	34%	67%	77%	98%
Herts	Free Schools	271	0	0%	36%	70%	87%	100%
Herts	HCC	1570	495	32%	25%	59%	70%	97%

School Name	School Type	Total Number on Roll	Number of Entries	% pupils entered for RS	%9-7	%9-5	%9-4	% 9-1
Priory School (The)	HCC	195	11	6%	36%	64%	91%	100%
Hertswood Academy	Academy	223	0	0%	NE	NE	NE	NE
Samuel Ryder Academy	Academy	185	39	21%	56%	90%	90%	100%
Elstree Screen Arts Academy	Academy	101	0	0%	NE	NE	NE	NE
Hemel Hempstead School (The)	Academy	209	13	6%	23%	38%	38%	100%
Richard Hale School	Academy	175	6	3%	33%	50%	67%	100%
Reach Free School (The)	Free School	119	7	6%	43%	57%	100%	100%
Hitchin Boys School	Academy	210	34	16%	50%	88%	97%	100%
Hitchin Girls School	Academy	208	25	12%	56%	84%	84%	100%
Fearnhill School	HCC	105	12	11%	25%	58%	58%	100%
Verulam School	Academy	152	17	11%	29%	88%	88%	100%
Presdales School	Academy	177	19	11%	47%	84%	95%	100%
Stanborough School	Academy	170	0	0%	NE	NE	NE	NE
Knights Templar School (The)	Academy	203	13	6%	31%	69%	85%	85%
Thomas Alleyne Academy (The)	Academy	175	22	13%	18%	50%	64%	86%
Watford UTC (The)	Free School	-	-	-	-	-	-	-

School Name	School Type	Total Number on Roll	Number of Entries	% pupils entered for RS	%9-7	%9-5	%9-4	% 9-1
Haileybury Turnford	Academy	122	15	12%	13%	80%	87%	100%
Robert Barclay Academy	Academy	107	103	96%	20%	48%	56%	93%
Croxley Danes School	Free School	178	40	22%	35%	73%	85%	100%
Barclay Academy	Academy	117	12	10%	25%	67%	75%	100%
Sir John Lawes School	Academy	192	96	50%	42%	78%	89%	99%
Katherine Warrington School	Academy	173	162	94%	31%	62%	67%	93%
Ridgeway Academy	Academy	153	10	7%	40%	60%	70%	100%
Adeyfield Academy (The)	Academy	130	0	0%	NE	NE	NE	NE
Laureate Academy	Academy	138	18	13%	0%	67%	83%	94%
Onslow St Audreys School	Academy	141	0	0%	NE	NE	NE	NE
Grange Academy (The) (Bushey)	Academy	171	19	11%	11%	47%	63%	95%
John Warner School (The)	Academy	197	33	17%	21%	39%	52%	82%
John Warner School (The)	Academy	-	-	-	-	-	-	-
Beaumont School	Academy	208	35	17%	69%	89%	91%	100%
Barnwell School	HCC	206	8	4%	38%	88%	88%	88%
Simon Balle All-Through School	Academy	177	13	7%	54%	77%	77%	100%
Roundwood Park School	Academy	194	9	5%	11%	67%	89%	100%
Longdean School	Academy	241	8	3%	0%	0%	13%	100%
St Albans Girls School	Academy	234	0	0%	NE	NE	NE	NE
Kings Langley Secondary School	Academy	179	165	92%	10%	43%	67%	96%
Bishops Hatfield Girls School	Academy	151	44	29%	34%	66%	73%	100%
Broxbourne School (The)	Academy	211	47	22%	51%	79%	89%	100%
Nobel School (The)	HCC	236	226	96%	25%	55%	68%	97%
Westfield Academy	Academy	195	14	7%	21%	57%	71%	100%
Marriotts School	HCC	236	60	25%	23%	60%	70%	95%
Sele School (The)	Academy	73	4	5%	50%	75%	100%	100%
Monks Walk School	Academy	221	32	14%	41%	66%	75%	100%
Highfield School (The)	Academy	171	0	0%	NE	NE	NE	NE
King James Academy Royston	Academy	93	25	27%	8%	36%	48%	96%
Freman College	Academy	259	52	20%	35%	69%	77%	98%
Sandringham School	Academy	236	26	11%	58%	81%	92%	100%

