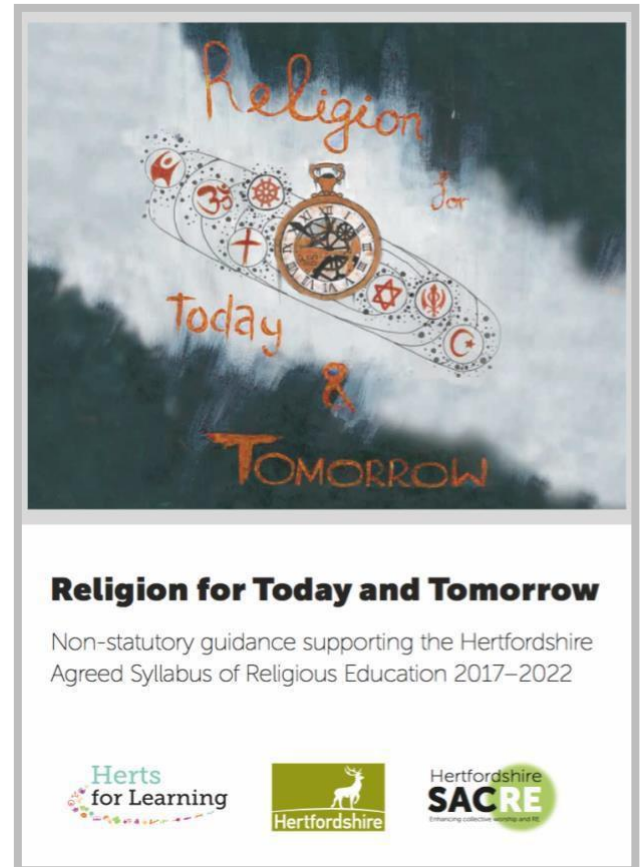
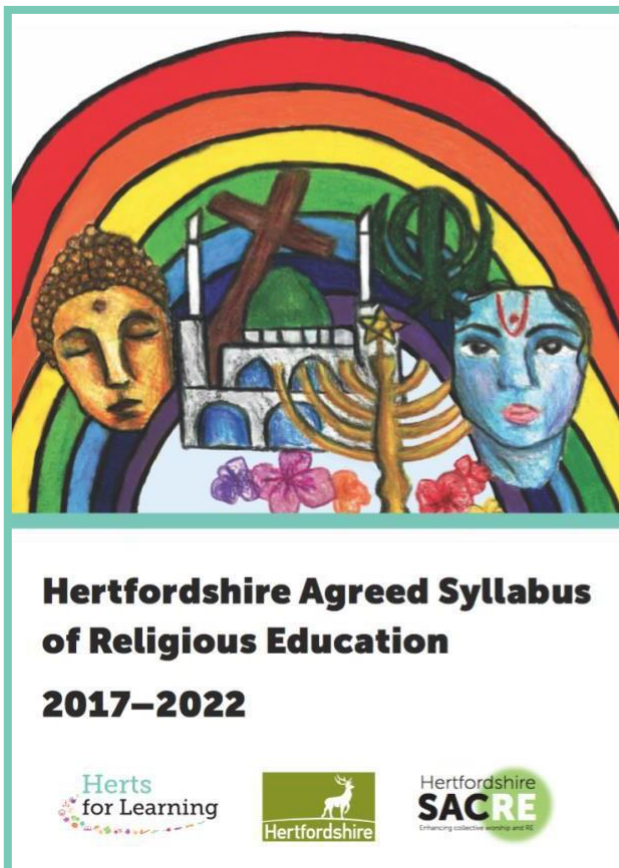




Hertfordshire
SACRE
Enhancing collective worship and RE

Herts
for Learning

The Annual Report of the Hertfordshire Standing Advisory Council on Religious Education (SACRE) 2021-22



Hertfordshire SACRE is a member of the National Association of SACREs

nasacre
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1. Introduction

1.1 Welcome from the Chair



I have much pleasure in introducing the Annual Report of Hertfordshire SACRE for 2021-22 which in spite of the restrictions imposed by lockdown and COVID still proved to be a productive year. We managed to hold all 3 scheduled meetings although the Autumn and Spring meetings had to be virtual. The Summer meeting was held at St. Albans Abbey which included a tour of that wonderful building.

In October we held our first ever development day attended by almost half of SACRE at the Hare Krishna Community at the Bhaktivedanta Temple in Letchmore Heath. Its calm and peaceful environment helped us to reflect on the role of SACRE in facilitating RE and Collective Worship in schools.

The most significant event of the year was the setting up of our Agreed Syllabus Conference tasked with the development of our next RE Syllabus for Hertfordshire Schools, ably chaired by Carol-Ann Chandler. COVID had forced us to delay the start of this process by a year. The Conference, composed of the SACRE membership, held its meetings immediately after each SACRE business meeting. To help guide us we sent a questionnaire to every Hertfordshire School and the response was change little but the existing syllabus needed far more on the worldview.

The serious work occurred during a weekend in March when the writing panel of teachers met in a hotel and crafted the first draft. I cannot thank them enough for their dedication and commitment.

Juliet Whitehead, our County Council support officer updated the Hertfordshire Faith Directory which lists as many religious groups as we could discover who wanted to work with their local schools. We thank them whole heartedly.

We continued to monitor the level of teaching of RE through checking secondary school websites and by circulating a questionnaire. We were impressed with how schools had coped through Covid. We note that there is a real shortage of dedicated RE teachers which is having a significant impact on the numbers of pupils taking exams.

We have established a core Strategy Group of about aa dozen SACRE members which meets between the main meetings and is tasked with developing new initiatives and tackling any challenges that may impede our work.

Finally

- I want to welcome and thank our new members Cllr Asif Khan; Alison McLaughlin (Herts University); Randula Haththotuwa (Buddhist); Wendy Lidgate (full member representing Free Churches); and Rachel Griffiths Church of England
- Angharad Griffiths (Free Churches) resigned and we thank her for all the support and contributions she gave to SACRE.

I hope you enjoy our Report.

Cllr. Mark Watkin

1.2 SACRE Statutory Duties

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

Group A Christian denominations and other religions and religious denominations

Group B The Church of England

Group C Teachers' Associations

Group D The Authority

After considerable consultation and discussion with interested bodies throughout Hertfordshire to ensure the SACRE would be representative, the Authority appointed the members as required by legislation.

Membership is for a period of four years and full members of the SACRE may co-opt non-voting members to the Council. **Membership for the period 2021-22 can be found in Appendix 1.** SACRE meetings are open to the public and Hertfordshire SACRE usually meets three times a year in County Hall, a school and a place of worship/community centre.

The SACRE can advise the Authority upon matters connected with RE and collective worship in county schools; matters such as teaching methods, materials and teacher training are mentioned in the Act. The advice offered by the SACRE carries no statutory force. In Hertfordshire, SACRE also works closely with many Academies and Free Schools to try to ensure that all children and young people in the County receive high quality RE and schools provide appropriate acts of collective worship.

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

1.3 Purpose of the Report

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

In particular, the report shall:

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

This report deals with these matters in summary, for the academic year September 2021 to August 2022. The full Hertfordshire SACRE met three times during the year and considered a diverse range of topics.

1.4 Types of schools in Hertfordshire 2021-22

Year	2021/22			
Type of school				
Row Labels	Academy	Independent	LA Maintained	Grand Total
Independent school		52		52
Non-maintained special school			1	1
State-funded ESC school	3		5	8
State-funded nursery			14	14
State-funded primary	83		320	403
State-funded secondary	69		13	82
State-funded special school	6		19	25
Grand Total	161	52	372	585

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

1.5 SACRE meetings

1.5.1 We held three SACRE meetings in the period Sept 2021 to Aug 2022. The Autumn and Spring meetings were held on-line. We met in person for the Summer Term at St Albans Abbey.:

3rd Nov 2021: Teams meeting online

- Discussion of the Development Day. Useful to help understanding of SACRE work, the nature and purposes of RE and collective worship and the importance of SMSC. It would be good to repeat on an occasional basis. Bhaktivedanta Manor in Watford was an ideal location.
- The aims and vision were agreed.
- Findings from website monitoring were discussed. Useful to identify where we might target further monitoring and triangulate with other data. It is statutory for schools to provide curriculum content by year group. Not all schools did this.

