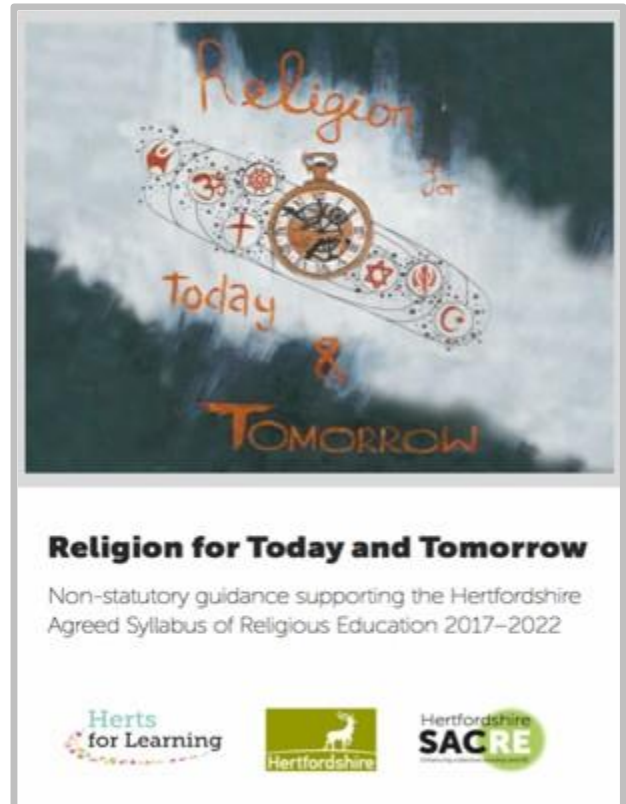
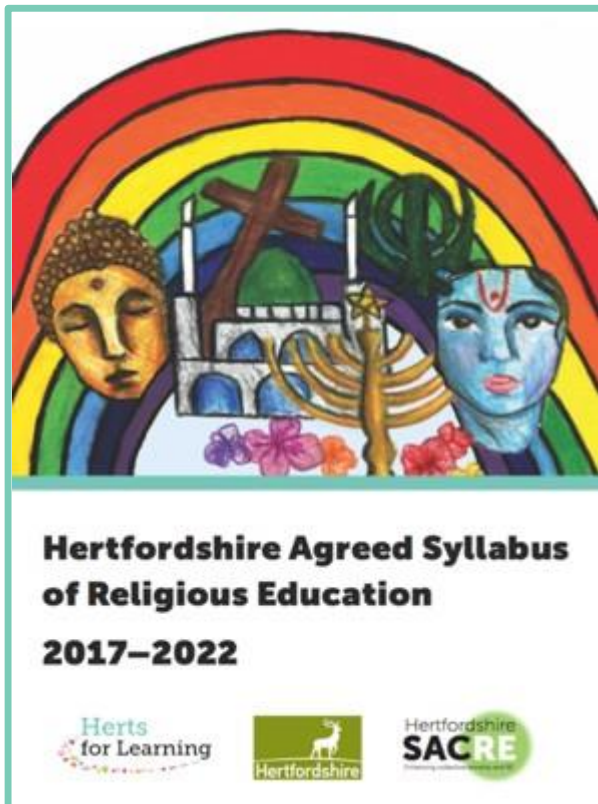


The Annual Report of the Hertfordshire Standing Advisory Council on Religious Education (SACRE) 2016/2017



Cover design competition winners from Hertfordshire schools:

Hertfordshire Agreed Syllabus of Religious Education 2017-2022

Melody Cremer, age 14
Bishop's Hatfield Girls School

Religion for Today and Tomorrow
Non-statutory guidance

Erin Meyers, age 14
Townsend Church of England School

Hertfordshire SACRE is a member of the National Association of SACREs

HERTFORDSHIRE SACRE ANNUAL REPORT 2016/17

1. Chair's Introduction

The period 2016-17 has been a busy year in education and Hertfordshire SACRE has worked hard to reflect current concerns and keep abreast of political developments. As ever, the SACRE members have given a great deal of their time and energy to producing and delivering high quality RE in school.

Under the leadership of Lisa Kassapian and using the extensive knowledge of SACRE members and Hertfordshire teachers, we crafted and launched our Agreed Syllabus together with non-statutory guidance for schools.

We had an extremely successful launch in April 2017 supported by SACRE members, writing group members, local and national exhibitors. There were many networking opportunities at the launch and schools used the occasion to engage in the REQM award, the Understanding Christianity project, to explore new resources and to meet representatives of other faiths and invite speakers into classes.

There have been regular updates for RE subject leaders and teachers and suggestions for good practice have been published to support schools with the new syllabus.

The Hertfordshire SACRE Holocaust Memorial Day project work and commemoration event took place in school time and involved over 600 students from Hertfordshire primary, secondary and special schools.

Hertfordshire SACRE is a thriving and energetic group that is wholly in support of our New Agreed Syllabus and strives to ensure that schools produce high quality RE.

The following offers an insight into the working of the Hertfordshire SACRE during the academic year 2016-2017 and I recommend it to you.

John Barfoot moved on from his position as a county councilor in May 2017 and the county appointed Cllr. Tim Hutchings as chair of SACRE.