School Name	School Type	Total Number on Roll	Number of Entries	% pupils entered for RS	%9-7	%9-5	%9-4	% 9-1
Birchwood High School	Academy	243	15	6%	27%	73%	73%	93%
Chauncy School (The)	Academy	198	53	27%	55%	81%	85%	100%
Astley Cooper School (The)	HCC	161	10	6%	30%	60%	70%	90%
Tring School	Academy	235	224	95%	17%	51%	63%	95%
Townsend CofE School	HCC	137	131	96%	20%	50%	61%	95%
St Georges School	Academy	188	181	96%	39%	73%	85%	99%
John F Kennedy Catholic School	Academy	178	166	93%	27%	63%	73%	96%
Loreto College	Academy	156	154	99%	43%	80%	87%	99%
Yavneh College	Academy	152	0	0%	NE	NE	NE	NE
Rickmansworth School	Academy	226	12	5%	67%	100%	100%	100%
Watford Grammar School for Boys	Academy	222	42	19%	55%	74%	90%	100%
Watford Grammar School for Girls	Academy	208	122	59%	63%	89%	93%	100%
Parmiters School	Academy	208	21	10%	57%	86%	95%	100%
Bishops Stortford High School (The)	HCC	169	35	21%	37%	74%	80%	100%
Ashlyns School	HCC	239	224	94%	26%	64%	74%	99%
Dame Alice Owens School	Academy	200	58	29%	83%	97%	97%	100%
Bushey Meads School	Academy	188	10	5%	40%	90%	90%	100%
Queens School	Academy	267	20	7%	35%	60%	65%	95%
Mount Grace School	Academy	79	0	0%	NE	NE	NE	NE
Nicholas Breakspear Catholic School	Academy	175	173	99%	20%	60%	75%	98%
St John Henry Newman Catholic School (The)	Academy	239	232	97%	38%	77%	85%	100%
Marlborough Science Academy (The)	Academy	217	10	5%	30%	60%	80%	100%
Goffs Academy	Academy	239	12	5%	58%	100%	100%	100%
Leventhorpe	Academy	236	48	20%	17%	54%	71%	98%
St Michaels Catholic High School (Watford)	Academy	178	175	98%	32%	66%	77%	98%
St Joan of Arc Catholic School	Academy	205	195	95%	31%	69%	78%	97%
Chancellors School	Academy	205	21	10%	14%	62%	67%	100%
Hertfordshire & Essex High School & Science College (The)	Academy	185	17	9%	71%	88%	88%	100%
St Clement Danes School	Academy	236	64	27%	50%	91%	94%	98%
St Marys Catholic School (Bishops Stortford)	Academy	185	183	99%	40%	76%	85%	99%

School Name	School Type	Total Number on Roll	Number of Entries	% pupils entered for RS	%9-7	%9-5	%9-4	% 9-1
St Marys CofE High School (Cheshunt)	Academy	190	186	98%	20%	46%	60%	97%
Goffs - Churchgate Academy	Academy	117	17	15%	41%	76%	88%	100%
Hockerill Anglo-European College	Academy	131	5	4%	40%	80%	100%	100%
Future Academies Watford	Academy	184	13	7%	23%	69%	85%	100%

## KS5 2025 - SACRE Religious Studies (A-level) Grade Summary

(NB Every school faces different circumstances and challenges which impact on the results data shown below. The data form the basis for dialogue, not for judgement.)

School Name	School Category	KS5 Number on roll (A Level students)	RS (A-level) Number of Entries	% of KS5 Pupils Entered RS (A-level)	RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E
<b>NATIONAL (State-funded schools &amp; colleges) *</b>		<b>261447</b>	<b>11834</b>	<b>4.5</b>	<b>21.6</b>	<b>78.3</b>	<b>97.8</b>
<b>HERTFORDSHIRE (State-funded schools)</b>		<b>8012</b>	<b>460</b>	<b>5.7</b>	<b>27.2</b>	<b>84.8</b>	<b>98.3</b>
Herts	Academy	7032	398	5.7	27.9	85.2	98.2
Herts	Free School	236	9	3.8	0	33.3	100
Herts	HCC	744	53	7.1	26.4	90.6	98.1

School Name	School Type	KS5 Number on roll (A Level students)	RS (A-level) Number of Entries	% of KS5 Pupils Entered RS (A-level)	RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E
Adeyfield Academy (The)	Academy	24	0	0	NE	NE	NE
Ashlyns School	HCC	155	20	12.9	40	100	100
Astley Cooper School (The)	HCC	29	0	0	NE	NE	NE
Barclay Academy	Academy	55	0	0	NE	NE	NE

