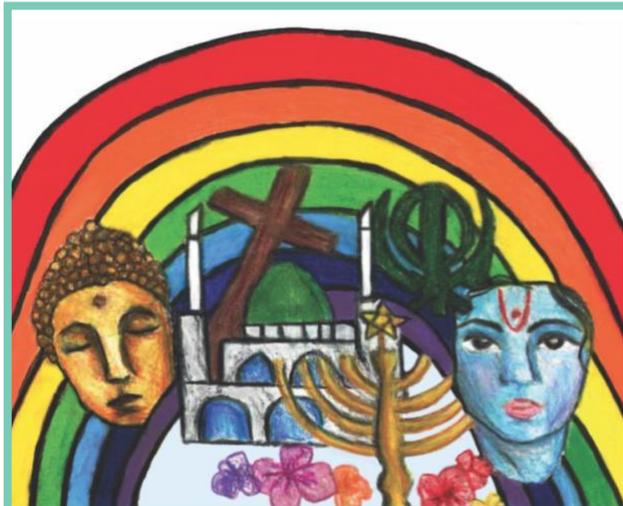
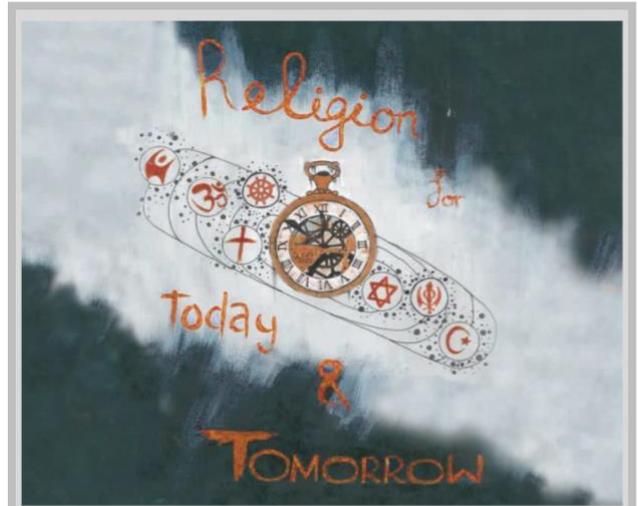




# The Annual Report of the Hertfordshire Standing Advisory Council on Religious Education (SACRE) 2018-19

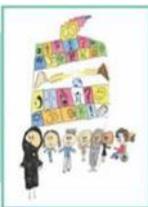
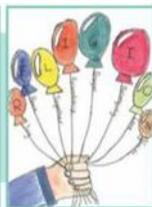


## Hertfordshire Agreed Syllabus of Religious Education 2017–2022



## 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

## Hertfordshire SACRE Annual Report 2018/19

### Chair's Introduction

I have much pleasure in presenting the Annual Report of the Hertfordshire SACRE for the 2018 19 year. This is the first time I have had this honour. I hope you will find it useful and informative.

The year posed significant challenges. We learnt that the County Council, itself facing immense financial challenges, would be drastically reducing its funding of our services. This has caused us to question everything we do, and the way we organize ourselves. It will not be a question of not doing things but doing them smarter.

In an increasingly materialistic and divided world, there has never been a greater need for Religious Education where children learn to understand and respect others of different faiths and none. The responses to our survey highlight the challenges that schools face in achieving this. But in a positive note, over 90% of schools visited places of worship and had visitors into school to support RE teaching and learning. These schools stated that visits and visitors 'encourage engagement with living faiths and beliefs'. Let's hope that OFSTED will use its powers to ensure that all schools meet their statutory duties in this area.

I would like to thank all the Council members and advisors for their support and contributions during what was a challenging year. I am delighted that the Council is in good heart and is looking ahead to how we can extend awareness of our work in supporting schools as they prepare their pupils for the ethical and moral challenges life will present them.

SACRE seeks to support Heads and teachers in all Hertfordshire Schools, whether Community or Academy run in delivering a modern and relevant religious education to their pupils. For some this will be what they have been trained and skilled to provide, but for many this may not be the case. Our aim is to provide a curriculum and support to give all teachers the confidence to do this with enthusiasm and knowledge.