1st March 2022: Teams meeting online

- Need to up-date Faith Directory discussed and way forward to do so agreed.
- It was agreed that we suspend conference to focus on agreed syllabus development.

28th June 2022: St Albans Abbey



- Secondary school questionnaire was discussed. Deadline for return September 2022.
 - Update on Faith Directory, to be published over the summer.
 - Strategy group membership and remit agreed.
- At this meeting also, a SACRE member reported feedback from one of the teacher networks some concerns about the stress and well-being of teachers. Some feel that the senior leaders in the school do not understand the place of RE and so feel that they are not given adequate support to develop the full potential of the subject.

Local and national up-dates are provided at each meeting, especially about the local networks and the National Association of Teachers of RE (NATRE)

1.5.2 We held three Agreed Syllabus Conferences (ASC) meetings concurrent with the SACRE meetings

3rd Nov 2021

- Feedback from schools was analysed and results discussed in terms of what to focus on. Mostly teachers wanted continuity, but ASC agreed that changes need to reflect recent development, in particular the 'worldviews approach'. Guidance and principles for the writing panel to be developed for the next meeting.

1st March 2022

- Guiding principles agreed. Planning for the writing panel weekend discussed.

28th June 2022

- Draft syllabus explained and discussed.
- Planning next steps for final version and timeline for LA process and production
- Planning for launch and training

The work of the Vision and Strategy Group has continued to prove helpful in shaping and driving the work of SACRE. This has now been re-named the Strategy Group, as its work on vision has been completed, and at the June meeting, an amended membership and remit was put before SACRE. The purpose of this was to move more effectively to drive the strategic direction of SACRE and to ensure regular representation from each group. The Strategy Group continues to meet either side of each SACRE meeting.

SACRE's work over the period September 2021 to Aug 2022 was driven by both local and national issues, although the review of the Locally Agreed Syllabus was a significant part of its work.

1.6 Development Day 7th Oct 2021

Our first Development Day was held at the Bhaktivedanta Manor, Watford, on Thursday 7th October and attended by 13 members, though not all could be there for the whole day.



New members

were welcomed and introductions – on a formal 'getting to know you' theme – were shared. We then explored the role of SACRE in relation to RE, collective worship and Spiritual, Moral, Social and Cultural Development (SMSC). Bill Moore, the adviser to SACRE, used NASACRE materials to focus on the nature and work of SACRE and facilitated discussions on RE and collective worship, and in so doing also raised SMSC.

Members who attended the virtual NASACRE conference then shared aspects of workshops

they attended, which raised some interesting possibilities for future work of Herts SACRE.

We were very well looked after by the community at the Manor, with a mindfulness session in the morning, a tour of the shrine and manor and a wonderful vegetarian lunch, much appreciated by everyone!

2. RE in Hertfordshire Schools

2.1 Public examinations (see Appendix 2)

This was the first year in which students sat public exams in the usual way since 2019. As can be seen from the table below, overall entries for GCSE in Hertfordshire schools are broadly in line with, though slightly below, the national average. There has been a slight drop in entries since 2019 both locally and nationally. Bearing in mind that RE is statutory for all students until they leave school (unless withdrawn by their parents), it is disappointing that now under a third of students are entered for a public examination. Numbers of entries have dropped considerably since the Short Course GCSEs were no longer counted in School Performance measures from 2014 and the introduction of the English Baccalaureate in 2016. SACRE has raised this concern with both the Local Authority and the Government through surveys and questionnaires from RE professional bodies. Entries at A Level remained higher than the national average, but again they have fallen slightly and more sharply than the national, since 2019.

Standards in Hertfordshire schools have remained broadly in line with or slightly above the national average at both GCSE and A Level. A break down by individual schools can be found in the appendices. This provides a good basis for on-going monitoring for SACRE and enables us to target support and identify strength appropriately.

GCSE	2019				2022			
Context	% entered	%9-7	%9-4	%9-1	% entered	%9-7	%9-4	%9-1
National	39	29	71	98	35	33	76	98
Herts Schools	35	33	76	99	32	36	79	98
Academies	34	35	77	99	31	39	81	99
Free Schools	10	50	95	100	7	32	76	92
HCC Schools	38	23	71	99	38	26	73	97
A Level	2019				2022			
	% of All KS5 Pupils Entered for RS (A-level)	RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E	% of All KS5 Pupils Entered for RS (A-level)	RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E
National	5.6	18.6	73.9	97.7	5.2	31.4	85.8	98.5
Herts Schools	7.5	23.4	78.1	98.3	6.0	31.4	87.8	99.6
Academies	7.3	24.6	80.0	98.2	6.3	32.2	87.0	100.0
Free Schools	0.0	NE	NE	NE	0.0	NE	NE	NE
HCC	8.7	17.8	68.9	98.9	4.9	25.0	93.8	95.8

2.2 Attainment in RE not covered by public examination

It is difficult to establish how strong attainment and achievement (progression) are in non-examination RE from KS1 – 4. This year, we sent out a questionnaire to Secondary schools and await the production of a report by Herts for Learning, which we will use and analyse in 2022-23. We received a good response rate of 49 mainstream Secondary schools and 11 Special Schools. Feed back from the survey on the Agreed Syllabus review (see below) indicates that schools are on the whole delivering RE based on the syllabus and in line with the aims stated.

2.3 The Locally Agreed Syllabus

The responses to the questionnaire sent out in June 2021 were considered in the November meeting of the Agreed Syllabus Conference and were both helpful and encouraging. In all, 121 schools responded, of which 48 were Secondary. From the analysis and comments, the ASC developed a summary and key points to take to the writing panel of teachers (see appendix 4).

The panel met for a weekend in March 2022 at a local Holiday Inn and an initial version of the Syllabus was drafted in response to the comments and the requests from the ASC, which was presented to the ASC in our June meeting. From discussions on this, the adviser was asked to produce a final draft over the summer break of 2022 to put before the ASC in Sept 2022.

2.4 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. More primary schools are now using the 2017-22 non-statutory guidance, 'Religion for Today and Tomorrow', to implement the Agreed Syllabus and SACRE continues to support and promote the use of this resource rather than the previous support materials from the 2012-17 Agreed Syllabus.

The work of our effective RE Networks has been affected by the impact of Covid on the demands of teachers, and as such, fewer were able to meet. SARETT, the St Albans network, met regularly online and was able to welcome attendees from further afield taking advantage of the benefits of online technology. Feedback from these meetings was received at each SACRE meeting. At the final SACRE meeting of the year we received feedback expressing just how pressured teachers were feeling from the impact of Covid and the demands on their time and energy. This is something which SACRE will need to consider in the future as we seek to support teachers and school leaders to provide high quality RE. We work to support and encourage all the RE networks, but are grateful for the fact that all are affiliated to NATRE (the National Association of Teachers of RE).

2.5 Withdrawal from RE

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

2.6 Complaints concerning RE

No complaints have been received in the period Sept 2021 to Aug 2022.

3. Collective Worship

3.1 Determinations

The adviser to SACRE made contact with two schools to support in their consideration of renewing their determination. Again, this work was interrupted by Covid. To be further developed once the Agreed Syllabus is completed and work on collective worship can be prioritised.

3.2 Complaints about collective worship

There have been no official complaints concerning collective worship in 2021-2.

3.3 Training and support

Advice and guidance can be found on the Hertfordshire Grid for Learning. SACRE updated the Faith Directory for the academic year 2022-23.

3.4 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. It was agreed in development planning to delay this review and that the Agreed Syllabus writing and implementation would take precedence. The RE Adviser responded to a number of individual school enquiries.

4. Links with other bodies

Close links with the Local Authority are ensured by the tireless work and support of the LA officer,

Juliet Whitehead, who also links SACRE with Herts for Learning.

Local teacher networks continued to meet and, through our co-opted member, Juliet Lyal, closer links were forged with SACRE. In the summer term, the adviser to SACRE up-dated the networks on the review of the agreed syllabus.

SACRE has subscribed again to NASACRE and four members attended their national conference in May 2022, feeding back to SACRE in June.

We have made closer links with Initial Teacher Education at the University of Hertfordshire but still need to liaise with School-based ITT and the teaching School Hubs replace.

5 Other work of SACRE

SACRE's work has been taken up with agreed syllabus development, which has been a challenge under repeated Covid lockdowns. The planned conference has been postponed to allow for this and for the ensuing launch and training.