Councilor John Barfoot (Chair Hertfordshire SACRE)

2. SACRE Statutory Duties

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

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 2016-2017 can be found in **Appendix 2**. SACRE meetings are open to the public.

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

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

Purpose of the Report

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

In particular, the report shall:

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

This report deals with these matters in summary, for the academic year September 2016 to July 2017. The full Hertfordshire SACRE met three times during the year and considered a diverse range of topics. The Agreed Syllabus Conference was convened at full SACRE meetings during the year.

3. Standards, the quality of provision in RE

3a) Public examinations

In 2016 Hertfordshire had the highest number of pupils taking full course GCSE since 2002 (284,057) but there was a drop in number of entries for the short course.

The percentage of A*-A and A-C fell but Hertfordshire remained above national average.

A Level numbers have increased by 6.8%. Results slightly down for A*A but slightly up for A-C. Slightly below national levels but still credible. AS A*-A increased but, A-C has dropped quite significantly. The introduction of new syllabus may affect results in future, which needs to be monitored.

(See Appendix 3)

3b) Attainment in RE not covered by public examination

In addition to the data provided, information is also gathered during school visits, continuing professional development (CPD) and local teachers' network meetings. The Religious Education Quality Mark (REQM) was promoted and news of awards was shared on the Hertfordshire grid for learning.

3c) The quality of RE provision in schools

We continue to celebrate areas of best practice in Hertfordshire schools. Hertfordshire teachers continue to make good use of recommended web-based ideas and CPD resources, including the RE resources on the Hertfordshire Grid for Learning. Teachers report that the Agreed Syllabus is delivered in the majority of primary schools through the non-statutory scheme of work for Religious Education. The Agreed Syllabus writing group undertook to revise this non-statutory guidance in line with the new syllabus. Local RE network groups such as SARETT draw on expertise in effective schools to support other schools in the locality. Some secondary schools are not meeting requirements of the Agreed Syllabus for time allocation, there is a rising concern regarding KS4 provision for students who do not opt for an examined RE course.

3d) Withdrawal from RE

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

3e) Complaints concerning RE

There have been no official complaints concerning Religious Education in 2016- 2017.

4. Agreed syllabus

Evaluating the effectiveness of the locally Agreed syllabus

4a) The Review process

In 2016-2017 the Hertfordshire SACRE used the results of a 2016 online survey to review the current Agreed Syllabus. The following groups were consulted in the preparation of the new syllabus:

- Hertfordshire teachers
- SACRE members
- Faith community representatives
- Inter-faith organisations

All stakeholders indicated that although whole-scale change was not required, there was a need to revise and provide further clarity.

During the consultation teachers of RE were asked to consider:

What to retain? - What to review? - What additional support materials should be provided for schools?

An online survey was designed to reflect on the current Agreed Syllabus 2012-2017. Sent to 450 schools (Not Voluntary Aided) **139** schools in total responded (**30.88%**)

Primary – 108, Secondary – 21, Special – 4, Middle mixed – 3, All through mixed – 3

The survey was used to reinforce the **statutory requirements** and to

A. explore the requirements for **time allocation**

B. consider the **balance of religions and worldviews**

C. review current **attainment and progression** guidance

D. clarify the **aim and purpose** of RE

A. Time allocation

- EYFS – 'RE will be delivered flexibly according to the statutory requirements of the EYFS'
- KS1 – 60 hours over 2 years
(approximately 10 hours per term)
- KS2 – 156 hours over 4 years
(approximately 13 hours per term)

KS3 – 36 hours per year

KS4 – 30 hours per year (survey showed some issues meeting the requirement)

Post-16 – 10 hours per year (majority surveyed were not meeting this requirement)

Revision – time remains the same EYFS –KS3, with clarification at KS4 and KS5

B. How do we balance the curriculum?

- A new Agreed Syllabus of Religious Education in Hertfordshire should maintain the current requirement to cover all 6 principal religions and world views by the end of KS2 and in greater depth by the end of Key Stage 4