Our latest Agreed Syllabus has been generally well received as demonstrated in the responses to questionnaires we circulated to schools during the year. Thank you to all those schools which responded. Your input is invaluable. We will shortly be preparing for our next syllabus and this feedback from schools, together with the advice on the recent Commission on Religious Education will be of great help.

During this year we have to say farewell to Lisa Kasappian, for many years our Religious Education Advisor and Stephen Lavender our supporting officer. Hertfordshire SACRE has earned a high reputation for the work we do in developing a relevant curriculum and supporting schools in delivering it and not being afraid to challenge schools who do not. Lisa and Stephen have been at the heart of our achieving this and we thank them both for everything they did to support us and drive us forward.

Following Stephen's retirement, we welcomed Juliet Whitehead as our support officer and she has lost no time in bringing her skills to bear in developing our work further. We are in the process of seeking a replacement for Lisa and are fortunate that the field of potential candidates is a strong one. In 2018/19 we said farewell to a number of Council members and welcomed new ones in their stead. These are noted in the report on pages 8 and 9 and I would like to express my thanks to them and all members of SACRE for their contributions which make our deliberations so stimulating.

With the help of our dedicated staff and Council Members I am confident that Hertfordshire SACRE will continue to provide excellent support and advice to all Hertfordshire Schools.

Cllr. Mark Watkin

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## 1. 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 2018-19 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:

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 2018 to July 2019. The full Hertfordshire SACRE met three times during the year and considered a diverse range of topics.

Types of schools in Hertfordshire 2018-19

	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*

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

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

In 2019 there was a slight increase in the numbers taking the Full Course GCSE from 2018, which had marked a significant drop from 2017. We are now back to similar number of entries for Full GCSE as those before the introduction of the new GCSE, but without the significant number of Short Course GCSE entries. This raises the serious question of how many fewer pupils are gaining a qualification in RS than 3 years ago, and whether schools are providing meaningful non-examination RE for their KS 4 cohorts. Examination results are broadly in line with last year and very slightly above those nationally. It is clear that the change in the GCSEs, as well as the growing impact of the EBacc, is affecting KS4 examination provision in our secondary schools.

A Level results are above the national attainment, though entries are down on previous years. The new A Level, first sat in June 2018, are no longer modules and are sat over a period of two years. AS Levels can be sat, but they form a separate examination and do not lead naturally on to A Level, as was previously the case. As a consequence, fewer schools nationally as well as locally are entering students for a one-year course. This is reflected in the significant decrease in entries for AS Level RS. Results here for Herts schools are broadly in line with national for the medium and lower grades, but significantly below for the higher grades. Several schools (15) have entries of 5 candidates or fewer, with 4 entering only one candidate. This raises questions about the sustainability of A Level RS in a number of our schools, though numbers fluctuate significantly year by year. This does mean, though, that RS at A Level remains vulnerable.

### 2b) 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. Our survey sent out to schools in October 2018 (see below and page 8) was able to establish provision of RE in schools, but outcomes are more challenging for a variety of reasons. The agreed syllabus provides a framework for assessing attainment and progress. However, schools use different systems for measuring and recording whole school assessment and it makes sense for RE to be included within that rather than being different from other subjects. SACRE will consider how, if at all, collaboration with and through the growing local networks of Hertfordshire schools might help us gain some picture of attainment in RE.

### 2c) 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 the recent extensive questionnaire from November that the Agreed Syllabus 2017-2022 is being delivered in the majority of primary schools. 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 syllabus.

The survey provided clear evidence regarding concerns over the lack of RE provision in some secondary schools and SACRE is establishing procedures to monitor this, support schools to improve and challenge persistent non-compliance. SACRE is clear that the provision of RE for all pupils is not simply a matter of statutory provision (though that is a significant issue): RE provides opportunities for pupils to explore their place in the world, the impact of beliefs, practices and attitudes on the world and to reflect on and develop their own beliefs and attitudes. We believe that these are vital aspects of a broad education and are an entitlement for all children and young people. We recognise that schools are working in an educational culture that puts pressure on core subjects at the expense of this broader purpose, but are confident that we can work with schools and the new inspection framework to help them address the wider curriculum purposes and provision and the significant role and contribution of RE.

