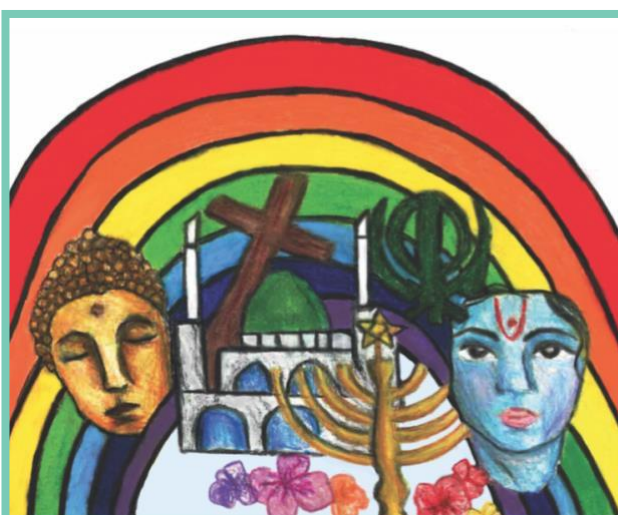
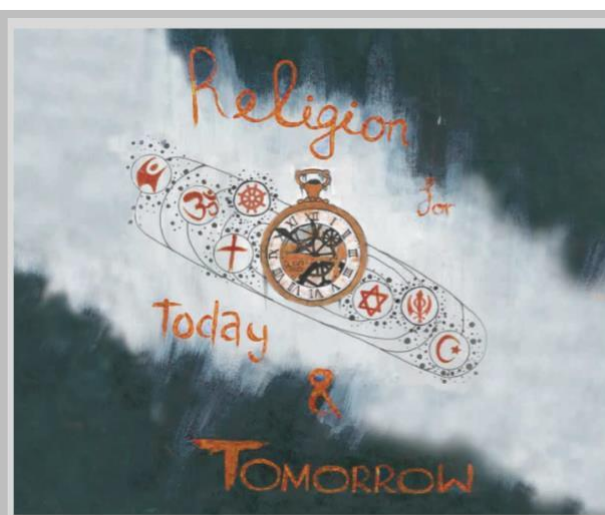




# The Annual Report of the Hertfordshire Standing Advisory Council on Religious Education (SACRE) 2017/2018

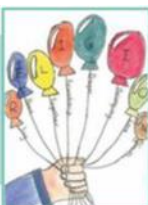
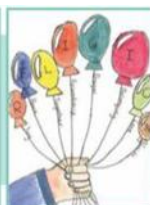


## Hertfordshire Agreed Syllabus of Religious Education 2017–2022



## Religion for Today and Tomorrow

Non-statutory guidance supporting the Hertfordshire Agreed Syllabus of Religious Education 2017–2022



Hertfordshire SACRE is a member of the National Association of SACREs



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## Hertfordshire SACRE Annual Report 2017/18

### 1. Chair's Introduction

In 2017-18 the Hertfordshire SACRE undertook a year of implementation for schools using the newly launched Agreed Syllabus and non-statutory guidance, 'Religion for Today and Tomorrow'. Hertfordshire SACRE members gave a great deal of their time and energy to producing and delivering guidance, support and CPD to ensure high quality Religious Education for local schools. Members shared their expertise and devised planning and assessment documents to support improved teaching, learning and assessment outcomes in RE.

*In 2018 members of Hertfordshire SACRE supported their 10<sup>th</sup> annual SACRE Holocaust Memorial Day schools' project. This work was recognised nationally by the Holocaust Memorial Day Trust who commended the Hertfordshire SACRE for producing the UK's largest student HMD commemoration.*

*The Hertfordshire SACRE considered, at length, how to allocate reduced funding to their work. Hertfordshire Local Authority aims to support SACRE well and promote the work we do with and in schools.*

*The following report offers an insight into the working of the Hertfordshire SACRE during the academic year 2017-2018 and I recommend it to you.*

Councillor **Tim Hutchings** (Chair Hertfordshire SACRE 2017-2018)

## 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 2017-2018 can be found in Appendix 1.** 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 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.

### 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 2017 to July 2018. The full Hertfordshire SACRE met three times during the year and considered a diverse range of topics.

Types of schools in Hertfordshire 2017- 2018

	Maintained	Academy	Free
<b>Primary</b>	363	51	7
<b>Secondary</b>	19	62	2
<b>Special</b>	20	5	
<b>ESC</b>	7	1	

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

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

#### 3a) Public examinations (see Appendix 2)

In 2017 the number of students taking RE GCSE in Hertfordshire increased again, but results declined. The percentage of A\*-A and A-C fell, but Hertfordshire schools remained above the national average.

The national number of RE A Level students decreased this year, however, results increased for A\*-A and A-C. The number of AS students studying RE dropped, but again, results increased. Hertfordshire's RE results continue to be above national results for RE in GCSE, A Level and AS Level. Members examined collated results from HCC for RE GCSE and A Level by school level and noted that:

- a higher percentage of students from Hertfordshire schools completed GCSE full course and RE A Level compared to national statistics, in line with local statutory requirements
- there are falling numbers of pupils doing RE short course in Hertfordshire
- some schools had over 100 students doing GCSE full course
- not all schools were listed in the data sample, in these cases RE may not be a timetabled subject or may be included under a different name. It was possible that some schools did not teach RE but allowed students to enter exams which they studied for externally (i.e. at place of worship)

Future recommendations include a focus on increasing the number of students completing RE GCSE in schools without a religious character and monitoring using a school's workforce data and website scrutiny.