Young Ambassadors: Leverstock Green School contributed, led by six Year 6 pupils, who asked other pupils in the school three basic questions:

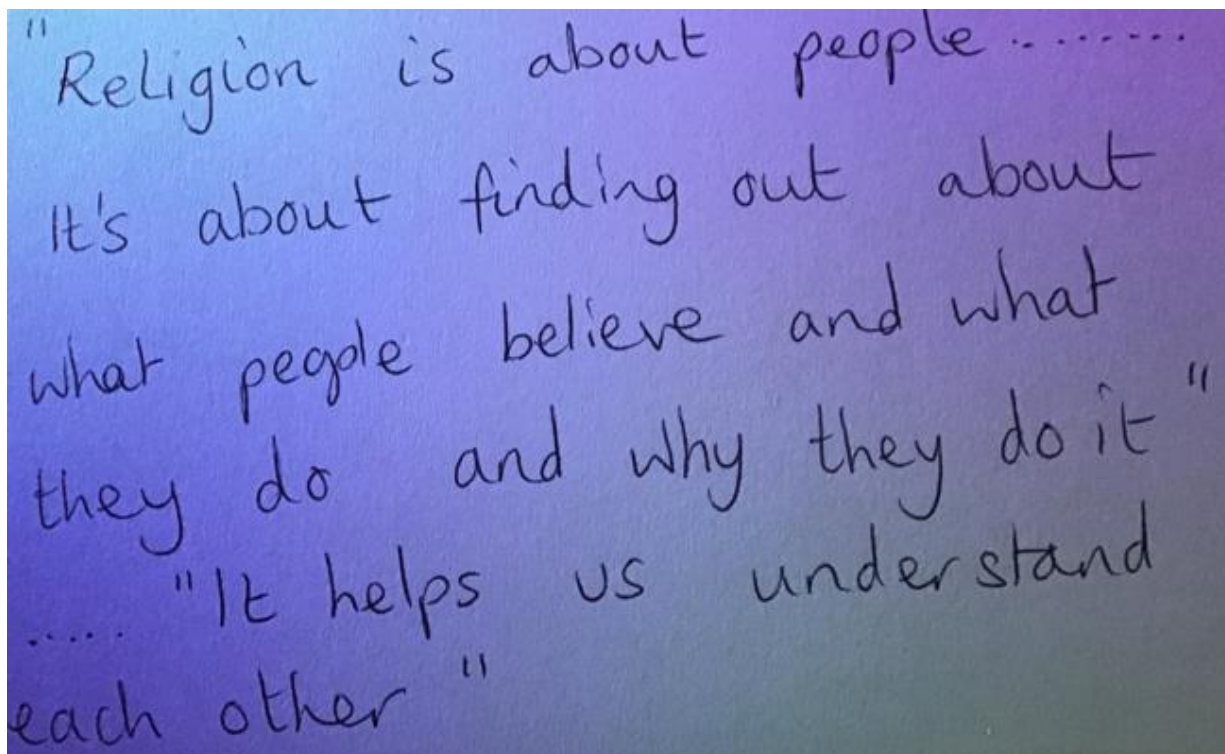
- Why is RE important?
- What if there was no RE?
- What makes good RE?

Leaders, Headteachers, Governors take notice!

We think good RE creates connections between people and cohesion. It enables people to live more harmoniously, understanding more and respecting each other more. RE celebrates and seeks to understand the diverse world we live in. It encourages values of respect and empathy.

So much more than just being tolerant!

Some of the responses were fascinating and a good reminder that we should listen to pupils!



The SACRE artefacts collection is being very well used by schools and is proving hugely popular, with almost all collections out in schools each half term. Feedback has been incredibly positive:

"Thank you for both sorting the box and enabling us to have it for the week - it was such a valuable resource and helped bring to life much of what we were learning about. I also think it's a great idea to be able to share such a resource, brilliant!"

“Our boxes arrived today, and I just would like to say a massive thank you. I can't wait to share the artefacts with my class tomorrow!”

“The teacher found the Islam box really useful and a good resource to motivate her Year 4 class.”

“The pupils have loved exploring the resources and they have really enriched their learning.”

6 SACRE's arrangements

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

Hertfordshire SACRE has an annual budget of £20,000, although the Local Authority has been flexible in budget support for the development of the new Agreed Syllabus.

Membership

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

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

Appendix 1: SACRE membership and attendance 2021-22

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
Mrs Kavaljit Dev Sikhi	Miss Rachel Griffiths	Junior Teacher (ALT) Ali Mackintosh June	County Councillor (Con) Chris Alley	Bahá'í Bahá'í Roya Taidi
Revd John Fellows (Vice-Chair) Methodist	Ryan Parker	Primary Headteacher (NAHT) Emma Fenn Feb	County Councillor (Lib Dem) Mark Watkin (Chair)	Humanist Pete Bennett Humanist UK
Randula Haththotuwa Buddhist	Mr Andrew Wellbeloved	Secondary Headteacher (ASCL) Liz Ellis	County Councillor (Con) Fiona Guest	Margaret Eames-Peterson
Wendy Lidgate Baptist		University of Hertfordshire Aison McLauchlin	County Councillor (Con) Terry Douris	CoRE and NATRE Juliet Lyal
Mrs Ellie Olmer Orthodox Jewish		Infant teacher (NUT) Helen Venn June	County Councillor (Con) Fiona Hill	Shia Muslim Alim Saqalain Abbas Alavi Al Zahra Centre
Mr Idrees Qureshi Muslim		Secondary Teacher (NASUWT) Laura Passmore	County Councillor (Lab) Asif Khan	Wendy Lidgate
Carol-Anne Chandler Roman Catholic				
Tulsi Seva Dasi Hindu				
Mrs Angharad Griffiths Baptist				
Jackie Roberts Salvation Army				

			03 Nov 2021	01 Mar 2022	28 Jun 2022
	Governor	Governor Type			
Group A	Mrs Kavaljit Dev	Sikhi	NS	Y	N
Group A	Revd John Fellows (Vice-Chair)	Methodist	Y	Y	Y
Group A	Randula Haththotuwa	Buddhist	Y	Y	Y
Group A	Wendy Lidgate	Baptist (from June 2022)	*	*	Y
Group A	Mrs Ellie Olmer	Jewish	Y	N	Y
Group A	Mr Idrees Qureshi	Muslim	NS	NS	NS
Group A	Carol-Anne Chandler	Roman Catholic	Y	Y	Y
Group A	Tulsi Seva Dasi	Hindu	Y	Y	Y
Group A	Mrs Angharad Griffiths	Baptist	Y	Y	N
Group A	Jackie Roberts	Salvation Army	Y	Y	Y
Group A	Mrs Maggie Wright	Roman Catholic	Y	Y	Y
Group B	Miss Rachel Griffiths	Church of England Representative			NS
Group B	Ryan Parker	Church of England Representative	Y	Y	Y
Group B	Mr Andrew Wellbeloved	Church of England Representative	Y	Y	Y
Co-Opted	Wendy Lidgate	Co-opted Member	NS	Y	*
Co-Opted	Pete Bennett	Co-opted Member	Y	Y	N
Co-Opted	Margaret Eames-Petersen	Co-opted Member	Y	Y	Y
Co-Opted	mrs Juliet Lyal	Co-opted Member	Y	Y	Y
Co-Opted	Alim Saqalain Abbas Alavi	Co-Opted Member	NS	NS	
Co-Opted	Mrs Roya Taidi	Co-Opted Member	Y		
Group C	Ms Elizabeth Ellis	Teacher Association Representative	Y	Y	Y
Group C	Miss Emma Fenn	Teacher Association Representative	Y	Y	NS

Group C	Alison McLauchlin	Teacher Association Representative		Y	Y
Group C	Alison Mackintosh	Teacher Association Representative	Y	Y	Y
Group C	Laura Passmore	Teacher Association Representative	Y	Y	Y
Group C	Helen Venn	Teacher Association Representative	Y	Y	Y
Group D	Christopher Alley	Authority Representative	NS	N	Y
Group D	Terry Douris	Authority Representative	Y	Y	Y
Group D	C/Cllr Fiona Guest	Authority Representative	Y	Y	Y
Group D	Fiona Hill	Authority Representative	Y	Y	Y
Group D	Asif Khan	Authority Representative	Y	Y	N
Group D	Mr Mark Watkin (Chair)	Authority Representative	Y	Y	Y
Servicing Officer	Juliet Whitehead		Y	Y	Y
RE Adviser	Mr Bill Moore		Y	Y	Y

Appendix 2: Examination results 2022 by school

GCSE results

(NB some schools record the subject as Philosophy and Ethics or something similar and thus not recorded as Religious Studies. This explains many, though not all of the blanks below.)