Hertfordshire SACRE is proud of its local networks of RE teachers (5 primary and 1 secondary), 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. We have been exploring how SACRE can best support all of them in the joint venture of supporting teachers in schools.

2d) Withdrawal from RE

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

2e) Complaints concerning RE

SACRE received one complaint regarding the lack of provision of RE in a secondary Academy in 2018-19. SACRE has responded and is pursuing the matter further, using material from NASACRE and NATRE.

### 3. Evaluating the effectiveness of the locally Agreed Syllabus 2017-22

The new agreed syllabus launched in April 2017 is embedding well in our schools according to the survey sent out to schools in the Autumn term 2018. In all, 115 schools (96 primary and 19 secondary) out of a total of 627 schools in the county responded. Of these only eight are not using the agreed syllabus for planning their provision of RE. The new non-statutory guidance 'Religion Today and Tomorrow', is used by 56% of schools, a significant increase from last year. Support for the agreed syllabus from SACRE members and local teacher networks continues, with the development of schemes of work, assessment ideas and planning. We are due to review the syllabus in 2020-21 and the process will begin with a detailed survey in late 2019-20.

### 4. Collective Worship

4a) 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.

4b) Collective worship

The local '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. SACRE recognises that this is due to be updated in the near future.

4c) 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.

4d) Complaints about collective worship

There have been no official complaints concerning collective worship in 2018- 2019.

### 5. Management of SACRE

Hertfordshire County Council (HCC) had commissioned Herts for Learning (HfL) to deliver the statutory contract for SACRE with Stephen Lavender, who was the previous county RE Adviser, acting as the Local Authority joint Servicing Officer. In addition, an independent RE Adviser, Lisa Kassapian, Breathe RE,

ensured that SACRE developments took place when required. However, these arrangements ceased from April 2019 and SACRE came under the direct management of the Local Authority through the Education Leadership Team.

Throughout the year, and in addition to full Council meetings, sub-committees met to move forward the work of SACRE as outlined below.

#### 5a) SACRE meetings

There were three full SACRE meetings in the academic year 2018-2019 each lasting 2 – 2.5 hours  
*All host venues were provided without charge*

**Tuesday 9<sup>th</sup> October 2018** Committee Room B, Hertfordshire County Hall, Pegs Lane, Hertford SG13 8DQ  
**Thursday 14<sup>th</sup> February 2019** Little Green Junior School, Croxley Green, WD3 3NJ  
**Thursday 13<sup>th</sup> June 2019** St Luke's Church, Langley Way, Watford, WD17 3EG

Additional SACRE subcommittee meetings:

**Monitoring committee** 28th November 2018 The Abbey Primary School St Albans  
14<sup>th</sup> March 2019 County Hall  
**Development committee** 17<sup>th</sup> January 2019 County Hall

Most meetings were well attended. During the year SACRE welcomed several observers in attendance at meetings. Meetings were chaired initially by Cllr. Tim Hutchings, then from February 2019 by Cllr. Mark Watkins and Reverend John Fellows worked as Vice Chair. The following matters were discussed and actions carried out in 2018-2019:

- Review of all work carried out during 2017-18
- The Commission on RE Report: Religion and Worldviews: the way forward
- Future planning and development Plan 2019-21
- SACRE vision
- Monitoring
- Holocaust Memorial Day work
- Non-compliance

SACRE's work in the period September 2018 to August 2019 was driven by both national and local issues. In addition to the termly main meetings we had a number of other meetings including a monitoring and evaluation group and meetings to discuss vision and strategy

Key matters were:

#### **Standards and quality of provision of RE and Collective Worship**

SACRE undertook a monitoring exercise involving a survey monkey sent to all schools and a website of secondary schools in the County. 130 returns were received, SACRE members surveyed 44 Secondary School websites. Results were discussed at a monitoring meeting in November 2018. The surveys highlighted national concerns reported in the CoRE (Commission on RE) Report published in September 2018 including non-compliance, teacher recruitment and training.