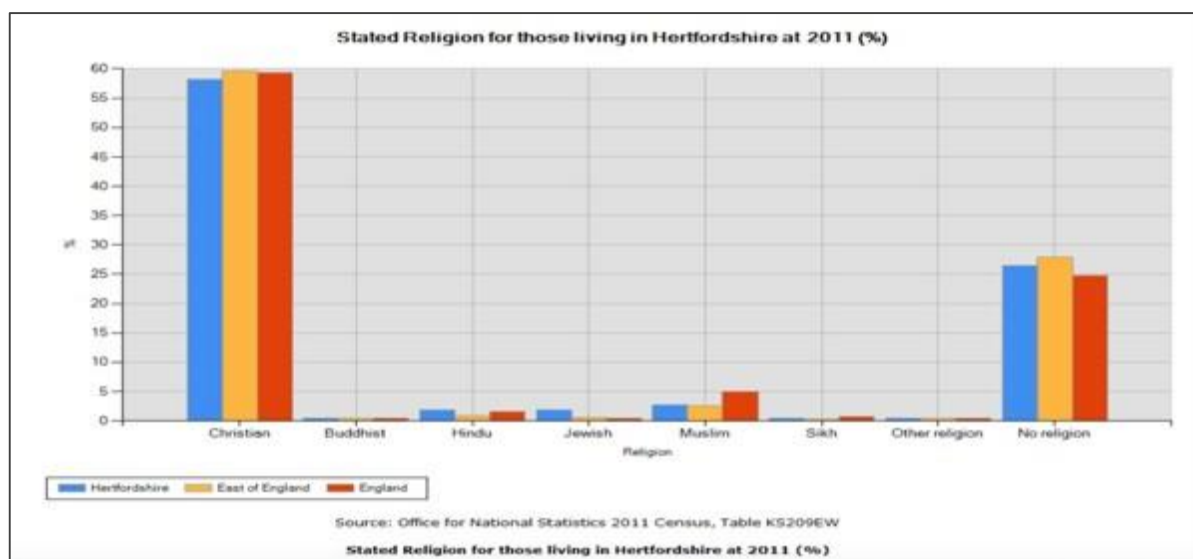
Yes 82.35% No 17.65%

- A new Agreed Syllabus should allow a more flexible approach with regards to which religions and world views are taught, requiring study of fewer religions in greater depth

Yes 39.22% No 60.78%

- Should schools be encouraged to spend a proportion of time allocation for Religious Education reflecting on the religious make up of their own cohort?

Yes 69.61% No 30.39%



2011 census data showing stated religion for those living in Hertfordshire

58% Christian

3% Muslim

2% Hindu

½ % Buddhist

½% Sikh

2% Jewish

½% Belong to other religions

26½% do not follow a religion

7% not stated

In addition to Christianity local schools were asked to indicate up to five of the principal world religions which would best reflect the backgrounds of the pupils and the area in which school is located, the responses showed:

In rank order:

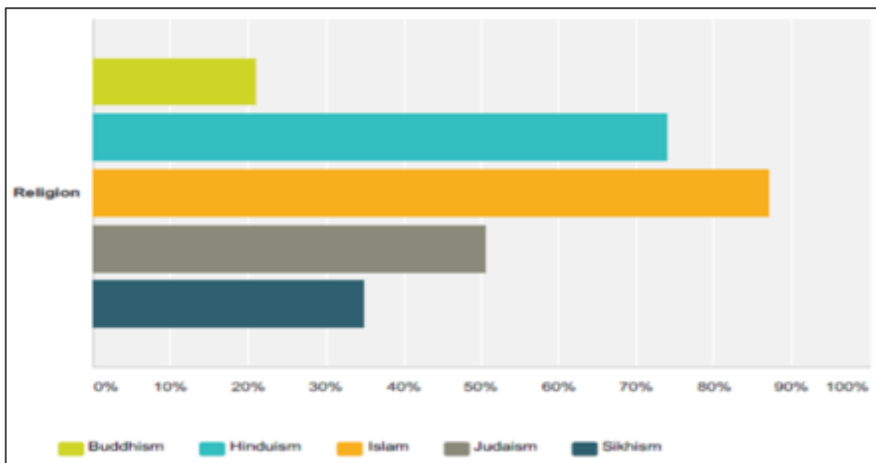
Islam 86.96%

Hinduism 73.91%

Judaism 50.43%

Sikhism 34%

Buddhism 20.87%



Developing religious literacy through religions and worldviews

The ASC agreed that all programmes of study should set out the same eight key areas of learning. Developing religious literacy through religions and worldviews permeates all of the requirements.

1. Beliefs and Practices
2. Sources of Wisdom
3. Symbols and Actions
4. Prayer, Worship and Reflection
5. Identity and Belonging
6. Ultimate Questions
7. Human Responsibility and Values
8. Justice and Fairness

C. Attainment and progression

- Teachers considered appropriate progression between key stage programmes of study, attention was needed at primary to secondary transition phase
- They explored the current advice from the RE Council for England and Wales that the Attainment Targets 1 and 2 should be merged **Yes 70.09%** No 29.91%. Targets were merged into **'sources of wisdom and their impact alongside personal and critical responses'**
- Should the attainment target level descriptors outline the end of Key Stage expectations?

Yes 91.67% No 8.33% See pages 22-26 wheels of progress

- Should the levels of attainment describe the expected attainment of those 'Developing/Secure/Exceeding' expectations?

Yes 96.64% No 3.36% Built into revised assessment procedure

D. The Aim and Purpose of RE

Teachers rank order (1 Absolutely essential, 2 essential, 3 not essential, 4 totally unnecessary or inappropriate)

Social (social cohesion; contributing to Citizenship education; nurturing social tolerance and understanding, engaging with diversity, supporting the Government's Prevent strategy and preparing pupils for life in the modern world)

Personal Development (space for reflection on questions of meaning and purpose; to question pupil and community assumptions; making pupils think about life and develop compassion towards people who are different from themselves)

Religious Literacy (developing religious literacy; philosophical/ conceptual understanding of religion/s and worldviews, understanding and skills for confident engagement in a multi-religious/faith world)

Faith Development (to help pupils understand their own faith and spirituality; nurturing of a personal/community faith perspective)

Achievement (academic excellence; to help pupils gain good RE results in public examinations at secondary level)

Key revisions 2017-2022

- **'Sources of wisdom and their impact'** and **'personal and critical responses'**, replace the previous attainment targets of **'learning about religion'** and **'learning from religion'**.
- Greater flexibility for schools
- Eight key areas of religion for study identified
- Assessment processes and guidance updated
- A non-statutory additional guidance document to support the implementation

4b) The Agreed Syllabus Conference (ASC)

The Agreed Syllabus Conference (ASC) supported the new revisions to the syllabus, this was to establish an entitlement and standards and to promote continuity, coherence and public understanding. The ongoing review will explore the requirements for time allocation, consider the balance of religions and worldviews, review current attainment and progression guidance and clarify the aim of purpose of RE. The ASC was chaired by Carol-Anne Chandler.