School Name	Open / Closed	School Type	School Category	Total Number on Roll	Number on Roll (RS cohort)	Number of Entries	% pupils entered for RS	%9-7	%9-5	%9-4	% 9-1
Priory School (The)	Open	HCC	Secondary	199	199	12	6%	33%	83%	83%	100%
Hertswood Academy	Open	Academy	Secondary	208	208	8	4%	25%	50%	63%	75%
Samuel Ryder Academy	Open	Academy	All-through	166	166	45	27%	42%	78%	84%	98%
Elstree Screen Arts Academy	Open	UTC	Secondary	96	-	-	-	-	-	-	-
Hemel Hempstead School (The)	Open	HCC	Secondary	178	178	25	14%	28%	72%	80%	96%
Richard Hale School	Open	Academy	Secondary	178	178	8	4%	25%	88%	88%	100%
Reach Free School (The)	Open	Free School	Secondary	100	100	12	12%	33%	83%	92%	100%
Hitchin Boys School	Open	Academy	Secondary	166	166	18	11%	50%	94%	100%	100%
Hitchin Girls School	Open	Academy	Secondary	166	166	31	19%	71%	94%	94%	100%
Fearnhill School	Open	HCC	Secondary	71	-	-	-	-	-	-	-
Verulam School	Open	Academy	Secondary	184	184	176	96%	16%	59%	71%	99%
Presdales School	Open	Academy	Secondary	179	-	-	-	-	-	-	-
Stanborough School	Open	Academy	Secondary	182	-	-	-	-	-	-	-
Knights Templar School (The)	Open	Academy	Secondary	205	-	-	-	-	-	-	-
Thomas Alleyne Academy (The)	Open	Academy	Secondary	168	168	18	11%	17%	44%	50%	100%
Watford UTC (The)	Open	UTC	Secondary	37	-	-	-	-	-	-	-
Haileybury Turnford	Open	Academy	Secondary	152	-	-	-	-	-	-	-
Robert Barclay Academy	Open	Academy	Secondary	105	105	101	96%	15%	49%	62%	99%
Croxley Danes School	Open	Free School	Secondary	119	119	13	11%	31%	38%	62%	85%
Barclay Academy (prev. 4047)	Open	Academy	Secondary	89	-	-	-	-	-	-	-
Sir John Lawes School	Open	Academy	Secondary	195	195	84	43%	54%	79%	88%	100%

Ridgeway Academy	Open	Academy	Secondary	140	-	-	-	-	-	-	-
Adeyfield Academy (The)	Open	Academy	Secondary	87	-	-	-	-	-	-	-
Laureate Academy (prev. 4100)	Open	Academy	Secondary	117	117	15	13%	0%	33%	33%	100%
Onslow St Audrey's (prev. 4154)	Open	Academy	Secondary	143	-	-	-	-	-	-	-
Grange Academy (The) (Bushey) (prev. 6906)	Open	Academy	Secondary	183	-	-	-	-	-	-	-
Beaumont School	Open	Academy	Secondary	186	186	41	22%	68%	95%	98%	100%
Barclay School (see 4026)	Closed	HCC	Secondary	-	-	-	-	-	-	-	-
Barnwell School	Open	HCC	Secondary	169	-	-	-	-	-	-	-
Simon Balle All-Through School	Open	Academy	All-through	177	177	25	14%	40%	72%	80%	100%
Roundwood Park School	Open	Academy	Secondary	191	191	16	8%	63%	88%	94%	100%
Longdean School	Open	Academy	Secondary	233	233	10	4%	20%	70%	70%	100%
St Albans Girls School	Open	Academy	Secondary	209	209	39	19%	56%	97%	97%	100%
Kings Langley Secondary School	Open	Academy	Secondary	176	176	173	98%	14%	54%	68%	99%
Bishops Hatfield Girls School	Open	Academy	Secondary	145	145	56	39%	71%	89%	95%	100%
Cavendish School (The) (see 4033)	Closed	Academy	Secondary	-	-	-	-	-	-	-	-
Broxbourne School (The)	Open	Academy	Secondary	208	208	56	27%	50%	79%	95%	100%
Nobel School (The)	Open	HCC	Secondary	239	239	236	99%	23%	54%	69%	92%
Westfield Academy	Open	Academy	Secondary	161	161	155	96%	15%	47%	68%	95%
Marriotts School	Open	HCC	Secondary	233	-	-	-	-	-	-	-
Sele School (The)	Open	Academy	Secondary	70	70	8	11%	13%	38%	63%	100%
Monks Walk School	Open	Academy	Secondary	215	215	50	23%	44%	82%	86%	100%
Highfield School (The)	Open	HCC	Secondary	140	-	-	-	-	-	-	-
King James Academy Royston	Open	Academy	All-through	64	-	-	-	-	-	-	-
Freman College	Open	Academy	Secondary	240	240	21	9%	14%	33%	48%	95%
Sandringham School	Open	Academy	Secondary	235	235	10	4%	60%	90%	100%	100%
Birchwood High School	Open	Academy	Secondary	209	-	-	-	-	-	-	-
Chauncy School (The)	Open	Academy	Secondary	169	169	26	15%	46%	65%	85%	100%
Astley Cooper School (The)	Open	HCC	Secondary	142	142	16	11%	19%	63%	81%	100%
Tring School	Open	Academy	Secondary	235	235	231	98%	23%	58%	69%	99%
Townsend VA Church of England	Open	HCC	Secondary	140	140	135	96%	20%	47%	59%	96%

St Georges School	Open	Academy	Secondary	193	193	190	98%	46%	84%	89%	99%
John F Kennedy Catholic School	Open	HCC	Secondary	178	178	173	97%	28%	65%	83%	99%
Loreto College	Open	Academy	Secondary	160	160	157	98%	63%	87%	90%	100%
Yavneh College	Open	Academy	Secondary	143	-	-	-	-	-	-	-
Rickmansworth School	Open	Academy	Secondary	195	195	28	14%	61%	89%	93%	96%
Watford Grammar School for Boys	Open	Academy	Secondary	189	189	59	31%	37%	78%	92%	100%
Watford Grammar School for Girls	Open	Academy	Secondary	184	184	123	67%	72%	93%	96%	99%
Parmiters School	Open	Academy	Secondary	209	209	17	8%	65%	76%	82%	94%
Bishops Stortford High School (The)	Open	HCC	Secondary	168	168	49	29%	53%	88%	92%	100%
Ashlyns School	Open	HCC	Secondary	236	236	226	96%	25%	63%	72%	99%
Dame Alice Owens School	Open	Academy	Secondary	202	202	74	37%	77%	91%	92%	100%
Bushey Meads School	Open	Academy	Secondary	180	180	13	7%	54%	92%	92%	100%
Queens School	Open	Academy	Secondary	258	258	26	10%	50%	85%	88%	100%
Mount Grace School	Open	Academy	Secondary	94	-	-	-	-	-	-	-
Nicholas Breakspear Catholic School	Open	Academy	Secondary	137	137	133	97%	38%	68%	82%	99%
The Saint John Henry Newman Catholic School	Open	Academy	Secondary	242	242	233	96%	39%	74%	89%	100%
Marlborough Science Academy (The)	Open	Academy	Secondary	211	211	1	0%	0%	####	100%	100%
Goffs Academy	Open	Academy	Secondary	235	235	18	8%	67%	89%	94%	100%
Leventhorpe	Open	Academy	Secondary	236	236	38	16%	42%	82%	95%	100%
St Michaels Catholic High School (Watford)	Open	Academy	Secondary	179	179	179	100%	41%	72%	83%	98%
St Joan of Arc Catholic School	Open	Academy	Secondary	197	197	190	96%	44%	77%	85%	100%
Chancellors School	Open	Academy	Secondary	186	186	28	15%	61%	96%	100%	100%
Hertfordshire & Essex High School & Science College (The)	Open	Academy	Secondary	179	179	34	19%	82%	97%	97%	100%
St Clement Danes School	Open	Academy	Secondary	240	240	70	29%	69%	93%	99%	100%
St Marys Catholic School (Bishops Stortford)	Open	Academy	Secondary	183	183	182	99%	34%	81%	87%	99%
St Marys CofE High School (Cheshunt)	Open	Academy	Secondary	208	208	205	99%	10%	42%	57%	96%
Goffs Churchgate Academy	Open	Academy	Secondary	58	58	22	38%	41%	64%	64%	100%
John Warner School (The)	Open	Academy	Secondary	226	226	10	4%	50%	80%	80%	100%
Hockerill Anglo-European College	Open	Academy	Secondary	108	108	7	6%	71%	86%	100%	100%