The surveys showed high take up of the Agreed Syllabus, the value schools placed on local RE groups and the impact of the involvement of faith community groups including a number of projects supported by SACRE such as WHISPER, Bridgebuilders and STEP and the contribution the Holocaust Memorial Project made to the schools involved.

We noted other actions from the survey. These included securing a higher profile for SACRE and RE in Governor and Head's Forum events particularly to highlight compliance. There were 44 schools that had

requested a visit from SACRE and the need to provide training for faith leaders visiting schools. In the light of a restricted budget, these were included in the development plan agreed for following years.

### **SACRE work, priorities and funding**

Although a statutory, standalone advisory council, SACRE relies on funding provided by the DfE to HCC through the Central School Services Budget. April 2017 saw a significant reduction in the budget for SACRE work which impacted on the number of days work for the adviser and administrative staff. As a consequence, during the year, there were discussions with HCC over the statutory responsibilities of SACRE and its independence and the need for extra funding for the future. We recognized the need for financial clarity and to address effective working practices. A draft development plan was prepared, produced and agreed (see Appendix 5)

In April 2019, HfL's contract to HCC to provide services to SACRE ended and HCC reviewed the provision of support to SACRE. HCC would take responsibility for Advisory services for SACRE through the Education Leadership team. HfL would provide clerking and administrative support for the termly statutory SACRE meeting.

### **SACRE Vision**

SACRE discussed its vision as it looked to its future development. This work was started towards the end of the year and will be continued into next year. The council recognized the diverse nature of the Hertfordshire community. At the heart of our vision was a passionate desire to grow a love of RE and collective worship within schools and children, to engender compassion and empathy and to develop respect for differences and world views. There was a need to move our working practices forward so that all members would be able to contribute more fully by working in small groups outside the main meeting. Groups for monitoring and evaluation and for ensuring effective use of resources were considered.

### **The Commission on RE Report**

Members discussed the final report of the Commission on RE 'Religion and Worldviews: the way forward' Ryan Parker of the Diocese of St Albans, presented a summary presentation of the main points and our co-opted member, Juliet Lyal, who was one of the commissioners, answered questions. Members were encouraged to share the report with their representative constituency, as this is considered by many to be a 'game-changer'. The eleven recommendations were discussed. The notion of including worldviews was generally warmly welcomed and the point made that significant differences exist within faiths themselves.

### **Roles and Responsibilities**

There have been extensive discussions regarding the role and responsibilities of SACRE and the two sub-committees which met between full Council meetings moved the thinking on.

It was agreed that more needs to be done to gather information about the provision of RE in Hertfordshire schools, including Academies and free Schools. As mentioned above, the Autumn 2018 survey provided very useful information and the trawl of Secondary school websites by SACRE members has been useful to establish where more targeted support and challenge might be focused.

### **A brief summary of the findings of the Autumn 2018 survey:**

- Overall, 96 primary and 19 secondary schools responded out of a total of 421 and 83 respectively (see above p3).
- All but 8 schools that responded including Academies and Free Schools, said they follow the Hertfordshire Agreed Syllabus
- 8 schools of those that responded are not providing RE for all learners
- 15% of the schools that responded have pupils that are withdrawn from their RE
- Most primary schools that responded teach RE in line with the time allocation of the agreed syllabus, although this becomes less common in Upper Key Stage 2
- Provision in secondary schools is patchy. Whilst most teach the required time in Key Stage 3, about 33% teach little or no non-examination RE in KS4. Two schools do not provide pupils with the opportunity to study GCSE RS at all.