School Name	School Type	KS5 Number on roll (A Level students)	RS (A-level) Number of Entries	% of KS5 Pupils Entered RS (A-level)	RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E
Barnwell School	HCC	29	0	0	NE	NE	NE
Beaumont School	Academy	232	18	7.8	44.4	88.9	100
Birchwood High School	Academy	79	4	5.1	0	25	100
Bishops Hatfield Girls School	Academy	79	3	3.8	33.3	100	100
Bishops Stortford High School (The)	HCC	198	12	6.1	33.3	91.7	100
Broxbourne School (The)	Academy	109	16	14.7	50	93.8	100
Bushey Meads School	Academy	122	1	0.8	0	0	100
Chancellors School	Academy	95	0	0	NE	NE	NE
Chauncy School (The)	Academy	122	19	15.6	5.3	94.7	100
Croxley Danes School	Free School	106	0	0	NE	NE	NE
Dame Alice Owens School	Academy	222	14	6.3	35.7	85.7	100
Elstree Screen Arts Academy	Free School	76	0	0	NE	NE	NE
Fearnhill School	HCC	19	0	0	NE	NE	NE
Freman College	Academy	90	8	8.9	25	87.5	100
Future Academmies Watford	Academy	29	5	17.2	40	80	100
Goffs Academy	Academy	174	17	9.8	11.8	94.1	100
Grange Academy (The) (Bushey)	Academy	49	0	0	NE	NE	NE
Haileybury Turnford	Academy	69	0	0	NE	NE	NE
Hemel Hempstead School (The)	Academy	110	0	0	NE	NE	NE
Hertfordshire & Essex High School & Science College (The)	Academy	243	10	4.1	30	100	100
Hertswood Academy	Academy	68	0	0	NE	NE	NE
Highfield School (The)	Academy	74	1	1.4	0	100	100
Hitchin Boys School	Academy	139	3	2.2	0	0	100
Hitchin Girls School	Academy	150	19	12.7	31.6	100	100
Hockerill Anglo-European College	Academy	No Data	No Data	No Data	No Data	No Data	No Data
James Marks Academy	Free School	3	0	0	NE	NE	NE

School Name	School Type	KS5 Number on roll (A Level students)	RS (A-level) Number of Entries	% of KS5 Pupils Entered RS (A-level)	RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E
John F Kennedy Catholic School	Academy	76	2	2.6	0	100	100
John Warner School (The)	Academy	46	0	0	NE	NE	NE
John Warner School (The)	Academy	No Data	No Data	No Data	No Data	No Data	No Data
Kings Langley Secondary School	Academy	66	4	6.1	0	50	100
Knights Templar School (The)	Academy	126	6	4.8	16.7	66.7	83.3
Laureate Academy	Academy	25	0	0	NE	NE	NE
Leventhorpe	Academy	168	4	2.4	0	75	100
Longdean School	Academy	102	0	0	NE	NE	NE
Loreto College	Academy	73	12	16.4	58.3	100	100
Marlborough Science Academy (The)	Academy	107	0	0	NE	NE	NE
Marriotts School	HCC	49	10	20.4	10	90	100
Monks Walk School	Academy	134	3	2.2	0	100	100
Mount Grace School	Academy	17	0	0	NE	NE	NE
Nicholas Breakspear Catholic School	Academy	77	2	2.6	0	50	100
Nobel School (The)	HCC	115	9	7.8	11.1	66.7	88.9
Onslow St Audreys School	Academy	19	0	0	NE	NE	NE
Parmiters School	Academy	193	10	5.2	20	80	100
Presdales School	Academy	142	15	10.6	40	86.7	100
Priory School (The)	HCC	122	2	1.6	0	100	100
Queens School	Academy	148	6	4.1	0	83.3	100
Reach Free School (The)	Free School	51	9	17.6	0	33.3	100
Richard Hale School	Academy	120	3	2.5	0	33.3	100
Rickmansworth School	Academy	153	11	7.2	0	81.8	100
Ridgeway Academy	Academy	34	0	0	NE	NE	NE
Robert Barclay Academy	Academy	43	0	0	NE	NE	NE
Roundwood Park School	Academy	193	13	6.7	30.8	76.9	92.3

School Name	School Type	KS5 Number on roll (A Level students)	RS (A-level) Number of Entries	% of KS5 Pupils Entered RS (A-level)	RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E
Samuel Ryder Academy	Academy	71	12	16.9	8.3	91.7	100
Sandringham School	Academy	290	15	5.2	26.7	93.3	100
Sele School (The)	Academy	No Data	No Data	No Data	No Data	No Data	No Data
Simon Balle All-Through School	Academy	89	7	7.9	71.4	71.4	100
Sir John Lawes School	Academy	156	16	10.3	62.5	100	100
St Albans Girls School	Academy	127	1	0.8	0	100	100
St Clement Danes School	Academy	201	0	0	NE	NE	NE
St Georges School	Academy	206	17	8.3	29.4	88.2	94.1
St Joan of Arc Catholic School	Academy	90	6	6.7	0	50	100
St John Henry Newman Catholic School (The)	Academy	184	6	3.3	33.3	100	100
St Marys Catholic School (Bishops Stortford)	Academy	86	4	4.7	0	50	75
St Marys CofE High School (Cheshunt)	Academy	62	7	11.3	0	57.1	85.7
St Michaels Catholic High School (Watford)	Academy	84	15	17.9	26.7	100	100
Stanborough School	Academy	90	0	0	NE	NE	NE
Thomas Alleyne Academy (The)	Academy	61	0	0	NE	NE	NE
Townsend CofE School	HCC	28	0	0	NE	NE	NE
Tring School	Academy	184	15	8.2	20	66.7	93.3
Verulam School	Academy	99	5	5.1	0	60	100
Watford Grammar School for Boys	Academy	245	9	3.7	44.4	100	100
Watford Grammar School for Girls	Academy	204	14	6.9	42.9	85.7	92.9
Watford UTC (The)	Free School	No Data	No Data	No Data	No Data	No Data	No Data
Westfield Academy	Academy	40	3	7.5	0	66.7	100
Yavneh College	Academy	67	17	25.4	52.9	94.1	100