#### 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 occasionally, through local teachers' network meetings. Teacher members wrote and presented a draft assessment model for age-related expectations by year group to support ongoing assessment from Early Years to Upper Key Stage 2. This guidance was approved at a full SACRE meeting and formed the model for raising pupil attainment through the Agreed Syllabus; it was shared through CPD and on the Herts for Learning (HfL) website.

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

We continued to celebrate areas of best practice in Hertfordshire schools. Hertfordshire teachers use a range of recommended web-based guidance and CPD resources. Teachers reported through local networks and CPD that the Agreed Syllabus 2017-2022 is being delivered in the majority of primary schools. Feedback also highlighted that the non-statutory primary scheme of work for Religious Education (2012-2017) continues to be used widely where primary schools have yet to implement the 2017-2022 recommendations. To ensure the implementation of 'Religion for Today and Tomorrow', the new non-statutory guidance in line with the current Agreed Syllabus, long and medium term plans were written by SACRE teacher members. The model planning exemplified how to implement the new RE syllabus in primary schools for all teachers.

Concerns were raised over the increasing number of secondary schools who are not meeting the requirements of the Hertfordshire Agreed Syllabus for time allocation. In November 2017 in response to new national reports on RE, a letter was written to all secondary schools in Hertfordshire on behalf of the Hertfordshire SACRE. The letter served to reiterate the requirements of the local Agreed Syllabus and highlighted the findings of the important national reports. The contact with Head teachers, Chairs of Governors, Heads of RE and Humanities was intended to support local schools in their provision of RE and to emphasise concern that some schools may be struggling to meet their statutory requirements due to challenges such as lack of specialist teachers, timetabling pressures, performance measures in other subjects and budget.

Hertfordshire SACRE is proud of its local networks of RE teachers, and in particular SARETT (St Albans RE Teachers Together) which provide regular opportunities to support and develop RE teachers. These groups are affiliated to NATRE (National Association of Teachers of RE) and are self-funded. This year local RE



network groups continued to meet regularly in a variety of county localities. Established groups drew on speaker expertise and the sharing of best practice between member schools. The groups are available to support other schools in the locality and SARETT members have been instrumental in the review and implementation of the Hertfordshire Agreed Syllabus and national RE projects such as Understanding Christianity.

### **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 formal complaints concerning Religious Education in 2017 - 2018.

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

### **Context**

The new Hertfordshire Agreed Syllabus of Religious Education 2017-2022, together with non-statutory guidance, 'Religion for Today and Tomorrow' was implemented in schools from autumn 2017. The documents were made available for sale on the Herts for Learning online shop. Profits from sales and launch events amounting to £4000 were raised and it was agreed with HfL that these would support future SACRE work. A range of key stage-specific implementation courses and twilight training was offered from spring term 2017 onwards to ensure that schools and academies were fully prepared to use the new syllabus. Following the successful review and launch of the Syllabus in April 2017, members utilised section 2 of the NASACRE RE tool in order to self-evaluate the work. Members found that the Agreed Syllabus process from review to implementation was predominantly 'advanced' in all areas outlined below.

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

Hertfordshire SACRE had a clear and systematic process for monitoring the effectiveness of the Agreed Syllabus built into its development plan and the costed timeframe for the Agreed Syllabus. The review included full consultation with schools and other key stakeholders, including faith communities. Issues that had previously arisen were discussed and addressed in planning for a review. The Agreed Syllabus Conference (ASC) budget was planned and allocated in partnership with the LA to include consultation meetings, administrative support, printing and distribution costs. There was a strong sense of shared ownership of the Agreed Syllabus review, with clear targets set out in the Agreed Syllabus timeline for what needed to be achieved.

### **4b) The quality of the local Agreed Syllabus**

Hertfordshire SACRE has ensured that the Agreed Syllabus provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA. Through systematic monitoring members noted that teachers are widely using the new Syllabus during the implementation year. In addition, teachers requested further support, through additional guidance and extended training on planning and using the documents. School resourcing and personnel issues continued to effect provision in some schools. It was agreed that schools would be asked to complete a digital RE survey to monitor quality of provision further in the autumn term 2018.

### **4c) Launching and implementing the Agreed Syllabus**

Hertfordshire SACRE ensured clear arrangements for training teachers on implementing the Syllabus provided by HfL; this training was well supported and managed. Members noted the need to use other forms of communication (for example, the LA website) to further promote a future launch. Some members also recommended that the launch should involve more members of the wider community and use stronger media

coverage to give the Agreed Syllabus a higher profile as an important development in the work of the LA and SACRE.

Hertfordshire SACRE continues to provide effective training on implementing the Agreed Syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the Agreed Syllabus and the implications for teaching and learning. The SACRE provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus. Non- statutory guidance was written and launched together with the Agreed Syllabus to enable practitioners to effectively plan and 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.

Further exemplars for long and medium term planning were created by consultant ASC members and shared with all schools via the Hertfordshire Grid for Learning in November 2017. The Chair and Servicing Officer visited schools in Hertford to monitor RE and observe the new Agreed Syllabus in practice across key stages.