- Schools struggle to meet the requirement for post-16 provision
- Most (66%) schools indicated that they struggle to meet the minimum time requirements across all Key Stages
- Most Secondary schools have subject specialists leading and teaching RE, whereas few Primary schools do
- Coverage of the principal religions and non-religious beliefs is strong in most schools
- Hertfordshire support materials for RE on the Grid for Learning, including the sample scheme of work, are generally well used
- Aspects of the agreed syllabus, such as the 'Expected Learning Outcome Wheels need further support and clarification
- Over 90% of schools visit places of worship and have visitors into school to support RE teaching and learning. These schools stated that visits and visitors 'encourage engagement with living faiths and beliefs'
- Only 4% of schools have not sent staff on training in the last 4 years, with 56% ensuring some RE CPD in the last year (2017-18)
- In many primary schools, RE is taught by HLTAs

SACRE will use this information to plan its work with schools during the academic year 2019-2020

The Monitoring Committee's work looking at schools' websites has been a major initiative that will continue into the next few years as our monitoring role develops further.

### **Membership**

The year saw many significant changes. In February 2019, Cllr Tim Hutchings was replaced by Cllr Mark Watkin as Chair of SACRE and we welcomed Cllr Adam Mitchell as the new member of Committee D. We are grateful to the outgoing officers of SACRE who under the HfL agreement served the Council for so many years. Stephen Lavender retired from SACRE in April 2019 after working with SACRE since the 1980s, first as Adviser and then as LA Officer. Lisa Kassapian also left Herts SACRE at the end of this academic year. Special appreciation is made to Lisa Kassapian as RE Advisor whose inspiring leadership and tireless dedication has made such a significant contribution to the development of RE in Hertfordshire. We wish her well in her continuing consultancy role, supporting and training teachers of RE across Hertfordshire and beyond.

We welcomed the new Diocesan Adviser, Ryan Parker, a highly experienced teacher. Hilary Davies resigned as SEN representative and we are seeking a replacement for this vital link with schools and learners. In June we welcomed Tulsi Seva Dasi from Iskcon Education as our new Hindu representative after Naryani Das moved away from the area. Finally, in June 2019, we said farewell to Michael Shaw after 30 years' service to SACRE as a co-opted member.

Also in June 2019 SACRE welcomed the new LA Officer, Juliet Whitehead, who works in HCC's Education Leadership Team.

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.

### **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).

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

### 6a) 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.

### 6b) Knowledge and understanding of the local religious, cultural and ethnic minority

Hertfordshire SACRE regularly holds its meetings in schools or faith community buildings. In 2019, the Summer meeting was held at St Luke's Church, Watford.

Appendix 1: SACRE membership and attendance 2018-19

<b>GROUP A</b> Christian denominations and other religions and religious denominations	<b>GROUP B</b> The Church of England	<b>GROUP C</b> Teachers' Associations	<b>GROUP D</b> The Authority	<b>Co-opted Members</b>
<b>Buddhist</b> Julian Wall Amaravati Buddhist Monastery Nov 2015	<b>Diocese of St Albans</b> Ryan Parker September 2018	<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 –Nov 2018	<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 – Jan 2019 Tulsi Seva Dasi 2019				

<b>SACRE Attendance</b>	<b>2018-19</b>	<b>9/10/18</b>	<b>14/2/19</b>	<b>13/6/19</b>
<b>Committee A</b>	Carol-Anne Chandler	Present	Present	Present
	Naranyai Dasi	Present	-	-
	Tulsi Seva Dasi	-	Absent	Present
	Mrs Kavaljit Dev	Present	Absent	Absent
	John Fellows	Present	Present	Present
	Mrs Angharad Griffiths	Absent	Present	Absent
	Mr Sadiq Haq	Present	Present	Absent
	Mrs Ellie Olmer	Present	Absent	Present
	Jackie Roberts	Present	Absent	Present
	Julian Wall	Absent	Present	Present
	Mrs Maggie Wright	Absent	Absent	Present
<b>Committee B</b>	Ryan Parker	Present	Absent	Present
	Mr Andrew Wellbeloved	Absent	Present	Present
	Mrs Shirley Whales	Present	Present	Present
<b>Committee C</b>	Ms Elizabeth Ellis	Present	Absent	Present
	Miss Emma Fenn	Present	Absent	Present
	Mrs Ali Mackintosh	Present	Present	Present
	Ms Janet Monahan	Present	Absent	Absent
	Laura Passmore	Absent	Present	Present
	Helen Venn	Present	Present	Present
<b>Committee D</b>	Cllr Terry Douris	Present	Absent	Present
	Cllr Margaret Eames-Petersen	Absent	Present	Present
	Cllr Tim Hutchings	Present	-	-
	Cllr Jeff Jones	Absent	Absent	Present
	Cllr Mark Mills-Bishop	-	-	Present
	Cll Adam Mitchell	-	Present	-
	Alan Plancey	Absent	Absent	Present
	Cllr Mark Watkin (Chair)	Present	Present	Present
<b>Co-opted</b>	Alim Saqalain Abbas Alavi	-	-	NS
	Pete Bennett	Absent	Present	Present
	Juliet Lyal	Present	Present	Present
	Michael Shaw	Present	Present	Present
	Mrs Roya Taidi	Absent	Present	Present