## Appendix 3 Priorities and Work Plan

<b>Hertfordshire SACRE Priorities 2024-28</b>	
1. SACRE is well managed and effective, and works well with partners and stakeholders to improve RE and collective worship	<ul style="list-style-type: none"> <li>• LA support – LA Officer, specialist adviser, clerk, budget</li> <li>• Annual report</li> <li>• 3 meetings a year</li> <li>• Communications</li> <li>• LA, Prevent, HfL Education, Schools, Academies, GBs, SLTs, Teachers, Students, University of Hertfordshire, National RE organisations (NASACRE, NATRE)</li> <li>• Monitoring process               <ul style="list-style-type: none"> <li>○ Exam data</li> <li>○ Websites</li> <li>○ Workforce data</li> <li>○ Questionnaires</li> <li>○ Letters of support, praise and challenge</li> </ul> </li> <li>• SACRE website development and maintenance</li> <li>• Provide CPD</li> </ul>
2. SACRE produces and supports an educationally challenging and inspiring Agreed Syllabus	<ul style="list-style-type: none"> <li>• Review current syllabus               <ul style="list-style-type: none"> <li>○ Teachers, subject leaders, school leaders, pupils/students</li> <li>○ Questionnaires, focus groups</li> </ul> </li> <li>• Evaluate strengths and weaknesses</li> <li>• Consider national developments</li> <li>• Agree whether to produce new syllabus</li> <li>• Secure funding</li> <li>• Set up ASC</li> <li>• Involve teachers in development</li> <li>• Develop support materials</li> <li>• Knowledge/vocabulary (8 key areas)</li> <li>• Launch and training</li> </ul>
3. SACRE promotes and supports high quality religious education across all schools as appropriate	<ul style="list-style-type: none"> <li>• CPD</li> <li>• Newsletters</li> <li>• Networking</li> <li>• Monitor - primary then secondary – websites, qnaires</li> <li>• Subject leadership</li> </ul>
4. SACRE promotes and supports inspiring and educationally appropriate collective worship in schools	<ul style="list-style-type: none"> <li>• Support materials               <ul style="list-style-type: none"> <li>○ Legal requirements</li> <li>○ Rationale and educational purpose</li> <li>○ Effective practice</li> <li>○ Themes</li> <li>○ Resources</li> </ul> </li> <li>• Determinations</li> <li>• SACRE Website</li> <li>• CPD</li> <li>• Newsletters</li> <li>• Networks</li> </ul>
5. SACRE supports schools in the wider community	<ul style="list-style-type: none"> <li>• Directory</li> <li>• SMSC and Fundamental British Values Guidance</li> <li>• Interfaith, inter-community work</li> <li>• Pupil/student events</li> <li>• Guidance/advice on matters to do with religion and belief</li> </ul>

	2024-25	2025-26	2026-27	2027-28	2028-29
1. SACRE is well managed and effective, and works well with partners and stakeholders to improve RE and collective worship	Business needs are met*	Business needs are met*	Business needs are met*	Business needs are met*	Business needs are met*
2. SACRE produces and supports an educationally challenging and inspiring Agreed Syllabus	Year 2 Brief qnaire re implementation	Year 3 Review: Qnaire re teacher views Pupil/student views? Decide whether new syllabus. ASC?	Year 4 Start producing either new syllabus with new support materials , or more detailed support materials for continuing syllabus	Year 5 Publish new syllabus/ support materials Launch Training	New syllabus implementation
3. SACRE promotes and supports high quality religious education across all schools as appropriate	Formalise monitoring process				
4. SACRE promotes and supports inspiring and educationally appropriate collective worship in schools	Formalise monitoring process				
5. SACRE supports schools in the wider community					