Future Academies Watford	Open	Academy	Secondary	184	184	17	9%	18%	41%	47%	100%
Bushey Academy (The) (see 4036)	Closed	Academy	Secondary	-	-	-	-	-	-	-	-
Brandles	Open	Academy	Special	13	-	-	-	-	-	-	-
Pinewood School	Open	Academy	Special	28	-	-	-	-	-	-	-
Knightsfield School	Open	Academy	Special	10	10	8	80%	0%	0%	25%	100%
Garston Manor School	Open	HCC	Special	36	-	-	-	-	-	-	-
Valley School (The)	Open	HCC	Special	33	-	-	-	-	-	-	-
St Lukes School	Open	HCC	Special	29	-	-	-	-	-	-	-
Collett School (The)	Open	HCC	Special	13	-	-	-	-	-	-	-
Hailey Hall School	Open	Academy	Special	13	-	-	-	-	-	-	-
Batchwood School	Open	HCC	Special	16	-	-	-	-	-	-	-
Lonsdale School	Open	HCC	Special	10	-	-	-	-	-	-	-
Lakeside School	Open	HCC	Special	5	-	-	-	-	-	-	-
Breakspeare School	Open	HCC	Special	4	-	-	-	-	-	-	-
Woodfield School	Open	HCC	Special	8	-	-	-	-	-	-	-
Watling View School	Open	HCC	Special	3	-	-	-	-	-	-	-
Amwell View School	Open	HCC	Special	2	-	-	-	-	-	-	-
Heathlands School	Open	HCC	Special	14	-	-	-	-	-	-	-
Falconer School	Open	HCC	Special	21	-	-	-	-	-	-	-
Greenside School	Open	HCC	Special	8	-	-	-	-	-	-	-
Brandles (see 7003)	Closed	HCC	Special	-	-	-	-	-	-	-	-

A Level

School Name	KS5 Number ON Roll (A-Level Students)	RS (A- level) Number Of Entries	% of All KS5 Pupils Entered for RS (A- level)		RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E
Adeyfield Academy (The)	22	0	0.0		NE	NE	NE
Ashlyns School	127	16	12.6		31.3	100.0	100.0
Astley Cooper School (The)	11	0	0.0		NE	NE	NE
Barclay Academy	49	0	0.0		NE	NE	NE
Barclay School	No Data	No Data	No Data		No Data	No Data	No Data
Barnwell School	40	0	0.0		NE	NE	NE
Beaumont School	234	20	8.5		45.0	90.0	100.0
Birchwood High School	86	7	8.1		42.9	85.7	100.0
Bishops Hatfield Girls School	64	6	9.4		33.3	100.0	100.0
Bishops Stortford High School (The)	192	9	4.7		22.2	88.9	100.0
Broxbourne School (The)	119	13	10.9		38.5	84.6	100.0
Bushey Meads School	122	5	4.1		40.0	80.0	100.0
Chancellors School	110	0	0.0		NE	NE	NE
Chauncy School (The)	92	8	8.7		50.0	87.5	100.0
Dame Alice Owens School	212	5	2.4		40.0	100.0	100.0
Elstree Screen Arts Academy	46	0	0.0		NE	NE	NE
Fearnhill School	24	0	0.0		NE	NE	NE
Freman College	99	8	8.1		0.0	75.0	100.0
Future Academemies Watford	43	0	0.0		NE	NE	NE
Goffs Academy	143	9	6.3		11.1	88.9	100.0
Grange Academy (The) (Bushey)	63	0	0.0		NE	NE	NE
Bushey Academy (The)	No Data	No Data	No Data		No Data	No Data	No Data

Haileybury Turnford
Hemel Hempstead School (The)
Hertfordshire & Essex High School & Science College (The)
Hertswood Academy
Highfield School (The)
Hitchin Boys School
Hitchin Girls School
John F Kennedy Catholic School
John Warner School (The)
Kings Langley Secondary School
Knights Templar School (The)
Laureate Academy
Cavendish School (The)
Leventhorpe
Longdean School
Loreto College
Presdales School
Marlborough Science Academy (The)
Marriotts School
Monks Walk School
Mount Grace School
Nicholas Breakspear Catholic School
Nobel School (The)
Onslow St Audreys School
Onslow St Audreys School
Parmiters School
Priory School (The)
Queens School
Reach Free School (The)
Richard Hale School
Rickmansworth School

60	0	0.0		NE	NE	NE
121	0	0.0		NE	NE	NE
226	9	4.0		22.2	100.0	100.0
59	0	0.0		NE	NE	NE
62	0	0.0		NE	NE	NE
127	3	2.4		33.3	33.3	100.0
143	17	11.9		47.1	88.2	100.0
87	2	2.3		0.0	50.0	50.0
62	0	0.0		NE	NE	NE
71	7	9.9		14.3	71.4	100.0
151	3	2.0		33.3	66.7	100.0
26	0	0.0		NE	NE	NE
No Data	No Data	No Data		No Data	No Data	No Data
114	4	3.5		25.0	100.0	100.0
78	12	15.4		16.7	66.7	100.0
69	12	17.4		16.7	83.3	100.0
137	7	5.1		42.9	100.0	100.0
98	0	0.0		NE	NE	NE
66	6	9.1		33.3	100.0	100.0
122	13	10.7		15.4	76.9	100.0
15	0	0.0		NE	NE	NE
35	4	11.4		25.0	75.0	100.0
92	10	10.9		10.0	90.0	90.0
35	0	0.0		NE	NE	NE
No Data	No Data	No Data		No Data	No Data	No Data
193	0	0.0		NE	NE	NE
110	5	4.5		40.0	100.0	100.0
169	12	7.1		16.7	91.7	100.0
46	0	0.0		NE	NE	NE
119	4	3.4		25.0	50.0	100.0
141	7	5.0		28.6	85.7	100.0

Ridgeway Academy
Robert Barclay Academy
Roundwood Park School
Townsend CofE School
Samuel Ryder Academy
Sandringham School
Sele School (The)
Simon Balle All-Through School
Sir John Lawes School
St Albans Girls School
St Clement Danes School
St Georges School
St Joan of Arc Catholic School
St John Henry Newman Catholic School (The)
St Marys Catholic School (Bishops Stortford)
St Marys CofE High School (Cheshunt)
St Michaels Catholic High School (Watford)
Stanborough School
Thomas Alleyne Academy (The)
Tring School
Verulam School
Watford Grammar School for Boys
Watford Grammar School for Girls
Watford UTC (The)
Westfield Academy
Yavneh College

45	1	2.2		0.0	100.0	100.0
35	0	0.0		NE	NE	NE
165	8	4.8		37.5	87.5	100.0
44	0	0.0		NE	NE	NE
34	0	0.0		NE	NE	NE
237	17	7.2		17.6	64.7	100.0
9	0	0.0		NE	NE	NE
104	7	6.7		28.6	85.7	100.0
155	13	8.4		38.5	100.0	100.0
113	9	8.0		55.6	100.0	100.0
195	0	0.0		NE	NE	NE
193	11	5.7		45.5	90.9	100.0
105	7	6.7		85.7	100.0	100.0
173	6	3.5		83.3	100.0	100.0
95	8	8.4		12.5	100.0	100.0
66	11	16.7		0.0	63.6	100.0
86	10	11.6		10.0	80.0	100.0
58	0	0.0		NE	NE	NE
51	0	0.0		NE	NE	NE
168	11	6.5		18.2	90.9	100.0
107	29	27.1		27.6	93.1	100.0
198	6	3.0		66.7	100.0	100.0
196	36	18.4		44.4	94.4	100.0
3	0	0.0		NE	NE	NE
34	6	17.6		33.3	83.3	100.0
79	10	12.7		40.0	100.0	100.0

Appendix 3 Agreed Syllabus Writing Panel 25th – 27th March 2022

Summary of main points from Agreed Syllabus (AS) survey for the writing panel

It is important that we remember that anything that goes into the actual AS itself becomes statutory.