In 2017-2018, 250 teachers were trained to implement the Agreed Syllabus at EYFS, KS1 and KS2. The Key stages 1 and 2 training days reached capacity bookings of 40 delegates in each and courses were re-run, the Key stage 3 CPD did not recruit enough delegates to run. 'Sat Nav RE' training sessions were carried out in schools to introduce the new SACRE publications. In addition, new RE subject leaders received a full day of training.

The locally affiliated NATRE group, SARETT carried out a review of progress and implementation of the Agreed Syllabus, looking at work sampling, informal moderating and planning. Feedback was provided at full SACRE meeting and impacted on developing planning and CPD. Some teachers continue to use the previous scheme of work which benefits the non-specialist. Members discussed further models for gaining sufficient evidence that the new work is reaching all schools, in response an online survey was written.

#### **4d) Membership and training of the Agreed Syllabus Conference (ASC)**

The ASC had a well-informed membership and was highly representative of the diversity of the local community; it was efficiently chaired by Carol-Anne Chandler (Group C). There was a strong, coordinated programme of training opportunities during the review. The ASC had lively and purposeful meetings with a wide variety of contributors. Members of all four groups attended full meetings and participated, sharing their experience, expertise and insights. The HfL SACRE clerk, Andrea Cowie, provided highly effective admin to support the process.

#### **4e) Developing the revised agreed syllabus**

The ASC ensured that high quality advice was sought to review and suggest revisions as they develop. The ASC, in partnership with the LA, holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The Agreed Syllabus has a clear framework for progression and challenging learning.

#### **4f) Making best use of national guidance**

Members of the ASC were aware of national documentation and some of its implications for the Agreed Syllabus review process. Some ASC members take note of the broader curriculum picture, but not all link the Agreed Syllabus to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools. Writers took account of the national documentation in the construction of the revised Agreed Syllabus, including the non-statutory curriculum Framework for RE, the primary and secondary curriculums and Religious education in English schools: Non-statutory guidance 2010. Curriculum mapping and staff meetings have been provided and teachers have been guided around the changes and are working towards greater cross curricular links independently and through training and support.

## 5. Collective Worship

### 5a) Compliance with the statutory requirement

The SACRE model collective worship policy is published online on the Hertfordshire Grid for Learning and was due for review in 2017-2018. It was agreed in development planning to delay this review and that the Agreed Syllabus writing and implementation would take precedence.

### 5b) Quality of collective worship

The local annually revised 'Faith Communities Directory' continues to support schools by signposting volunteers who are willing to visit school RE lessons or to help lead collective worship. SACRE members are involved with this aspect, either by providing names of representatives of their faith or belief, or through offering their services. Faith Community visitors to schools who are in receipt of SACRE grant funding continued to receive annual monitoring and resource updates. These groups are provided with feedback on their provision and 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 that 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, Watford. The current determination orders are in place until spring term 2020.

### 5d) Complaints about collective worship

There have been no official complaints concerning collective worship in 2017 - 2018.

## 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, Stephen Lavender, provided a link with the Local Authority as a joint Servicing Officer and previously was the county RE Adviser. An independent RE Adviser, Lisa Kassapian, Breathe RE, ensured that SACRE developments took place when required. The formation of regular sub committees forms the annual cycle of meetings 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 2017-2018 each lasting 2 – 2.5 hours  
*All host venues were provided without charge*

**Thursday 23rd November 2017** Ramgharia Gurdwara- 22 Bearton Avenue, Hitchin, Herts, SG5 1NZ

**Monday 12th March 2018** Summerswood Primary School, Borehamwood, WD6 2DW

**Thursday 21st June 2018** Hertfordshire Development Centre- Robertson House, 6 Six Hills Way, Stevenage SG1 2FQ

Additional SACRE subcommittee meetings:

**National RE reports** 16th November 2017 - Summerswood Primary School, Furzehill Rd, B/wood, WD6

**2DW Funding and SACRE development planning** - 6th September 2017, 31st January 2018, 19th March 2018, 27th April 2018, 21st May 2018, 28th June 2018 County Hall, Hertford.



Most meetings were well attended. During the year SACRE welcomed several observers in attendance at meetings. Meetings were chaired by Cllr. Tim Hutchings and Reverend John Fellows worked as Vice Chair. The following matters, not mentioned elsewhere, were discussed and actions carried out in 2017-2018:

- Review of all work carried out during 2016-17
- Agreement of aims, development plan and review for 2017-2018
- Regular national updates including information from NASACRE, NATRE, Commission on RE (CoRE) local news, events, monitoring of faith communities, network groups, training and CPD
- Membership and new personnel updates
- Revision of primary and secondary RE model policies
- Implementation of Holocaust Memorial Day Commemoration Project 2017/2018
- Overview of 2017 public examination results
- Sharing information on the WHISPER project and the SARETT network of local teachers
- Discussions of future funding for SACRE
- Subcommittee report on funding and future development
- Amendments and approval of the draft Annual Reports for 2015-2016, 2016-2017
- Proposals and revised development planning for 2017/2018

Members were kept informed about key national reports (outlined below) Hertfordshire SACRE held an additional subcommittee meeting in which these reports were discussed and formal responses and feedback were given to the national organisations responsible.