## Hertfordshire SACRE – Annual Work Plan 2024-25

WORK STREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
<b>1. SACRE is well managed and effective, and works well with partners and stakeholders to improve RE and collective worship</b>					
Annual Report	RE Adviser in consultation with SACRE members	<p>Draft and produce the SACRE Annual Report 2023/24</p> <p>Draft shared with SACRE Strategy Group for comment. Nov 2024</p> <p>Final draft produced and shared with full SACRE in its Spring meeting 2025 to be agreed</p>	<p>A clear analysis and report on SACRE’s work and on actions taken by its representative groups, specifying any matters on which it has advised the LA has been produced within the agreed timescale.</p> <p>This report to be distributed to schools, DfE, NASACRE, County Councillors, District Councils, Hertfordshire Libraries and MPs including via the Grid</p>	2 days	Spring 2025
SACRE Constitution is upheld.	Please note that HCC through HfL provide all the clerking requirements for the 3 SACRE meetings and 6 Strategy Group meetings each year).	<p>3 full SACRE meetings per year:</p> <ul style="list-style-type: none"> <li>ensure agendas are appropriate and address the core functions of SACRE and agendas and papers are sent out at least one working week in advance of the meetings.</li> <li>SACRE is up to date with local, regional and national initiatives and issues related to RE and collective worship e.g. DfE funded initiatives.</li> <li>Strategy Group meets in advance of each full SACRE meeting and also 2/3 weeks after the full SACRE meetings (and additionally as required) to provide more detailed input and support to SACRE’s work including for example with monitoring of schools’ delivery of RE curriculum.</li> </ul>	<p>3 full SACRE meetings held per year.</p> <p>Any agreed follow-up actions are undertaken following the meetings.</p> <p>Members are confident in their knowledge &amp; understanding of the national &amp; local situation regarding RE.</p> <p>The SACRE agreed vision helps to inform SACRE’s work and role.</p> <p>Strategy has met in-between full SACRE meetings to discuss and provide guidance and support to the Chair, RE Specialist Adviser and LA Servicing Officer regarding SACRE work e.g. monitoring.</p> <p>Strategy Group has met after each full SACRE meeting to follow up on any actions agreed at full SACRE meetings.</p>	7 days	Full SACRE meetings held termly plus additional Strategy meetings
Disseminating information about the role	RE Adviser together with wider	<b>a. To develop partnerships with faith and belief communities and the wider community</b>	SACRE is informed about RE work in Hertfordshire and supports the sharing of good quality RE across the county.	1.5 day	On-going

WORK STREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
of SACRE and requirements placed on schools	members of SACRE	<p>Relate SACRE's work to wider community issues and link with and support local RE Groups including:</p> <ul style="list-style-type: none"> <li>• updates on the Grid, Governor Hub and SACRE newsletters;</li> <li>• RE Specialist Adviser attending/speaking at local RE Groups eg SARETT;</li> <li>• Inviting groups to speak at/share information about their work at full SACRE meetings eg CEO HFL attending Spring 2024 meeting; Temi Fawehinmi (HCC Head of Diversity and Inclusion)</li> </ul> <p><b>b. Disseminate information about SACRE and RE to schools and governors through:</b></p> <ul style="list-style-type: none"> <li>• HfL Annual Governor Conferences (face to face attendance)</li> <li>• updates on the Grid, SACRE newsletters and schools bulletin</li> <li>• Social media (Facebook and Twitter)</li> </ul>	Headteachers, teachers and governors have a clearer and better understanding of what SACRE does, how it can support schools with RE and collective worship and where to find out information.		Governance conference date tbc  On-going
Ensure that the RE and SACRE sections on the Grid for Learning are up-to-date, relevant and user friendly:	RE Adviser working with LA Servicing Officer and Strategy Group	<ul style="list-style-type: none"> <li>• Regularly review all the existing RE and SACRE pages of the Grid.</li> <li>• Add new information, as and when is required.</li> <li>• Decide which information to keep and which needs deleting, as required.</li> <li>• Archive all deleted sections so that they have been saved.</li> </ul>	An up to date, relevant and user friendly RE and SACRE section of the Grid.	0.5 days	On-going
<b>2. SACRE produces and supports an educationally challenging and inspiring Agreed Syllabus</b>					
To continue to support schools on the delivery of the new Agreed	RE Adviser working with Strategy Group,	<ul style="list-style-type: none"> <li>• To review section on Grid for LAS materials and resources;</li> <li>• to work with SACRE Faith members to develop further faith/community resources, based on the 8 Key Areas of</li> </ul>	New support materials available on GfL	2 days	

WORK STREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
Syllabus	groups A & B and teacher reps	<p>Learning, and support materials for the LAS to add to the Grid;</p> <ul style="list-style-type: none"> <li>Consult with teacher reps re meeting the needs of teachers</li> </ul>			
Monitor the implementation of the Agreed Syllabus	Adviser and LA Officer	<ul style="list-style-type: none"> <li>questionnaire on the Agreed Syllabus implementation added to the primary RE monitoring questionnaire (100 schools) (see 3 below)</li> <li>questionnaire on the Agreed Syllabus implementation sent to sample group of secondary schools (20)</li> </ul>	Basic information available in graphic form for SACRE	1 day	
<b>3. SACRE promotes and supports high quality religious education across all schools as appropriate</b>					
Monitoring the standard and quality of Religious Education	RE Adviser	<p><b>a. To lead the work on monitoring primary schools' RE teaching and learning</b></p> <p>To be done as follows:</p> <ul style="list-style-type: none"> <li>Primary school websites (3 per SACRE Member? Max 100?)</li> <li>General questionnaire about RE teaching, including how well the Agreed Syllabus is embedding. Sent out to sample selection of primary schools (100 in total)</li> </ul> <p><i>(Please note that if HFL are commissioned to support this work by analysing and pulling together overall results into a report this will cost £1,360k approximately)</i></p>	<p>Report and results to be presented to SACRE.</p> <p>SACRE has a clear idea of how Herts primary schools are teaching RE including the use of the Agreed Syllabus, what the work force looks like in terms of experience, any issues that need to be addressed including training, and examples of good practice that can be shared.</p>	2 days	Surveys as necessary in summer terms