4c) Launching and implementing the Agreed Syllabus

The new Hertfordshire Agreed Syllabus of Religious Education 2017–2022, together with non-statutory guidance, Religion for Today and Tomorrow, was agreed and approved by County for implementation from autumn 2017.

The new syllabus parallels the National Curriculum for community schools and is recommended for church schools, academies and free schools. This Agreed Syllabus sets out the statutory requirements for Hertfordshire community schools and foundation and voluntary schools without a religious character. It offers clarity and revision to the aims, time allocation, breadth of study and expected learning outcomes for religious education.

A resource containing the new non-statutory guidance, to support the new Hertfordshire Agreed Syllabus of Religious Education, has been created which will help practitioners to effectively organise their RE curriculum. This colour supplement invites learning across the eight key areas of RE for pupils across all phases: EYFS, Key Stage 1, lower Key Stage 2, upper Key Stage 2 and Key Stage 3.

Pupils from Hertfordshire schools created vibrant and striking artwork for both of the documents, and all competition entries were on display at the launch event.

Over 300 delegates from Hertfordshire schools attended the launch for the new RE syllabus at the Hertfordshire Development Centre on Thursday 27th April.

Delegates heard a keynote speech from Dame Helen Hyde, and Lisa Kassapian, the Servicing Officer to Hertfordshire SACRE, who reinforced the new RE Syllabus' pre-eminence and crucial place within the school curriculum, whilst addressing the requirements, revisions and key changes.

The launch was a real celebration of what Hertfordshire can produce locally. The Hertfordshire SACRE have presented their schools with an RE syllabus that is proud of its capacity to support a rigorous and

academic subject, unique in its ability to enable personal development and shared human understanding. The syllabus and supporting guidance reflects the make-up of Hertfordshire, a richly diverse community. All schools received a copy of the syllabus and were encouraged to familiarise themselves with the new requirements and begin the gradual process of implementation from September 2017. Both new documents were made available for sale on the Herts for Learning online shop. Profits from sales will support future SACRE work to implement the new documents. Herts for Learning offered a range of key stage-specific implementation courses and twilight training from May onwards to ensure that schools and academies understand and are fully prepared to use the new syllabus.

The Agreed Syllabus Launch event 27.04.17



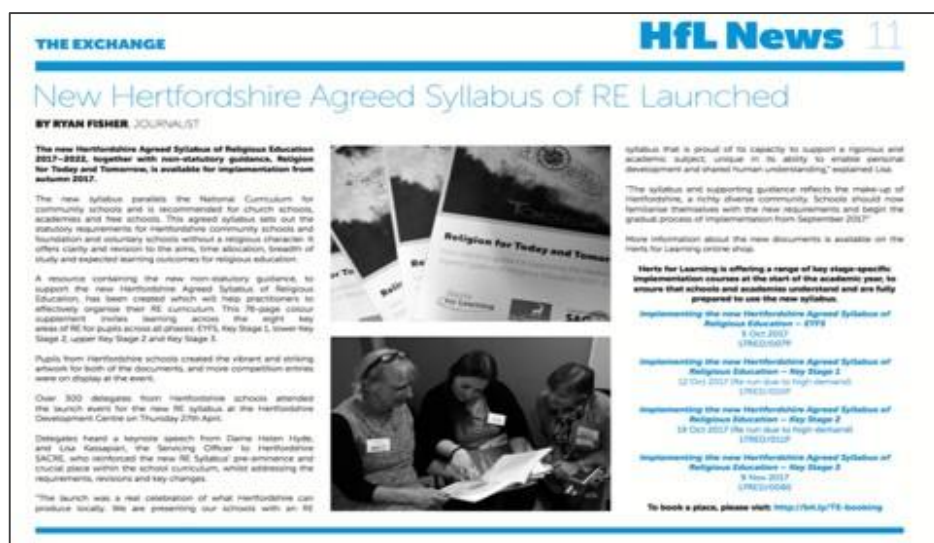
Dame Helen Hyde DBE
Keynote Speaker



Lisa Kassapian sets out the
new requirements



Linda Rudge promotes the REQM



Hertfordshire SACRE
continue to raise the
profile of their work with
schools

'The Exchange'
celebrates the launch
and informs schools of
future training

All schools in
Hertfordshire receive the
new Agreed Syllabus
without charge

The Agreed Syllabus process time line can be found in **Appendix 4**. The key areas of the process were as follows:

- Consultation with Hertfordshire schools and RE teachers to obtain their views on previous AS and suggestions for the future
- Teacher Survey monkey, results circulated and discussed by AS Conference
- Reference to, and discussion about, national documents and developments and other LA Agreed Syllabuses
- The expertise of teacher practitioners
- The wisdom of Agreed Syllabus Conference representatives of Hertfordshire Faith communities
- Support of Agreed Syllabus Conference county councillors for the necessary budget
- The Agreed Syllabus was presented twice to panel and on 20 February, County approved the Agreed Syllabus to go to schools



SACRE members presented certificates and Amazon vouchers to all cover competition winners in assemblies from September 2016

Top left to right: Leo Snailham, Chambersbury Primary School, Amariissa Sunday, Summerswood Primary School, Megan Liddle, Cunningham Hill Junior School, Melody Cremer, Bishop's Hatfield Girls School.