1. Most schools are using **AS as basis for planning** alongside other resources (eg Understanding Christianity) for support.

However:

- a) Some do not understand what an AS is – they think it is guidance or should be more like a scheme of work to be used by teachers rather than as the basis from which the RE lead plans the RE curriculum;
- b) Some mix syllabi (eg also using Norfolk)
- c) Some use a commercially produced scheme of work seemingly without referencing the AS as the statutory requirement

Suggest we include within the guidance and principles to the writing group that we make clear what the AS is and is not, and how it should be used – and by whom.

2. Solid agreement with **the aims** but some points to consider
 - a) do we tweak the wording to include terms such as respect/tolerance (maybe reference Spiritual, Moral, Social and Cultural {SMSC} development and/or Fundamental British Values, which are within SMSC)?
 - b) do we include something about understanding similarities and differences within and between traditions?
- c) Do we want to make reference to the '3 ways of knowing' from the 2020 Ofsted research review – *Substantive Knowledge, Ways of Knowing, Personal Knowledge*?
- d) Do we reference the term 'worldviews' in the aims, as the current drive in RE, stemming from the Commission Report 2018 is on Religion and Worldviews?

Suggest we give clear guidance to the writing group on whether and to what extent we embrace worldviews, both in the title of the AS and its structure and contents. Worldviews is being heralded as a new approach to RE and certainly it has real strength in terms of transforming learning in many schools, but it is not about adding more content! If we do include worldviews, then the AS will need to be clear about what it means by the term. The Commission report would be a good starting point!

"A worldview is a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments."

Also distinguish between institutional and personal worldviews as in the Commission report, to capture the 'Learning from' dimensions of RE

We need to be clear as well as to how much lea-way we give to the writing panel in terms of re-drafting the aims, given that they have received such solid backing in the survey.

3. What knowledge, when?

- a) This is to do with helping schools plan a sequential curriculum.

Basically there is a split between Secondary Schools, which generally have specialist RE trained teachers, and Primary Schools, which generally do not!

Secondary schools want freedom to make their own choices regarding content, whereas generally Primary schools want greater clarity and direction.

It may be that we ask the writing group to consider how to meet both needs – greater direction in Primary (though may be with some discretion and choice) and greater flexibility withing Secondary (though maybe within specified limits).

Advantages of some form of direction identified in the responses are:

- i. Clarity of expectations
- ii. Planning for continuity and planning
- iii. Clearer guidance for non-specialist teachers
- iv. Consistency across Herts schools
- v. Aiding transition from one Key Stage to the next
- vi. Aiding collaboration across schools

The main disadvantage is that it limits the freedom of the schools to plan their own curriculum.

b) Another issue to consider is whether we limit the range of beliefs covered in depth within each key stage, as a number of schools cover 4, 5 or 6 and this can lead to a sort of 'Cooks tour' of religion and belief with little depth and conceptual coherence.

The AS outlines what schools should teach, but should not prescribe how they should plan and deliver their curriculum. Thus, schools should be free to decide whether to approach individual religions, explore a theme through a number of religions, or a combination of the two. What we could suggest is that any support and guidance could outline the pros and cons of each. In reality, the most likely outcome is that, initially at least, schools will continue with what they have done before!

At some point, and with the help of members of this ASC, we could produce key vocabulary for each Key Stage but if this goes into the AS itself, it then becomes statutory.

4. The format of the syllabus

There were three comments that were positive about this and 17 that were negative.

The **positives** were about clarity of progression through the wheels format, skills progression and the freedom to explore. Mostly secondary schools.

The **negatives** were broadly as below and reflect in particular the needs and concerns of non-specialists:

- a) too vague
- b) hard to plan from
- c) Difficult for non-specialists
- d) Too time-consuming
- e) Hard to follow
- f) Needed significant training
- g) And some just want a scheme of work!

Support materials were slightly more positive, especially regarding the questions offered, the way they help bring the syllabus to life and some great ideas.

However, again more respondents felt it was still hard to plan from and not specific enough regarding content. Many are looking for us to produce a scheme of work for all year groups.

5. What people like about the current AS

This part negates some of the comments above! Many comments on how easy it is to use, the planning wheels being helpful for progression; the aims and 8 areas allowing for open planning and interpretation, allowing freedom for schools; the breadth and flexibility again allowing for choice and freedom to design a school curriculum; the depth of critical thinking and questioning.

The final five comments, though, reflect concerns.

6. Things to improve the AS

More detail to support planning, so again, really referring to support materials and sample planning; more clarity and prescription re knowledge and content, including what knowledge should be taught when; some comments of what is taught in Core RE in KS 4&5; wanting greater clarity of expectations; how to plan and deliver the Early Years aspect of the syllabus within the EYFS Framework; more support and training for planning; links to resources (NB this is not part of an AS and resources change, so better not in the syllabus and with 'health warning' within any support materials).

Additional points re Humanism and alternative religious beliefs; thematic and systematic planning, three types of knowledge, making RE relevant – a whole eclectic list!

Key take aways:

- *We need to consider how we structure content for Primary and for Secondary*
- *Leaders need to be able to develop a sequential and ambitious curriculum for their school, from which teachers can plan lessons*
- *Lack of clarity is an obvious concern and the writing group will need to be guided by us (the ASC) in terms of ensuring that it is clear. This could also be a role for the schools that have offered to act as focus groups*
- *We need to consider how we adapt to a worldviews approach and disciplinarity – what about other approaches to learning?*
- *How prescriptive and how much flexibility? What goes into the syllabus itself and what goes into the support materials?*
- *Be clear about what an agreed syllabus is and what it is not. Maybe a 'How to use the Herts Agreed Syllabus' section?*
- *The importance of CPD going beyond just the launch needs some consideration.*

Members of the writing panel:

Andrew Guilder
Daniel Chichester-Miles
Grant Percy
Kirsty Martindale
Laura Passmore
Hayley Cannon
Ali Mackintosh
Rebecca Bradbury
Rosie Washford Mower
Ryan Parker
Bill Moore



Programme for the weekend

Friday 25th March 2022

The process will evolve as we move through the weekend so that we can respond to thinking and planning as we go through the work.

4.00pm	Coffee on arrival
5.00pm – 7.30pm	Introductions Remit from SACRE/Agreed Syllabus Conference Initial thinking
8.00pm	Evening Meal

Saturday 26th March

9.00am – 11.00am	Agreed Syllabus Review
11.00am	Tea/coffee break
11.30am – 1.00pm	Agreed Syllabus Review
1.00pm	Lunch
1.45 pm – 4.00pm	Agreed Syllabus Review
4.00pm	Tea/coffee break
4.30pm – 6.00pm	Agreed Syllabus Review
7.30pm	Evening Meal

Sunday 27th March

9.00am – 10.30am	Agreed Syllabus Review
10.30am	Tea/coffee break
11.00am – 12.30pm	Agreed Syllabus Review
1.00pm	Sunday Lunch

Appendix 4 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
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 ATL	Advanced Supplementary Level (Year 12 exams) Association of Teachers and Lecturers
Community Schools/Community Special Schools CoRE	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
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
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
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
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
INSET	In-Service Education and Training courses for practicing teachers
LA	Local Authority
LSA	Learning Support Assistant
NAHT	National Association of Headteachers
NASACRE	National Association of SACREs
NATRE	National Association of teachers of RE
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
NAS/UWT	National Association of Schoolmasters/Union of Women Teachers
NLE	National Leader of Education
NQT	Newly Qualified Teacher
NUT/NEU	National Union of Teachers now National Education Union

OFSTED	Office of Standards in Education. The body which arranges and sets standards for school inspections
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
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
Subject Leaders	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
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
VC	Voluntary Controlled. A denominational school wholly maintained by the LA but with certain residual rights regarding religious worship
WHISPER	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 5: Constitution 2020

HERTFORDSHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

CONSTITUTION

1. PREAMBLE

1.1 Hertfordshire County Council is as a result of Chapter III of Part V and Schedule 31 of the Education Act 1996 (as amended) under a duty to constitute a standing advisory council on religious education. In addition to the legislation noted above other responsibilities of this standing advisory council are outlined in, but are not limited to, the Religious Education in English Schools; Non-statutory guidance 2010, SACRE and Self Evaluation: A guide to OFSTED 2005 and Circular 1/94 Religious Education and Collective Worship.