**The State of the Nation: A report on RE provision within secondary schools in England published by NATRE, the REC and RE Today:** This study concluded that many secondary schools are not fulfilling statutory requirements regarding RE. The report includes a number of recommendations for school leaders, parents/carers and DfE, not specifically for local authorities. The report is significant because it provides data which has not been previously available. Overall, the findings show that schools with a religious character are more likely to be meeting requirements and academies are the least likely type of school to meet statutory responsibilities at key stage 4.

**Interim report from the Commission on RE (CoRE):** The CoRE report shares concerns over the number of state secondary schools not meeting the statutory requirements for RE. Both reports emphasise the importance of RE and the role of SACRE. The key recommendation of the interim report includes the introduction of a national entitlement for RE, holding schools to account for provision and quality, a renewed and expanded role for SACREs and a national plan to improve teaching and learning in RE overall, the report supports SACREs but also suggests ways in which their role might change.

## 6b) SACRE Membership and training

Hertfordshire SACRE membership is representative of the diverse community and range of schools it serves. Membership is fully representative of all principal religions and non-faith groups such as Humanists. Revision of local population data and national census data has resulted in co-option of individuals representing diversity within faith groups. Good relations exist with local interfaith representation.

SACRE members include those from academies and higher education. 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 play a key role in writing the Agreed Syllabus and supporting curriculum documents, ensuring high quality provision for Hertfordshire pupils.

In 2017-2018 Hertfordshire SACRE bid farewell to Jane Chipperton as she retired from her post as St Albans Diocesan RE Adviser and long standing Group B membership. We welcomed Cllr. Jeff Jones who joined in place of Cllr. Andrew Stevenson (Conservative Group D), Helen Venn filled the vacancy for an Infant teacher in Group C. Retired teacher (Group C) Carol Anne Chandler (former SACRE Vice Chair and Chair of the ASC) joined Group A as a Catholic representative with agreement received from Bishop Paul McAleenan. In

addition, Juliet Lyal retired from teaching and moved from Group C to be co-opted as a member, representing the NATRE Exec, leader of a NATRE linked local group, SARETT and RE Commissioner from 2016. Chairs for each group were finalised at the autumn meeting. In addition, six members and the newly appointed clerk attended SACRE induction, led by Lisa Kassapian, Servicing Officer on Tuesday 3 October 2017 at County Hall, Hertford.

During the spring term Sadiq Haq (Group A) visited the Al-Zahra Centre, Watford to secure representative from the Shia Muslim community, in order to broaden Muslim representation. Alim Saqalain Abbas Alavi was recommended, he was written to and attended the June meeting.

Members received the sad news that Robert Gordon, Leader of the Council, had died in October. Robert Gordon had offered help and support to the work of SACRE in the LA over many years and a letter was sent on behalf of SACRE members to his family.

### 6c) Improvement and development planning

Development planning agreed for 2017-2018 had to be reviewed and amended throughout the year due to a significant budget cut at the end of the financial year. A SACRE finance working party was formed and met to re-establish the core priorities for 2017-2018 and link these to the local authority plan and budget requirements.

### 6d) Professional and financial support

The Hertfordshire SACRE (2017-18) is supported by two servicing officers: an independent RE Adviser and an adviser from Herts for Learning (HfL). The meetings have administrative support from a named person at HfL who is the central point of contact. Temporary clerks assisted the ongoing work and minuting meetings from the start of April 2017 before a new clerk from HfL joined the SACRE team at the end of June 2017.

In 2017-2018 SACRE were allocated **£32,688**.

- **£10,000** of the annual budget was earmarked for faith communities grant funding and monitoring
- **£18,610** covered the annual on-going work of the two servicing officers and clerking
- **£3,500** covered expenses for ongoing work, venues and travel, full and subcommittee meetings for 30 members and supply cover for teachers attending meetings
- **£578** contingency fund
- **£2,000** from the HfL additional budget was allocated to support Holocaust Memorial Day (HMD) schools project and commemoration.

The 2018 HCC budget was discussed at length and the development plans reviewed. Funding proposed from April 2018-2019 was a reduction to **£13,000**. This included the following decisions reached through meetings with SACRE members and LA officers:

- removal of grant funding or further monitoring and support for communities of faith and belief providing visits or visitors to Hertfordshire school pupils in term time
- removal of funding for HMD work in schools, commemoration event, admin and expenses
- reduction in days for HfL servicing officer, SACRE clerk, RE adviser, expenses and contingency
- confirmation to cease the agreed underspend of **£3,000** per annum reserved to fund the writing and publication of Hertfordshire's Locally Agreed Syllabus of Religious Education (a five yearly cycle)

### 6e) Information and advice

A District Secondary School Effectiveness Adviser from HfL 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 revised and published online, their model policies on Religious Education for primary and secondary schools and key stage planning model documents for EYFS-UKS2.

#### **6f) Partnerships with key stakeholders and links with other bodies**

Hertfordshire SACRE continues to offer a comprehensive continued professional development programme through HfL. The Hertfordshire SACRE is affiliated to The National Association of SACREs (NASACRE).

In May 2018, the Chair Cllr. Tim Hutchings and Servicing Officer, Lisa Kassapian attended the NASACRE Conference and AGM. The theme of the event was: 'Stronger Together - Celebrating the Power of Community'. Details were shared with members and copies of the relevant presentations can be found at: <http://www.nasacre.org.uk/conference-and-agm/2018/2018-papers>. The Rt. Hon Charles Clarke, Patron of NASACRE gave a brief introductory address about the importance of RE and participated in a panel session with other speakers at the end of the day.