Bottom right: Eryn Meyers, Townsend Church of England School



SACRE members and Agreed Syllabus writing group are thanked by HCC Cllr Roger Beeching MBE and Marcus Cooper HCC Education lead

Teacher feedback on the new agreed syllabus

Clear and easy to follow
 Much more accessible and manageable
 Compact, easier to read easier to understand
 Layout clearer Like the colour coding
 Great fresh ideas
 Well thought out and engaging
 A flexible, modern syllabus
 Open ended
 More creative ... allows schools to look deeper at some faiths while still covering all
 Really like the focus on theology and critical thinking
 Very good change in emphasis to developing the children to become religiously and theologically literate
 Like the new wheel criteria
 Clearer progression

Teacher feedback on Religion for Today and Tomorrow

Explanation of the role of the non-statutory guidance document to aid teachers planning their schemes of work and lessons
 Ties in well with the new Agreed Syllabus
 A useful document alongside the AS
 Comprehensive
 Open ended
 Plenty of scope to explore ideas and make lessons exciting
 Excellent
 Loved it: really clear and easy to follow and with the colour coding
 A breath of fresh air. More user friendly and inspiring. Cannot wait to share it with my staff
 Provides starting point and allows for flexibility
 Like that some previous lessons and material can still be relevant and used if we want to but don't have to be followed
 Better suited to our way of thinking

5. Collective Worship

5a) Compliance with the statutory requirement

A model collective worship policy was published on the website.

5b) Quality of collective worship

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

5c) Determinations

The SACRE has the statutory duty to 'grant a determination' to a community school only where it is felt collective worship of 'a broadly Christian character' is not appropriate for all or some pupils. There are two Determination Orders in place - Chater Infants' School and Chater Junior School.

5d) Complaints about collective worship

There have been no official complaints concerning collective worship in 2016- 2017.

6. Management of SACRE

6a SACRE meetings

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

There were three full SACRE meetings in the academic year 2016-2017.

Thursday 20th October 2016 2-4pm, Centre for Unity, 69 Parkway, Welwyn Garden City. AL8 6JG.

Thursday 23rd February 2017 2-4pm, County Hall, Pegs Lane, Hertford. SG13 8DQ.

Thursday 22nd June 2017 2-4pm, Townsend Church of England School, High Oaks, St. Albans. AL3 6DR.

- Most meetings were well attended. During the year SACRE welcomed in attendance at meetings, several observers. Meetings were chaired by Cllr. John Barfoot until the launch of the new agreed syllabus. Members then welcomed Cllr. Tim Hutchings as the new chair and Reverend John Fellows as Vice Chair.

Head of RE, Antonia Sheppard shared 'What makes RE unique at Townsend Church of England School' (following RE 'outstanding' in recent SIAMs inspection)

The following matters were discussed and actions carried out in 2016-2017

- Review of all work carried out during 2015-16
- Agreed aims and development plan 2016-2017
- Regular National updates including information from NASACRE, NATRE and updates on local news, events, monitoring of faith communities, network groups, training and CPD
- Membership and new personnel updates
- Subcommittee report on faith community grants awarded to religious communities actively involved with Hertfordshire community schools. Review of £10,000 allocated and distributed and decision to retain money for monitoring

- Agreed and implemented new model of work for Holocaust Memorial Day Commemoration 2016/2017
- A Holocaust Memorial Day event was planned with support from SACRE members and took place on 24th January 2017, at The John Henry Newman Catholic School
- Overview of 2016 public examination results
- The committee congratulated member Juliet Lyal on her appointment to the REC independent commission on RE and collected Commission on Religious Education evidence
- Hertfordshire SACRE applied for the Accord Award
- Shared information on the WHISPER project
- Discussed the future funding of SACRE
- Provided amendments and approval of the draft Annual Report 2014-2015
- Proposed development planning for 2016/2017
- Convened the second Agreed Syllabus conference
- Head of RE, Antonia Sheppard shared 'What makes RE unique at Townsend Church of England School' (following RE 'outstanding' in recent SIAMs inspection)

6b) SACRE Membership and training

Membership continued to reflect the diverse population of Hertfordshire as set out in **Appendix 2**.

After the May 2017 local elections, Group D (The Authority) changed, Cllr. John Barfoot did not stand for election and was warmly thanked for chairing the SACRE, Cllr. Peter Ruffles retired and Cllr. Dreda Gordon stepped down, the following members were welcomed Cllr. Tim Hutchings, Conservative, Cllr. Terry Douris, Conservative, Cllr. Margaret Eames-Petersen, Labour. In Group C (Teachers' Associations) we welcomed Hilary Davies, to represent Special Schools and Laura Passmore who was appointed for Secondary Schools. Retiring members of Group C included Carol-Anne Chandler and Juliet Lyal.