2. NAME

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

3. SUPPORT

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

4. MEMBERSHIP

4.1 The SACRE, will consist of the members appointed by the Local Authority to represent respectively:

- a. Christian dominations (other than the Church of England) and other religions and denominations as in the opinion of the Local Authority reflect the principal religious traditions in Hertfordshire and in Great Britain. The number of representatives approved under the category shall, so far as consistent with the efficient discharge of this group's functions, reflect broadly the proportionate strength of that denomination or religion in Hertfordshire.
- b. The Church of England.
- c. Associations representing teachers.
- d. The Local Authority.

4.2 The list attached as Appendix 1 outlines the composition of the SACRE in Hertfordshire. The Servicing Officer will review Appendix 1 in accordance with census data and will update SACRE at the annual constitution review if any changes need to be made.

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

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

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

5. DUTIES

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

5.2 The statutory duties of SACRE are:

- a. To require the Local Authority to set up a statutory conference to review the Agreed Syllabus if, in the opinion of the SACRE, this becomes necessary. The Agreed Syllabus must be reviewed and updated every five years but a majority of representative groups on the SACRE, other than that consisting of persons chosen to represent the Local Authority (Group D), may at any time require a review of the Agreed Syllabus which is currently being used by the Local Authority;
- b. To receive and determine whether applications from head teachers, that the requirement for collective worship in community or foundation schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school. SACRE will give the head teacher written notification of their decision on the application, the determination order;
- c. To publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the Local Authority, broadly describing the nature of that advice, and setting reasons for offering advice on matters which were not referred to it by the Local Authority. This report will be presented to the Local Authority's County Councilors, schools, MPs in Hertfordshire and neighboring Local Authorities and is to be delivered to the National Association for SACREs and the DfE. This report will also be made available to the public. Responsibility for the production of the annual report will be the Servicing Officers', who may delegate the task to an Independent Advisor.

5.3 The additional functions of SACRE in support of its statutory duties are:

- a. To advise the Local Authority on such matters connected with RE and collective worship in Hertfordshire community schools and foundation schools without a religious character;
- b. To monitor the provision and quality of RE taught according to its Agreed Syllabus together with the overall effectiveness of the syllabus;
- c. To provide advice and support on the effective teaching of the Agreed Syllabus;

- d. To provide advice to the Local Authority and its schools on methods of teaching, the choice of teaching material and the provision of teacher training;
- e. In partnership with the Local Authority, consider whether any changes need to be made to the Agreed Syllabus or in the support offered to schools in the implementation of the Agreed Syllabus, to improve the quality of RE and the learning of pupils;
- f. Offer schools and the Local Authority advice concerning how an existing syllabus can be interpreted so as to fit in with wider changes in education;
- g. To seek to develop its own role working with inter-religious bodies such as local Inter-Faith groups, to demonstrate that the study of religion and belief can be an important contribution to community cohesion and to the combating of religious prejudice and discrimination;
- h. To offer advice to the Local Authority on any matters related to SACRE's function as it sees fit*.

5.4. SACRE can also advise the Local Authority upon matters concerned with collective worship in community and foundation schools and RE to be given in accordance with an agreed syllabus. These matters (which the Education Act 1996 provides can include teaching methods, teaching materials and teacher training) can be referred by the Local Authority or may be determined by SACRE*.

5.5. SACRE can also exercise its powers to discuss any matter related to its functions as it sees fit including and not limited to the provision of RE in Academies and Free Schools where these use the Hertfordshire Agreed Syllabus for RE.

6. FREQUENCY OF MEETINGS

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

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

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

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

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

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

7. QUORUM

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

8. VOTING

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

8.2 Representatives of the Local Authority appointed under group 3.1 (d) above cannot vote on the question of whether to require the County Council to review the Agreed Syllabus

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

8.4 In the event of an equality of votes on any issue the Chair will have a casting vote. In the absence of the Chair, the Vice-Chair will have a casting vote.

8.5 Any motion or amendment which would have the same effect as any motion that has been rejected at a meeting of SACRE within the previous calendar year may not be brought before SACRE.

9. CHAIR AND VICE-CHAIR

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

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

9.3 The Vice-Chair of SACRE, whose term will be for a period of 4 years, will be appointed by SACRE by way of a vote at the mid-point of the term of Office of the Chair. The vote will be determined by a simple majority with each representative group being assigned one vote. In the event that the Vice-Chair wishes to resign within the period of their tenure, they should give at least a term's written notice so that a new Vice-Chair may be elected.

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

9.5 In the absence of both the Chair and the Vice-Chair at any meeting SACRE shall elect one of its members to act as the Chair for that meeting.

9.6 The Chair will be responsible for:

- a. the management of meetings;
- b. representing the SACRE to other bodies;
- c. such other duties as the County Council or SACRE considers appropriate.

9.7 The Vice-Chair will be responsible for:

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

10. CO-OPTED MEMBERS

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

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

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

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

11. END OF MEMBERSHIP

11.1 A member shall be removed from SACRE if:

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

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

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

12. GENERAL

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

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

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

13. THE CONSTITUTION

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

13.2 Any member of SACRE may contribute to the review under 12.1 above and submit a proposal for change to the Constitution for consideration by the Local Authority. Any such proposal must be in accordance with the statutory provisions that apply to SACRE.

14. STANDARDS

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

June 2020

To be reviewed Spring 2024

Appendix 6: Hertfordshire SACRE development plan 2021-22

Hertfordshire SACRE – Work Plan for financial year 2021-22 Time-line

WORKS TREAM	RESPON SBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date	Progress/Timing
ANNUAL REPORT						
Annual Report 2020-21	BM in consultat ion with SACRE members	<p>Draft and produce the SACRE Annual Report (note that there will be no exam data available due to Covid).</p> <p>Draft shared with SACRE Working Party for comment.</p> <p>Ask individuals who attended the conference to contribute their thoughts on it.</p> <p>Final copy produced and shared with full SACRE Spring meeting 2022 before presented to the County Councillors, District Councils, Hertfordshire MPs, Libraries and published on-line.</p>	<p>A clear analysis and report on SACRE's work and on actions taken by its representative groups, specifying any matters on which it has advised the LA has been produced within the agreed timescale.</p> <p>This report to be made available to schools and County Councillors, District Councils, Libraries and Herts MPs including via the Grid and delivered to the National Association for SACREs.</p>	2 days	Feb 28 th 2022	1 day Dec 1 day Jan
SACRE CONSTITUTION						
SACRE Constitut ion is upheld.	Please note that HCC through HfL will provide all the admin and clerking requirem	<p>Hold 3 full SACRE meetings per year:</p> <ul style="list-style-type: none"> ensure agendas are appropriate and address the core functions of SACRE and agendas and papers are sent out at least one working week in advance of the meetings. SACRE is up to date with local, regional and national initiatives and issues related to RE and collective worship e.g. DfE funded initiatives. 	<p>3 full SACRE meetings held per year.</p> <p>Add dates for meetings</p> <p>Any agreed follow-up actions are undertaken following the meetings.</p> <p>Members are confident in their knowledge & understanding of the national & local situation regarding RE.</p> <p>The SACRE agreed vision helps to inform SACRE's work and role.</p>	9 days	19/10/21 01/03/22 28/06/22	As shown