The key note speaker was Dr Vanessa Ogden. She is the CEO of Mulberry Schools Trust, a Multi Academy Trust. She read Theology and Religious Studies at Manchester University, was an RE teacher, and served on the Commission on Religious Education. At the formation of the first APPG on Religious Education, Dr Ogden said on the subject, "It fundamentally hits the heart of what it means to be a human being and anything that allows young people to take that apart for themselves... is just so exciting; I don't know how you can resist it really."

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

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

The SACRE is representative of all the main religious groupings in Hertfordshire (**Appendix 1**). In 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 2017, the autumn term meeting was held at the Ramgarhia Gurdwara, Hitchin. At the beginning of the meeting community members hosted lunch for members and provided an informative guided tour.

The Hertfordshire SACRE is committed to supporting key projects which enhance RE and collective worship beyond statutory requirements. Grant funding is used to support the work of communities of faith and belief in Hertfordshire. Community members visit Hertfordshire public sector schools to share aspects of their faith or belief in Religious Education lessons, assemblies, or in other ways. They also 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. In 2017/18 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. All organisations, in receipt of funding, evaluated their annual work which was monitored by SACRE.

#### **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 2017-2018 funds were allocated to the following establishments;

Bridge Builders Christian Trust, ISKON Education Service, Northwood Holocaust Memorial Day Events, Ramgarhia Gurdwara Society, St Albans Cathedral, St Albans & Harpenden Education Project (STEP), Breathe HMD 2018 at The Dame Alice Owen School and the Welwyn Hatfield Interfaith Schools' Peace Education Resource (WHISPER) Project.

### **Example organisation: The Christmas Journey by Bridge Builders Christian Trust in Stevenage 2017**

The Christmas Journey allows key stage 1 pupils to encounter the Christmas story and begin to understand some of the significance it has for Christians today. In 2017 over 1 100 pupils experienced the visit. The Christmas Journey programme is run annually by volunteers in local Stevenage churches and is attended primarily by year 2 pupils. In 2017, these pupils were representative of 20 local schools. The links made by Bridge Builders to the new statutory requirements for RE in Hertfordshire are made clear to teachers and support the implementation of the new Agreed Syllabus.



*Visit to The Christmas Journey December 2017 Lisa Kassapian*

The Hertfordshire SACRE is grateful to all organisations in receipt of funding for their dedication to enriching the RE curriculum and collective worship provision in local schools. This year marked the end of the additional LA grant funding for SACRE to support these community initiatives and a letter was sent to organisations across the county to inform them that the funding was no longer available.

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

The work of the Hertfordshire grant funded organisations outlined above have played a vital part in contributing to social, racial and religious harmony in the Hertfordshire community. For example, the WHISPER group used funding from SACRE to provide faith visitors for schools in Welwyn Garden City and villages, Hatfield and St Albans. Their visitors are local volunteers who receive training and ongoing feedback, visitors include university students, working and retired people from the six major world religions and the Bahai faith.

The Hertfordshire SACRE Holocaust Memorial Day (HMD) programme and commemoration event is arguably the most significant and prominent event in its annual calendar, bringing together contributions from a wide range of schools and local communities in an act of communal remembrance, reflection and learning. Over 5000 students and teachers across Hertfordshire have been involved first hand with the project over 10 years, ensuring the ongoing education of others in their learning communities. In January 2018, SACRE delivered its 10th annual HMD programme, continuing to demonstrate its dedication to develop and support pupils' mutual understanding and mutual respect between those of different religions and non-religious worldviews. In line with government aims we work to renew the commitment of British people to combat racism, antisemitism and xenophobia and work for an inclusive, caring and open society.

The HMD project and commemoration event helps students develop an understanding of the ramifications of prejudice, racism, antisemitism and stereotyping. Through the commemoration Hertfordshire students and a multi-faith, inclusive, diverse audience are empowered to take action, challenge racism and all forms of discrimination and to promote community cohesion.

In September 2017 Hertfordshire SACRE offered CPD to support HMD work in schools which was well attended with 16 teachers committing themselves and their pupils to the annual project. The SACRE Holocaust Memorial Day event was planned with support from SACRE members and took place on Wednesday 24<sup>th</sup> January 2018, at Dame Alice Owen's School, Dugdale Lane, Potters Bar, EN6 2DU. The Hertfordshire SACRE HMD project and 2018 commemoration event educated 650 students and was recognised nationally by the Holocaust Memorial Day Trust as 'a model case study' and 'another year of outstanding education and supporting outreach'. The commemoration event was live streamed by Dame Alice Owen's School reaching larger student audiences than previous events.

The HMD project runs from May to January each year with preparation and curriculum support in schools, it introduces students to the historical, ethical and moral dimensions of the Holocaust and of contemporary genocides. The commemoration moves annually to new locations throughout the county. The success of the work relies on the dedication of a highly skilled, dedicated national Holocaust educator, Ellie Olmer (Group A) and the support of Breathe HMD. The project promotes a collaborative, cross key stage interaction through cross curricular work and brings students together encouraging them to work collaboratively on future projects. The 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.