We bid farewell to Sally Spear who stepped down having represented the Hertfordshire Bahá'í community firstly, as an observer since 1994 and then as a co-opted member from 2001. Roya Taidi will be co-opted to continue this role.

Narayani Dasi was welcomed as a full member of Group A (Christian denominations and other religions and religious denominations) representing the Hindu faith. Margaret Steed retired after many years representing the Catholic Church as a Group A member and a representative of the Diocese of Westminster, retiring head of RS department and chair of the Agreed Syllabus Conference, Carol-Anne Chandler will fill this vacancy.

Group members, co-opted members and chairs of each group to be finalised at the autumn meeting. Induction for new members will take place in the autumn term.

6c) Improvement/development planning

A development plan was agreed. The government announced that the ESG (Education Services Grant) is to be removed with effect from either April 2017 or September 2017. A finance committee met to re-establish the core priorities for 2016-2017 and has been shared and reviewed. This is linked to the local authority plan and budget requirements.

Letters were sent to the Leader of Hertfordshire County Council and the Secretary of State regarding the future funding of SACRE following the abolition of the ESC (Education Services Grant). The Herts CC budget was approved the plan for SACRE is for a stable if slightly reduced amount of funding.

6d) Professional and financial support

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

In 2016-2017 SACRE were allocated **£32,604** per annum:

- **£10,000** of the annual budget is earmarked for faith communities grant funding
- **£19,440** covers the annual on-going work of the two servicing officers and clerking
- **£3,164** covers expenses for ongoing work, venues and travel, full and subcommittee meetings for

30 members and supply cover for teachers attending meetings

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

In 2016-2017 an additional £5,000 HCC monies were brought forward, including £2,000 to subsidise RE Quality Mark and £3,000 for AFaB work- an additional £2,000 HfL budget was allocated to support Holocaust Memorial Day work and commemoration.

6e) Information and advice

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

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

Links with other bodies The Hertfordshire SACRE is affiliated to The National Association of SACREs (NASACRE). Members were unable to attend the NASACRE conference and AGM in York for the first time due to time and financial constraints.

6f) Partnerships with key stakeholders

Hertfordshire continues to offer a comprehensive continued professional development programme. In 2016-2017 the following CPD was offered in response to local and national priorities: -

- Leading RE for the First Time 15.09.16 *cancelled due to low uptake*
- Holocaust Education CPD 22.09.16
- GCSE specification course for new Judaism papers postponed
- Creative RE – exploring Christianity 09.03.17 *cancelled due to low uptake*
- Active and Engaging RE 23.03.17
- Implementing the new Hertfordshire Agreed Syllabus of Religious Education – Key Stage 1 17.05.17
- Implementing the new Hertfordshire Agreed Syllabus of Religious Education – Key Stage 2 29.06.17

The Launch of the Hertfordshire Agreed Syllabus of Religious Education 2017-2022 - Religion for Today and Tomorrow ran two sessions to over 300 delegates on 27.04.17.

Subsequent courses, Implementing the new Hertfordshire Agreed Syllabus at KS1 and KS2 22.05.17 and 16.06.16, both reached capacity bookings of 40 delegates and plans were made to re-run these courses.

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

The SACRE brings together voices from many different communities in Hertfordshire and gives a clear purpose for their effective communication. Diversity is acknowledged and celebrated through the very fabric of the SACRE and in the work undertaken to promote tolerance and understanding of the diverse nature of the County. Faith communities are supported and monitored for their provision of visits and visitors for Hertfordshire pupils in state schools during term time.

The Hertfordshire SACRE Holocaust Memorial Day project work and commemoration event involves a wide range of Hertfordshire schools. The work supports education about the Holocaust, other genocides and their contemporary relevance and the nature of prejudice and intolerance.

7a) Representative nature of SACRE

The SACRE is representative of all the main religious groupings in Hertfordshire (**Appendix 2**). In 2016-2017 SACRE invited a Shia Muslim representative for co-option. Despite meeting attendance by a representative, this co-option vacancy remains.

7b) Knowledge and understanding of the local religious, cultural and ethnic minority Hertfordshire SACRE regularly holds its meetings in schools or faith community buildings. In 2016, the autumn term meeting was held at the Focolare Centre. At the beginning of such meetings there is always an informative guided tour, leading to greater levels of understanding and respect for cultural and religious difference.

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

Faith Communities in Hertfordshire - What is the fund for?

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

Criteria for prioritising applications

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

In 2016-2017 funds were allocated to the following establishments;

Bridge Builders Christian Trust, ISKON Education Service, Northwood Holocaust Memorial Day Events, Ramgaria Gurdwara Society, Stevenage Muslim Community, St Albans & Harpenden Education Project (STEP), St Francis of Assisi Church, The John Henry Newman School – HMD 2017, the WHISPER Project and St Albans Masorti Synagogue.

SACRE undertakes monitoring and provides feedback to support the services provided. Members attended a launch reception for the Board of Deputies, Jewish Way of Life Exhibition on Monday 28 November. The Hertfordshire SACRE is grateful to our faith communities for their work in enriching the RE curriculum and collective worship provision in schools.