WORK STREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
		<ul style="list-style-type: none"> <li>Develop format with primary teachers for supporting self-monitoring (Ryan Parker and Bill Moore)</li> </ul> <p><b>b. To provide advice and guidance on non-compliance complaints</b> Clear guidance and process has already been established regarding concerns that a school(s) may not be complying with RE requirements for collective worship and the curriculum as set out in the LAS.</p> <p>Advice and support are provided to the Chair following initial analysis of information provided by the school e.g. through its website or information received externally on the RE/RS curriculum and/or collective worship on next steps. These next steps may include for example: corresponding in writing with the school; the RE Specialist Advisor visiting the school or raising the concern with the LA/HfL Education.</p> <p><b>c. Provide guidance and general support to schools/governors</b> To support schools and governors with questions/queries they may have which need specialist advice and support e.g. about their school's RE Curriculum, how to respond to parental concerns etc.</p>	<p>A clear process has been developed and agreed by SACRE. To include working in partnership with HfL Education.</p> <p>The Chair is confident about what to do where instances or complaints of non-compliance are identified/have been received.</p> <p>Questions/concerns raised by schools/governors are responded to within a working week of being sent in from RE Specialist Adviser (this can include holding email).</p>	<p>1 day</p> <p>1 day</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>
<p><b>4. SACRE promotes and supports inspiring and educationally appropriate collective worship in schools</b></p>					
Collective worship advice and guidance	RE Adviser	<p>To check and update guidance on HfL, using materials from NASACRE and other SACREs where possible</p> <p>Publish SMSC Toolkit – guidance on SMSC and Fundamental British Values</p> <p>Promote with SLTs and GBs</p>		0.5	

WORK STREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
Determination Orders	RE Adviser	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 the pupils at that particular school. SACRE will give the head teacher written notification of their decision on the application, the determination order.	Schools are provided with a response on the determination order within a suitable framework (i.e. no longer than 2/3 weeks).	0.5	
<b>5. SACRE supports schools in the wider community</b>					
Enable schools to engage with local and national initiatives	RE Adviser	<p>To further expand/update the Faith and Community Directory</p> <p>Continue to work on the equalities, diversity and inclusion agenda to consider SACRE's role in promoting equalities, diversity and inclusion issues and events in partnership with schools, HfL Education and local faith and belief communities.</p> <p>Promote Interfaith Week with guidance and suggestions that schools might consider</p> <p>Promote HMD with links and guidance on school activities</p> <p>Ask schools to share their work (in newsletters?)</p>	SACRE has a clearer idea of proposals for celebrating the work of our diverse community.	1 day	
				Total = 20 days	

## Appendix 4: Primary Website Review Summary

### 1. **Religious Education (RE) Provision and Practices:**

The provision for RE is securely in place in some schools, with evidence of visits, first-hand experiences, and video documentation. However, there are inconsistencies in RE delivery across key stages, and some schools have not updated to the new agreed syllabus. Schools demonstrate varied approaches to RE, including celebration assemblies, values education, and linking RE to moral and ethical discussions. However, some schools lack detailed RE policies or evidence of adaptation to the syllabus.

### 2. **Curriculum Structure and Content:**

RE is occasionally integrated into the humanities curriculum or taught every other half term. One school provides detailed breakdowns for early years but only broad overviews for later years. Some schools link RE to Fundamental British Values (not SMSC), 'ultimate questions' and moral and ethical issues, but coverage of multiple faiths can sometimes be excessive.

### 3. **Policy and Documentation:**

Policies related to RE, Collective Worship (CW), and curriculum are sometimes missing or outdated on school websites. Some schools have impressive knowledge organizers but lack clear RE or CW policies. Policies are due for review in certain cases, such as Autumn 2025, and some schools rely on external programs like Jigsaw without clear adaptation to the agreed syllabus.

### 4. **Diversity and Inclusivity:**

Schools with diverse communities work hard to foster mutual understanding and respect. However, there is variability in how schools adapt their RE curriculum to reflect this diversity, with some schools showing good practice while others lack evidence of adaptation to meet the needs of their communities.