Following our highly successful 10th anniversary of this county wide project, members expressed serious concerns as to whether this work would continue in the future due to the reduction by Hertfordshire County Council of SACRE funding for 2018-2019 which would lead to loss of the current work with Hertfordshire citizens. Members highlighted the rise of Islamophobia, antisemitism and hate crimes within the Hertfordshire and British faith communities. The event has been a vehicle through which SACRE has shared with young people across Herts the importance of one voice, moral issues and community cohesion.

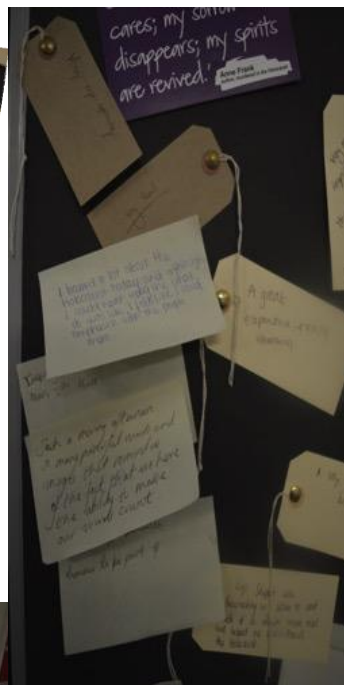
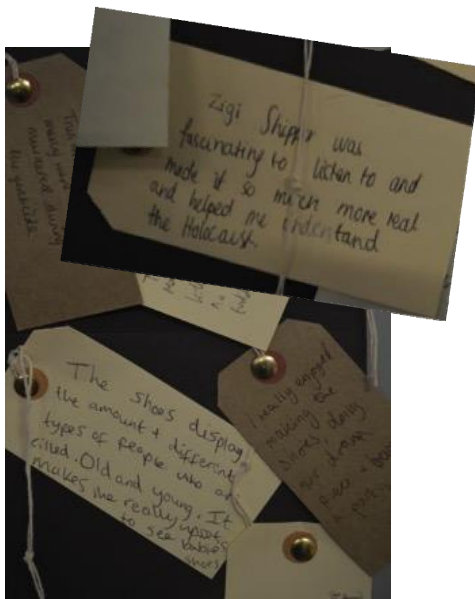


The Hertfordshire SACRE 10<sup>th</sup> annual Commemoration of Holocaust Memorial Day 2018 for Schools, at Dame Alice Owen's School, Potters Bar









## SACRE membership and attendance 2017-18

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
<b>Buddhist</b> Julian Wall Amaravati Buddhist Monastery Nov 2015	<b>Diocese of St Albans</b> Jane Chipperton March 2001	<b>Junior Teacher (ALT)</b> Ali Mackintosh June 2004	<b>County Councillor (Con)</b> Alan Plancey May 2013	<b>Bahá'í</b> National Spiritual Assembly of the Bahá'í Roya Taidi April 2017
<b>Catholic - Diocese of Westminster</b> Carol-Anne Chandler Bishop of Westminster May 1991	<b>Diocese of St Albans</b> Andrew Wellbeloved June 2004	<b>Primary Headteacher (NAHT)</b> Emma Fenn Feb 2014	<b>County Councillor (Lib Dem)</b> Mark Watkin May 2013	<b>Humanist</b> Pete Bennett British Humanists Association June 2014
<b>Catholic- Diocese of Westminster</b> Maggie Wright Bishop of Westminster Feb 2014	<b>Diocese of St Albans</b> Shirley Whales Oct 2013	<b>Secondary Headteacher (SHA)</b> Liz Ellis Oct 2014	<b>County Councillor (Con)</b> Tim Hutchings May 2017	<b>Jewish- Reformed</b> Michael Shaw Reform synagogue November 2001
<b>Free Church- Baptist</b> Angharad Griffiths The Free Church Federal Council Dec 2010		<b>University of Hertfordshire</b> Janet Monahan June 2005	<b>County Councillor (Con)</b> Terry Douris May 2017	<b>CoRE and NATRE</b> Juliet Lyal November 2008
<b>Free Church – Methodist</b> The Free Church Federal Council Reverend John Fellows June 2005		<b>Infant teacher (NUT)</b> Helen Venn June 2017	<b>County Councillor (Con)</b> Jeff Jones Sept 2017	<b>Shia Muslim</b> Alim Saqalain Abbas Alavi Al Zahra Centre June 2018
<b>Free Church– Salvation Army</b> The Free Church Federal Council Jackie Roberts Oct 2014		<b>Secondary Teacher and NATRE (NASUWT)</b> Laura Passmore June 2017	<b>County Councillor (Lab)</b> Margaret Eames-Petersen May 2017	
<b>Sikh</b> Kavaljit Kaur Dev Sikh Council UK Feb 2014				
<b>Muslim</b> Sadiq Haq Watford Jamia Mosque July 2001				
<b>Jewish– Orthodox</b> Ellie Olmer The Board of Deputies of British Jews February 2014				
<b>Hindu</b> Narayani Dasi The International Society for Krishna Consciousness March 201				