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

Holocaust Memorial Day project and commemoration event 2017

- The HMD programme introduces students to the **historical, ethical and moral dimensions** of the **Holocaust and contemporary genocides**
- The project promotes a **collaborative, cross key stage** interaction through **cross curricular work** and brings students together encouraging them to work together on future projects
- **Host school supports the next commemoration** in a relationship of shared learning and sharing good practice between local schools
- The commemoration event provides **an inter-faith encounter** promoting respect, empathy and mutual understanding with the benefit of on-going community impact
- The project helps students develop an understanding of the ramifications of **prejudice, racism, anti-Semitism and stereotyping**
- Through the commemoration students and our multi-faith, inclusive, diverse audiences are empowered to **take action, challenge racism and all forms of discrimination and to promote community cohesion**
- For many students, their participation and involvement supports their **personal, spiritual and moral growth and development**
- Many **survivors continue their relationship** with the host schools revisiting for enrichment programmes, award ceremonies or to support the work being carried out in the Citizenship, History, Art and SMSC classrooms

In 2016, a new format for the HMD project was well-received by members through involvement of multi-academy trust schools and shaped the 2017 Holocaust Memorial Day commemoration which took place on Tuesday 24th January 2017 at The John Henry Newman Catholic School during school time to ensure a greater reach and attendance. The commemoration combined 9 schools working in collaboration to present contributions. Holocaust survivor Ivor Perl BEM, was the guest speaker and the theme was 'How Can Life Go On?'

Over 600 students attended the event and the impact on schools was that work on the Holocaust, subsequent genocides and speaking out against prejudice and intolerance was a higher profile area of learning for participating local schools. The legacy of the project is being continued through enrichment programmes and helps to communicate SACRE's work with the community. Lead liaison teacher, Maggie Wright reported that students spent a long time preparing their work and presentations and that it was such a privilege to see the sports hall full of students participating. Extremely positive feedback had been received from the students. In preparation, teacher delegates attended SACRE CPD representing secondary and a special school. The previous host school, Richard Hale School, presented at the CPD and informed participants about the legacy of this work.

Funding applications were made to support this work to Herts for Learning who committed £2,000 for HMD 2017. A further £1000 was received from the locality budgets of county councillors.

Members discussed that the current working model isn't sustainable for another year. The organisation and funding need reviewing. 2018 will be the 10th anniversary of the Hertfordshire SACRE HMD commemoration and it is hoped that sufficient funding will be available for this event to continue. It is vital to have a large subcommittee of SACRE members who can support the event.

The Hertfordshire SACRE submitted an application for the Accord Award for inclusivity, detailing the key projects that SACRE undertake in Hertfordshire, the HMD school's programme and commemoration, the AFaB and WHISPER projects, the Agreed Syllabus and the work that the grant funding allows organisations to complete. The award was open to Standing Advisory Councils for Religious Education that work hardest at boosting the growth of inclusion, cohesion and mutual understanding between those of different religions and beliefs. Unfortunately, this application, was not successful. Members were given a breakdown of the key aspects of the successful joint winners.

During the year, both Lisa Kassapian and Rev John Fellows undertook visits to Auschwitz- Birkenau as representatives of Hertfordshire SACRE. Visits were lead by educators from Holocaust Education Trust, Lessons from Auschwitz programme.

Hertfordshire SACRE - continuing the legacy

Up the latest news from our schools



DOUBLE: Ivor Perl with Richard Hale pupils, including Charlie Bettenson and Alex Partington, who unknowingly drew

The Hertfordshire Mercury
30th June 2016 – Ivor Perl,
survivor, recognised in student
portrait



As part of their on-going outreach programme, the Hertfordshire SACRE continues work with students and survivors. Ivor Perl agreed to be interviewed by four students on 24.01.17 for the 2017 commemoration.

The Hertfordshire SACRE Commemoration of Holocaust Memorial Day 2017 for North Herts Schools, at The John Henry Newman Catholic School, Stevenage



Hertfordshire
SACRE
Enhancing collective worship and RE

HOW CAN LIFE GO ON?
HOLOCAUST MEMORIAL DAY 2017



Appendix 1: SACRE Constitution

HERTFORDSHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

CONSTITUTION (Revision 06/16)

1. PREAMBLE

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

2. NAME

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

3. MEMBERSHIP

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

4. DUTIES

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

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

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

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

5. FREQUENCY OF MEETINGS

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

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

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

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

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

6. QUORUM

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

7. VOTING

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

8. CHAIR AND VICE-CHAIR

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

9. CO-OPTED MEMBERS

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

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

10. END OF MEMBERSHIP

- 10.1 A member shall be removed from SACRE if:
- they write to SACRE or the Clerk and tender their resignation;
 - they reach the end of their term of office and have not been re-nominated by their representative group;
 - they were appointed by virtue of holding a particular office and they no longer hold that office;
 - 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.
 - 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;
 - in the opinion of the Local Authority they cease to be representative of the denomination or association they were appointed to represent;
 - 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:
- by a vacancy in the office of any member of SACRE; or
 - on the grounds that a member of SACRE appointed to represent any denomination or association does not at the time of the proceedings represent the denomination or association in question.