### 5. **Adherence to the Herts Agreed Syllabus:**

Some schools reference the Herts Agreed Syllabus, but there are inconsistencies in its application. Certain schools have not updated to the new syllabus, and others use alternative frameworks like Jigsaw, with unclear alignment to the agreed syllabus. A few schools (5) do not reference the AS and a few choose to follow a different syllabus (Bedford). One of these is a maintained school, which should follow Herts.

### 6. **Policy and Curriculum Updates:**

Several schools have outdated RE policies or curriculum overviews. While some have impressive knowledge organisers, others lack clear documentation on RE, Collective Worship, or curriculum policies on their websites.

### 7. **Examples of Good Practice:**

Positive examples include clear and coherent RE work, emphasis on mutual understanding and respect, and evidence of first-hand experiences and visits. These practices highlight efforts to create inclusive and engaging RE environments.

## **Appendix 5: Hertfordshire SACRE Code of Conduct (based on NASACRE document)**

The central aim for SACRE is to improve the quality of provision in religious education (RE) and collective worship (CW) for all pupils in Hertfordshire.

We aim to embody The Seven Principles of Public Life (known as the Nolan Principles)

### **Selflessness**

Members should act solely in terms of the public interest.

### **Integrity**

Members must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

### **Objectivity**

Members must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

### **Accountability**

Members are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### **Openness**

Members should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

### **Honesty**

Members should be truthful.

### **Leadership**

Members should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

### **SACRE Meetings and Membership**

Hertfordshire SACRE encourages all its members to attend all SACRE meetings and take a full and active part in its work by:

- participating in and reviewing the work of SACRE for the benefit of the whole community in Hertfordshire;
- listening with respect to the views of other members and where a situation of disagreement occurs, disagree respectfully;
- express views and opinions openly, honestly and sensitively, always recognising others may have views different to one's own and be open to discuss these, and
- to be mindful that on SACRE, members are representing a larger group, not just their own personal view.

### **Visiting Schools**

- From time to time, SACRE members may have the opportunity to visit schools to observe RE lessons and collective worship taking place. They are there as invited guests (and not inspectors).
- The RE adviser will liaise between SACRE members and Hertfordshire schools in setting up visits.
- SACRE members should follow the Hertfordshire SACRE protocols when undertaking a visit and will feedback to the RE adviser after the visit and give feedback at the next SACRE meeting.
- From time to time, SACRE members may have the opportunity to visit schools as a representative of their religion or world view. These types of visits should meet specific objectives within a planned RE curriculum, and there should be a clear and negotiated understanding of the purpose of the visit before it takes place.
- Schools welcome visitors who are knowledgeable and good communicators. Visitors can be a force for good in schools.

June 2025

# **Appendix 6: Hertfordshire Standing Advisory Council on RE (SACRE) Constitution**

(Revision 06/20 v2)

## **1. PREAMBLE**

1.1 Hertfordshire County Council is as a result of Chapter III of Part V and Schedule 31 of the Education Act 1996 (as amended) under a duty to constitute a standing advisory council on religious education. In addition to the legislation noted above other responsibilities of this standing advisory council are outlined in, but are not limited to, the Religious Education in English Schools; Non-statutory guidance 2010, 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 name of the Hertfordshire standing advisory 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. SUPPORT**

3.1 The Local Authority has a statutory duty to establish and support the SACRE and will do this through the appointment of an appropriate Servicing Officer or representative responsible for liaison, clerking SACRE meetings, business support and the support of a subject specialist advisor.

## **4. MEMBERSHIP**

4.1 The 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 and in Great Britain. 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 Hertfordshire.

- b. The Church of England.
- c. Associations representing teachers.
- d. The Local Authority.

4.2 The list attached as Appendix 1 outlines the composition of the 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.

4.3 The length of membership as determined by the Local Authority is 4 years following the County Council cycle.

4.4 Each constituent group should be given the opportunity to be represented on any working parties that SACRE establishes.

4.5 In accordance with its statutory duties, meetings of the full SACRE will be open to members of the public except when items of a confidential nature are to be discussed.

## **5. DUTIES**

5.1 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.

5.2 The statutory duties of SACRE are:

- a. 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 ;
- b. 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;

- c. 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 and the DfE. 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.

### 5.3 The additional functions of SACRE in support of its statutory duties 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. 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;
- f. 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;
- g. To seek to develop its own role working with inter-religious bodies such as local Inter-Faith groups, 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;
- h. To offer advice to the Local Authority on any matters related to SACRE's function as it sees fit\*.

5.4. 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\*.

5.5. 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 where these use the Hertfordshire Agreed Syllabus for RE.

## **6. FREQUENCY OF MEETINGS**

6.1 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.

6.2 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.

6.3 Details of the business to be considered by the meeting, which will be included in the agenda, must be received by the Clerk to the SACRE no later than 10 working days before the meeting.