WORKS TEAM	RESPON SIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date	Progress/Timing
	ents for the 3 SACRE meetings that take place each year). JW/MW to ensure that HfL fulfil the admin requirements.	<ul style="list-style-type: none"> Vision and Strategy Group meets in advance of each full SACRE meeting and also 2/3 weeks after the full SACRE meetings (and additionally as required) to provide more detailed input and support to SACRE's work including for example with monitoring of schools' delivery of RE curriculum. <p>Membership meets the SACRE constitution's requirements. Any vacancies are filled and when memberships are coming to the end of their term the process is set up to reappoint or to fill.</p>	<p>Vision and Strategy has met in-between full SACRE meetings to discuss and provide guidance and support to the Chair, RE Specialist Adviser and LA Servicing Officer regarding SACRE work e.g. updating the Grid, monitoring.</p> <p>Vision and Strategy Group has met after each full SACRE meeting to follow up on any actions agreed at full SACRE meetings.</p> <p>Full SACRE Membership with no vacancies</p>		tbc	
MONITORING						
Monitoring the standard and quality of Religious Education	BM	To monitor a sample (60) (proportion) of secondary and primary schools' RE teaching and learning by analysis of websites. Each member to analyse 3 schools each using an agreed template to complete. BM Analysis to be done of whole lot. Link and liaise with RE Networks.	<p>Report and results to be presented to SACRE at its Summer 2022 meeting.</p> <p>Letter to HTs introducing this explaining why we are monitoring websites</p> <p>SACRE has a clear idea of how Herts schools are teaching RE, what the work force looks like in terms of experience, any issues that need to be addressed, examples of good practise that can be shared.</p> <p>BM & JF devise a draft strategic plan (June 2022)</p> <p>Monitoring WG</p>	1 day	Work to start Aut 21 and completed June 22	Jan 2022
	BM	<p>To provide advice and guidance on non-compliance complaints.</p> <p>Clear guidance and process established regarding concerns that a school(s) may not be complying with requirements for collective worship and/or</p>	<p>Chair is confident about what to do where instances or complaints of non-compliance are identified/have been received.</p>	1 day	On-going	March

WORKS TREAM	RESPON SIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date	Progress/Timing
		<p>the RE curriculum as set out in the LAS.</p> <p>Advice and support are provided to the Chair following initial analysis of information provided by the school e.g. through its website or information received externally on the RE/RS curriculum and/or collective worship on next steps. These next steps may include for example: corresponding in writing with the school; the RE Specialist Advisor visiting the school or raising the concern with the LA.</p>				
	BM	Provide guidance and support to schools/governors raising questions which need specialist advice and support e.g. about their school's RE Curriculum, how to respond to parental concerns etc.	Questions/concerns raised by schools/governors are responded to within a working week of being sent in either with holding email to formal response from RE Specialist Adviser. (NB if this work will be reviewed on regular basis with LAA Officer in case it starts to become too time consuming with the time allocated)	2 days	On-going	
	BM working with JL	<p>Develop a SACRE strategy for working with local RE groups/subject leads/lead Practitioners (SLEs) to provide appropriate support as needed by schools in the county.</p> <p>Bill to work initially with Juliet Lyal to co-ordinate the local groups so they can share good practise.</p>	SACRE is confident that subject leads/lead Practitioners understand SACRE and are fully up-to-speed with the Agreed Syllabus and the review. They provide support as needed and give feedback to SACRE through the adviser.	1 to 2 days	On-going	<p>Dec 2021</p> <p>Feb 2022</p>
DETERMINATION ORDERS						
Determin ation orders	BM	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	Schools are provided with a response on the determination order within a suitable framework (i.e. no longer than 2/3 weeks).	1 day	On-going	March 2022

WORKS TREAM	RESPON SBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date	Progress/Timing
		the head teacher written notification of their decision on the application, the determination order.				
PROMOTING SACRE AND DEVELOPING LINKS						
Dissemin ating informati on about the role of SACRE and requirem ents placed on schools	BM together with wider members of SACRE	<p>To develop partnerships with faith and belief communities and the wider community</p> <p>Relate SACRE's work to wider community issues and link with and support local RE Groups including updates on the Grid, Governor Hub and SACRE newsletters and RE Specialist Adviser attending/speaking at local RE Groups.</p>	<p>SACRE is informed about RE work in Hertfordshire and supports the sharing of good quality RE across the county.</p> <p>Inclusion, Diversity and Equalities WG</p>	2 days	On- going	Dec 2021
	BM/JW and Vision and Strategy Group	<p>To hold a Herts SACRE virtual Conference on 3rd July 2021 (HfL providing administrative/technical/booking/promotional support) to include:</p> <ul style="list-style-type: none"> Series of 8- 10 recorded webinars taking place in the week running up to the conference 3 Keynote speakers on 3rd July 2 Breakout sessions for delegates on 3rd July Panel session for questions <p>(Cost £20 per delegate)</p>	<p>Conference provides delegates with a better understanding of work of SACRE and good practice in delivering RE Curriculum.</p> <p>Positive feedback received – on average at least 3*/5 Aim for minimum of 40 paying delegates.</p>	4 days	3/07/2 1	COMPLETED
	BM	<p>Equalities, diversity and inclusion agenda Working Group to consider SACRE's role in promoting equalities, diversity and inclusion issues and events in partnership with schools and local faith</p>	SACRE has a clearer idea of proposals for celebrating the work of our diverse community.	1 day	Comple ted end of Aut term 21	Jan 2022

WORKS TREAM	RESPON SBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date	Progress/Timing
		<p>and belief communities.</p> <p>Working Group to come up with recommendations for full SACRE on how to take forward the agenda. The WG will meet 3 to 4 times to pull this together.</p>				
	BM	<p>Disseminate information about SACRE through Headteacher/Governor Briefings (June 15th 2021) via online 15 min presentation with questions</p> <p>Also investigate Council Member briefing.</p> <p>Provide SACRE stall at HfL Annual Governor Conference November 2022 with information about SACRE and what advice and support it provides</p>	Headteachers and governors attending the online briefing have a clearer and better understanding of what SACRE does, how it can support schools with RE and collective worship and where to find out information.	1 day	15/06/21	COMPLETED
				0.5 days	Date tbc	March 2022
	BM/JW/V ision and Strategy Group	<p>To continue to work with HfL on ensuring that the RE and SACRE sections on the New Grid for Learning are up-to-date, relevant and user friendly:</p> <ul style="list-style-type: none"> Regularly review all the existing RE and SACRE pages of the Grid. Add new information, as and when is required. Decide which information to keep and which needs deleting, as required. 	An up to date, relevant and user friendly RE and SACRE section of the Grid.	0.5 days	On-going	Jan 2022

WORKS TREAM	RESPON SBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date	Progress/Timing
		<ul style="list-style-type: none"> Archive all deleted sections so that there have been saved. 				
LOCALLY AGREED SYLLABUS						
To start the work of the statutory conference to review the Agreed Syllabus.	MW/CAC /BM	<p>To review the existing Agreed Syllabus and produce an Agreed Syllabus which meets statutory requirements and is fit for purpose in Hertfordshire schools.</p> <ul style="list-style-type: none"> Agreed Syllabus Conference has clear timetable and meetings will take place after every full SACRE meeting. Annotated version of current LAS shared at full SACRE Conference Summer meeting with questions/suggestions A questionnaire is sent out to all schools asking for teachers' views and comments and suggestions for changes for the existing LAS during Summer 2022. Analysis is undertaken and findings shared with Conference in Autumn 2022 term. Recruitment of teachers for the Syllabus Writing Group. Working Group meets to start work on the revision of the Syllabus. Further consultation with SACRE members and faith community 	<p>Production of a revised Agreed Syllabus which meets statutory requirements and is fit for purpose in Hertfordshire schools (to be implemented by schools from September 2023 so this work will cover longer period than this financial year)</p> <p>In place. See attached document at end.</p> <p>SACRE members have had an opportunity to consider and discuss what needs to be reviewed/changed as part of the new revised LAS.</p> <p>Questionnaire to be sent out to all schools after May half-term to complete. Aiming at 50% completion.</p> <p>Analysis completed and Conference to review results of teacher consultation, complete review of new development of RE that we would wish to incorporate, complete review of Aims and Objective of the Syllabus.</p> <p>A Working Group of teachers and RE experts is established to start the rewriting the Agreed Syllabus</p> <p>An update is provided on initial work from the Teacher Writing Group at Spring meeting.</p> <p>Input from wider community groups and SACRE members is provided to the work of the Teacher Writing Group.</p>	6 days	<p>June 21 Conference</p> <p>Oct 21 Conference</p> <p>Dec 21-Jan 22</p> <p>Feb-Sept 22 onwards</p>	

WORKS TREAM	RESPON SBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date	Progress/Timing
		representatives (possibly exploring online forums) and questionnaires inviting comments and suggestions from inter-faith organisations represented in Hertfordshire.				
				Total = 33 days		

Appendix 7 Circulation details for this AR

NASACRE (National Association of SACREs)
Hertfordshire schools and colleges
County Councillors
Lead Member for Children's Services and school improvement
Diocesan Education Associations
DfE

SACRE is advised and supported by Bill Moore, SACRE Adviser.

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For further information please make contact via the website:

[Religious education and SACRE - Hertfordshire Grid for Learning \(thegrid.org.uk\)](http://thegrid.org.uk)