Group	Member	23/11/2017	12/03/2018	21/06/2018
Group A	Angharad Griffiths	Present	Present	Absent
Group A	Kavaljit Kaur Dev	Present	Present	Present
Group A	John Fellows	Present	Present	Absent
Group A	Sadiq Haq	Present	Present	Present
Group A	Julian Wall	Absent	Absent	Present
Group A	Maggie Wright	Present	No apology received	Absent
Group A	Jackie Roberts	Absent	Present	Present
Group A	Carol-Anne Chandler	Present	Present	Present
Group A	Ellie Olmer	Present	Present	Present
Group A	Naranyai Dasi	Present	Present	Absent
Group B	Jane Chipperton	Present	Present	Present
Group B	Andrew Wellbeloved	Present	Present	Absent
Group B	Shirley Whales	Present	Present	Present
Group C	Ali Mackintosh	Present	Present	Present
Group C	Janet Monahan	Absent	Present	Present
Group C	Helen Venn	Present	No apology received	Absent
Group C	Emma Fenn	Present	Absent	Absent
Group C	Liz Ellis	Present	Present	Present
Group C	Hilary Davies	Present	Present	
Group C	Laura Passmore	Absent	Present	Present
Group D	Alan Plancey	Absent	Present	Absent
Group D	Mark Watkin	Present	Present	Present
Group D	Tim Hutchings	Present	Present	Present
Group D	Terry Douris	Absent	Present	Present
Group D	Jeff Jones	Present	Present	Absent
Group D	Margaret Eames-Petersen	Absent	Present	Present
Co-opted	Michael Shaw	Absent	Absent	Absent
Co-opted	Pete Bennett	Present	Present	Present
Co-opted	Juliet Lyal	Present	Present	Absent
Co-opted	Roya Taidi	Absent	Present	Present
Co-opted	Alim Saqalain Abbas Alavi			Present
Servicing Officer	Stephen Lavender	Present	Present	Present
Servicing Officer	Lisa Kassapian	Present	Present	Present



## Appendix 2: Public Examinations in Religious Education 2011-17

### Hertfordshire RS Examination Results 2011 - 2017

#### Full GCSE Results 2011 - 2017

	2011	2012	2013	2014	2015	2016	2017
% A* - A	40.0	37.1	37.5	39	36.8	35.0	33.9
% A* - C	80.2	78.6	79.8	81	81.8	78.2	76.3
% A* - G	99.2	99.4	99.3	99.0	99.0	98.5	99.1
Total Entries	3509	3810	3775	4220	4766	4942	5383

#### 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	2017
% A* - A	n/a	25.1	24.7	25	24.6	23.1	26.3%
% A* - C	81.2	83.1	81.7	78	78.3	80.9	83.3
Total Entries	633	570	656	667	631	752	678

#### National Results 2017: A\*

**- A: 24.2%**

**A\* - C: 80.6%**

#### AS Level Results 2011 - 2016

	2011	2012	2013	2014	2015	2016	2017
% A* - A	n/a	16.7	16.3	12	20.9	24.6	30.2
% A* - C	56.8	63.9	62.2	57	94.3	70.8	78.7
Total Entries	257	233	246	227	1107	1184	1107

#### National Results 2017:

**A\* - A: 22.5%**

**A\* - C: 7**

## Appendix 3: 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>AS Level ATL</b>	Advanced Supplementary Level (Year 12 exams) Association of Teachers and Lecturers
<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: a new performance measure for good GCSE or accredited Certificate passes in English, mathematics, history or geography, two sciences (including computing science) and an ancient or modern foreign language
<b>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</b>	Herts for Learning
<b>HLTA</b>	Higher Level Teaching Assistant
<b>HMD</b>	Holocaust Memorial Day
<b>HMI</b>	Her Majesty's Inspector
<b>I(C)T</b>	Information (and Communication) Technology

<b>INSET</b>	In-Service Education and Training courses for practicing teachers
<b>KS1-4</b>	Key Stages the four stages of the National Curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16
<b>LA</b>	Local Authority
<b>LSA</b>	Learning Support Assistant
<b>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>NLE</b>	National Leader of Education
<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>QCDA</b>	Qualifications and Curriculum Development Authority
<b>QTS</b>	Qualified teacher status: usually attained by completing a Post Graduate Certificate in Education (PGCE) or a Bachelor of Education (BEd) degree or a Bachelor of Arts/Science degree with Qualified teacher status (BA / BSc(QTS)) or the Graduate teacher programme (GTP)
<b>RE</b>	Religious Education
<b>REC</b>	Religious Education Council for England and Wales
<b>REQM</b>	Religious Education Quality Mark
<b>SACRE</b>	Standing Advisory Council on Religious Education. Local statutory body which advises on religious education and collective worship
<b>SARETT</b>	St Albans RE Teachers Together
<b>SEF</b>	Self Evaluation Form

<b>SEND</b>	Special Educational Needs and Disability. Learning difficulties for which special educational provision has to be made. May include children with physical disabilities or emotional and behaviour disorders
<b>SHA</b>	Secondary Heads Association
<b>Short Course</b>	A course in a National Curriculum Foundation subject such as RE, which is worth half a full GCSE
<b>SIP</b>	School Improvement Partner
<b>SLE</b>	Specialist Leader in Education
<b>SMSC</b>	Social moral spiritual and cultural
<b>Special School</b>	A school for children whose special educational needs cannot be met within a mainstream school
<b>Subject Leaders</b>	A teacher responsible for leading and co-ordinating the teaching and learning within a subject, curricular or Key Stage. Chiefly primary though some secondary schools have co-ordinators for cross-curricular elements
<b>TA</b>	Teaching assistant
<b>TDA</b>	Teacher Development agency
<b>VA</b>	Voluntary Aided. School maintained by the LA except for some particular aspects, such as paying 15% towards some building costs. Usually a denominational school in which the governors have particular religious rights and also responsibilities
<b>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 4: 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**

- 4.1. The broad role of SACRE is to develop a supportive partnership with schools within Hertfordshire in order to raise standards and achievement in Religious Education (RE) and collective worship. The Local Authority will work with its SACRE to review existing provision for RE and Collective Worship and consider any action which might be taken.