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

6.5 The Clerk will share the first draft of minutes with the Chair and servicing officers within 5 days of the meeting. Once these have been checked and amended, the clerk will distribute a final draft to members no later than 15 working days following the meeting.

6.6 The draft minutes shall be agreed at the following meeting and then published for public access.

## **7. QUORUM**

7.1 In order for the SACRE to be a quorate a minimum of one-third of the membership must be in attendance, with at least one representative from each constituent group.

## **8. VOTING**

8.1 Only the representative groups listed in Appendix 1 have a vote and each such group has a single vote.

8.2 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

8.3 Decisions within a group about how that vote is to be cast do not require unanimity. Each group is to regulate its own proceedings.

8.4 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.

8.5 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.

## **9. CHAIR AND VICE-CHAIR**

9.1 The Local Authority, in consultation with SACRE, will appoint the Chair of SACRE whose term of office will be for a period of 4 years.

9.2 The Chair is eligible for re-election at the discretion of the Local Authority, in consultation with SACRE.

9.3 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 at the mid-point of the term of Office of the Chair. 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 term's written notice so that a new Vice-Chair may be elected.

9.4 The Vice-Chair is eligible for re-election by a vote of a simple majority with each representative group being assigned one vote.

9.5 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.

9.6 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.

9.7 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.

## **10. CO-OPTED MEMBERS**

10.1 Members of the SACRE or representative groups may, if they wish, suggest persons to be co-opted onto the SACRE in order to help it fulfil its duties and function.

10.2 SACRE will decide co-options following nominations from members of SACRE or representative groups. In making their decision, the SACRE should give consideration to the contribution that the co-opted person would bring to professional expertise, and/or breadth of representation of the community and religious and beliefs perspectives.

10.3 In accordance with 7.1 above, co-opted members will have no voting rights.

10.4 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.

## **11. END OF MEMBERSHIP**

11.1 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.

11.2 A sub-group within one of the four committees 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.

11.3 If SACRE have concerns regarding the Servicing Officer or the Independent Advisor then SACRE may raise these concerns with the Commissioner of Schools Services.

## **12. GENERAL**

12.1 In addition to the Clerk other Local Authority Officers may attend SACRE meetings at the discretion of the Operations Director, Education (or equivalent Director), the Servicing Officer and/or SACRE. These persons may speak but can not vote.

12.2 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.

## **13. THE CONSTITUTION**

13.1 This Constitution will be reviewed every four years by SACRE at a normal or special meeting.

13.2 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.

## **14. 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.

**To be reviewed Spring 2024 but delayed until Autumn 2025**

## Appendix 7 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>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>Community Schools/Community Special Schools CoRE</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 Commission on Religious Education
<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: 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>ESC</b>	Education Support Centre
<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>HCC</b>	Hertfordshire County Council
<b>HFL Education</b>	Herts for Learning Education
<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>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>INSET</b>	In-Service Education and Training courses for practicing teachers
<b>LA</b>	Local Authority
<b>LSA</b>	Learning Support Assistant
<b>NAHT</b>	National Association of Headteachers
<b>NASACRE</b>	National Association of SACREs
<b>NATRE</b>	National Association of teachers of RE
<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>NAS/UWT</b>	National Association of Schoolmasters/Union of Women Teachers
<b>NQT</b>	Newly Qualified Teacher
<b>NUT/NEU</b>	National Union of Teachers now National Education Union

<b>OFSTED</b>	Office of Standards in Education. The body which arranges and sets standards for school inspections
<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>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>SHA</b>	Secondary Heads Association
<b>Short Course</b>	National Curriculum Foundation subject such as RE, worth half a full GCSE
<b>SMSC</b>	Spiritual, moral social and cultural development – statutory duty of all schools
<b>Special School</b>	A school for children whose special educational needs cannot be met within a mainstream school
<b>Subject Leaders</b>	Teacher responsible for leading and co-ordinating the teaching and learning within a subject, curricular or Key Stage.
<b>TA</b>	Teaching assistant
<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>VC</b>	Voluntary Controlled. A denominational school wholly maintained by the LA but with certain residual rights regarding religious worship
<b>WHISPER</b>	Welwyn Hatfield Interfaith Schools Peace Education Resource. The project which provides students and faith speakers to visit Hertfordshire primary schools. The classroom-based work is provided by a local Interfaith group and has received funding and support from SACRE

## Appendix 8 Circulation details for this AR

NASACRE (National Association of SACREs) ([admin@nasacre.org.uk](mailto:admin@nasacre.org.uk))  
Hertfordshire schools and colleges  
County Councillors  
District Council Leaders  
Hertfordshire Members of Parliament  
Lead Member for Children's Services and school improvement  
Diocesan Education Associations  
DfE

**SACRE was advised and supported by Bill Moore, SACRE Adviser.**

**For further information please make contact via the website:**  
[Religious education and SACRE - Hertfordshire Grid for Learning \(thegrid.org.uk\)](http://thegrid.org.uk)