12. THE CONSTITUTION

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

13. STANDARDS

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

NB: Those items marked * are required by statute

Appendix 2: SACRE Membership 2016-17

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

Appendix 2: SACRE Meeting Attendance 2016-2017

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

Appendix 3: Public Examinations in Religious Education

Hertfordshire RS Examination Results 2011 - 2017

Full GCSE Results 2011 - 2017

	2011	2012	2013	2014	2015	2016
% A* - A	40.0	37.1	37.5	39	36.8	35.0
% A* - C	80.2	78.6	79.8	81	81.8	78.2
% A* - G	99.2	99.4	99.3	99.0	99.0	98.5
Total Entries	3509	3810	3775	4220	4766	4942

National Results 2017:

A* - A: 27.4%

A* - C: 70.0%

A* - G: 97.9%

A Level Results 2011 - 2017

	2011	2012	2013	2014	2015	2016
% A*-A	n/a	25.1	24.7	25	24.6	23.1
% A*-C	81.2	83.1	81.7	78	78.3	80.9
Total Entries	633	570	656	667	631	752

National Results 2017:

A* - A: 24.2%

A* - C: 80.6%

AS Level Results 2011 - 2017

	2011	2012	2013	2014	2015	2016
% A*-A	n/a	16.7	16.3	12	20.9	24.6
% A*-C	56.8	63.9	62.2	57	94.3	70.8
Total Entries	257	233	246	227	1107	1184

National Results 2017:

A* -A: 22.5%

A* - C: 70.2%

Appendix 4: Hertfordshire SACRE Agreed Syllabus 2017-2022 Timeline

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

Appendix 6: Glossary of Educational Terms

Academy	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
AFaB	Ambassadors of faith and belief
Agreed Syllabus	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)
Agreed Syllabus Conference	An occasional body convened to review the LA's Agreed Syllabus for Religious Education
AS Level	Advanced Supplementary Level (Year 12 exams)
ATL	Association of Teachers and Lecturers
Attainment targets	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
Baseline assessment	Assessment of pupils' attainment on their entry into a school
Basic Skills	Reading, writing and arithmetic
Catchment area	The area from which a school takes its pupils
Circulars	Documents issued by the DfE to explain, interpret and give guidance about legislation
Community Schools/Community Special Schools	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
Continuity and Progression	Appropriate sequencing of learning which builds on previous learning to extend and develop pupils' capabilities
Co-ordinator	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
Coursework	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)
CPD	Continuing professional development - staff training
DfE	Department for Education
Differentiation	The organisation of teaching programmes and methods specifically to suit the age, ability and aptitudes of individual children
E Bacc	English Baccalaureate: a new performance measure for good GCSE or accredited Certificate passes in English, mathematics, history or geography, two sciences (including computing science) and an ancient or modern foreign language

ESL	English as a second language
ESC	Education Support Centre
EYFS	Early years foundation stage
Foundation Special schools	Name now given to former Grant Maintained Special schools
Foundation schools	New Category of schools, usually former Grant Maintained schools
GCSE	General Certificate of Secondary Education
Group Work	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
GTP	Graduate Teacher Programme
HCC	Hertfordshire County Council
HfL	Herts for Learning
HLTA	Higher Level Teaching Assistant
HMD	Holocaust Memorial Day
HMI	Her Majesty's Inspector
I(C)T	Information (and Communication) Technology
IEP	Individual Education Plan for pupils with special educational needs
INSET	In-Service Education and Training – courses for practicing teachers
KS1-4	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
LA	Local Authority
LSA	Learning Support Assistant
Mixed ability	A teaching group in which children of all abilities are taught together
NAHT	National Association of Headteachers
NASACRE	National Association of SACREs
NAS/UWT	National Association of Schoolmasters/Union of Women Teachers
National Curriculum	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
NLE	National Leader Of Education
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
OFSTED	Office of Standards in Education. The body which arranges and sets standards for school inspections
PAT	Professional Association of Teachers
PGCE	Post-Graduate Certificate of Education. A teaching qualification which includes a period of practical teaching experience
PPA	Planning preparation and assessment
Programme of Study (PoS)	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

QCDA	Qualifications and Curriculum Development Authority
QTS	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)
RE	Religious Education
REC	Religious Education Council for England and Wales
REQM	Religious Education Quality Mark
SACRE	Standing Advisory Council on Religious Education. Local statutory body which advises on religious education and collective worship
SARETT	St Albans RE teachers together
SEF	Self Evaluation Form
SEND	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
Setting	A system of organising pupils into ability groups for particular subjects
SHA	Secondary Heads Association
Short Course	A course in a National Curriculum Foundation subject, such as RE, which is worth half a full GCSE
SIP	School Improvement Partner
SLE	Specialist Leader in Education
SMSC	Social moral spiritual and cultural
Special School	A school for children whose special educational needs cannot be met within a mainstream school
SSE	Standards and School Effectiveness
Streaming	Placing pupils in classes according to their ability
TA	Teaching assistant
TDA	Teacher Development agency
VA	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
Value Added	When pupils are enabled to achieve above their assessed performance levels; the additional benefits accruing from, eg a school's ethos or extra-curricular activities
VC	Voluntary Controlled. A denominational school wholly maintained by the LA but with certain residual rights regarding religious worship
VLE	Virtual Learning Environment
WHISPER	Welwyn Hatfield Interfaith Schools Peace Education Resources