#### 4.2 The functions of SACRE are:

- a. To advise the Local Authority on such matters connected with RE and collective worship in Hertfordshire community schools and foundation schools without a religious character;
- b. To monitor the provision and quality of RE taught according to its Agreed Syllabus together with the overall effectiveness of the syllabus;
- c. To provide advice and support on the effective teaching of the Agreed Syllabus;
- d. To provide advice to the Local Authority and its schools on methods of teaching, the choice of teaching material and the provision of teacher training;
- e. \*To require the Local Authority to set up a statutory conference to review the Agreed Syllabus if, in the opinion of the SACRE, this becomes necessary. The Agreed Syllabus must be reviewed and updated every five years but a majority of representative groups on the SACRE, other than that consisting of persons chosen to represent the Local Authority (Group D), may at any time require a review of the Agreed Syllabus which is currently being used by the Local Authority ;
- f. In partnership with the Local Authority, consider whether any changes need to be made to the Agreed Syllabus or in the support offered to schools in the implementation of the Agreed Syllabus, to improve the quality of RE and the learning of pupils;
- g. Offer schools and the Local Authority advice concerning how an existing syllabus can be interpreted so as to fit in with wider changes in education;
- h. To receive and determine whether applications from head teachers, that the requirement for collective worship in community or foundation schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school. SACRE will give the head teacher written notification of their decision on the application, the determination order;
- i. \*To publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the Local Authority, broadly describing the nature of that advice, and setting reasons for offering advice on matters which were not referred to it by the Local Authority. This report will be presented to the Local Authority's County Councilors, schools, MPs in Hertfordshire and neighboring Local Authorities and is to be delivered to the National Association for SACREs. This report will also be made available to the public. Responsibility for the production of the annual report will be the Servicing Officers', who may delegate the task to an Independent Advisor.
- j. SACRE is encouraged to develop its own role working with inter-religious bodies to demonstrate that the study of religion and belief can be an important contribution to community cohesion and to the combating of religious prejudice and discrimination;
- k. The SACRE may offer advice to the Local Authority on any matters related to its function as it sees fit.

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

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

#### 5. FREQUENCY OF MEETINGS

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

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

representative groups or sub – committees.

- 5.3 Details of the business to be considered by the meeting, which will be included in the agenda, must be received by the Clerk no later than 15 school days before the meeting.
- 5.4 The Clerk will, no later than 5 school days before the meeting, circulate the agenda and supporting papers to the members.
- 5.5 The Clerk will, no later than 15 school days following the meeting, circulate a copy of the minutes of the meeting to the members of SACRE.

## **6. QUORUM**

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

## **7. VOTING**

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

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

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

8.7 The Vice-Chair will be responsible for:

- a. deputising for the Chair as required;
- b. representing SACRE to other bodies in the absence of the Chair or in agreement with the Chair;
- c. such other duties as SACRE considers appropriate.

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

9.1 \* Full members of SACRE may, if they wish, co-opt persons on to SACRE.

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

9.3 Co-opted members will have no voting rights.

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

## **10. END OF MEMBERSHIP**

10.1 A member shall be removed from SACRE if:

- a. they write to SACRE or the Clerk and tender their resignation;
- b. they reach the end of their term of office and have not been re-nominated by their representative group;
- c. they were appointed by virtue of holding a particular office and they no longer hold that office;
- d. they are absent for 3 or more consecutive meetings for any reason not acceptable to the Local Authority or SACRE and if they failed to send an appropriate representative. In this situation it shall be deemed that there is a vacancy to be filled by the Group responsible.
- e. their representative group states, in writing that the member should no longer act as one of its representatives on SACRE, where the member was nominated by the representative group;
- f. in the opinion of the Local Authority they cease to be representative of the denomination or association they were appointed to represent;
- g. in the opinion of the Local Authority, on reasonable grounds, the member is unable, unwilling or an unsuitable person to continue these duties.

10.2 A sub-group shall be removed from SACRE if in the opinion of the Local Authority they cease to be representative of the religious or cultural structure of Hertfordshire.

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

## **11. GENERAL**

11.1 The Local Authority will service SACRE through an appropriate Servicing Officer or representative.

11.2 In addition to the Clerk other Local Authority Officers may attend SACRE meetings at the discretion of the Director of Education and Early Intervention, the Servicing Officer and/or SACRE. These persons may speak but cannot vote.

11.3 \* The validity of proceedings of SACRE or of the members of SACRE of any particular category shall not be affected:

- a. by a vacancy in the office of any member of SACRE; or

- b. on the grounds that a member of SACRE appointed to represent any denomination or association does not at the time of the proceedings represent the denomination or association in question.

## **12. THE CONSTITUTION**

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

## **13. STANDARDS**

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

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