## Appendix 2: Public Examinations in Religious Education 2018-19

### Hertfordshire RS Examination Results 2019

#### Full GCSE Results 2018 - 2019

(NB: GCSEs changed from first examination in 2018 and comparisons with results prior to this date are not valid. However, we note a significant drop in entries between 2017 and 2018 of just over 900, or approximately 16.8%)

	2018	2019
% 9-7	33	32.7
% 9-5	63.6	64.3
% 9-4	74	75.9
% 9-1	98.5	98.9
Total Entries	4477	4516

**National Results 2019: 9-7: 31%**

**9-5: 61%**

**9-1: 98%**

#### A Level Results 2013 – 2019 (New A Level from 2018)

	2013	2014	2015	2016	2017	2018	2019
% A* - A	24.7	25	24.6	23.1	26.3%	21.5	23
% A* - C	81.7	78	78.3	80.9	83.3	79.4	77.9
% A* - E						98.2	98.3
Total Entries	656	667	631	752	678	544	525

**National Results 2019: A\* - A: 22%**

**A\* - C: 76%**

**A\* - E: 98%**

#### AS Level Results 2013 – 2019 (new A Level from 2018 2-year course so drop in entries)

	2013	2014	2015	2016	2017	2018	2019
% A* - A	16.3	12	20.9	24.6	30.2	17.4	9.7
% A* - C	62.2	57	94.3	70.8	78.7	54	53.2
% A* - E						86.2	85.5
Total Entries	246	227	1107	1184	1107	224	62

**National Results 2019: A\* - A: 19%**

**A\* - C: 64%**

**A\* - E: 91%**

### 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>KS1-4</b>	Key Stages the four stages of the National Curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16
<b>INSET</b>	In-Service Education and Training courses for practicing teachers
<b>LA</b>	Local Authority
<b>LSA</b>	Learning Support Assistant
<b>NAHT</b>	National Association of Headteachers
<b>NASACRE</b>	National Association of SACREs
<b>NATRE</b>	National Association of teachers of RE
<b>National Curriculum</b>	This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education which is relevant to their needs
<b>NAS/UWT</b>	National Association of Schoolmasters/Union of Women Teachers
<b>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 Councilor's, schools, MPs in Hertfordshire and neighboring Local Authorities and is to be delivered to the National Association for SACREs. This report will also be made available to the public. Responsibility for the production of the annual report will be the Servicing Officers', who may delegate the task to an Independent Advisor.
- j. SACRE is encouraged to develop its own role working with inter-religious bodies to demonstrate that the study of religion and belief can be an important contribution to community cohesion and to the combating of religious prejudice and discrimination;
- k. The SACRE may offer advice to the Local Authority on any matters related to its function as it sees fit.

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

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

## 5. FREQUENCY OF MEETINGS

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

- 5.2 Meetings may be called by the Local Authority, the Chair or by the agreement of members of SACRE by way of vote. Special meetings may be further meetings of the full SACRE, representative groups or sub – committees.
- 5.3 Details of the business to be considered by the meeting, which will be included in the agenda, must be received by the Clerk no later than 15 school days before the meeting.
- 5.4 The Clerk will, no later than 5 school days before the meeting, circulate the agenda and supporting papers to the members.
- 5.5 The Clerk will, no later than 15 school days following the meeting, circulate a copy of the minutes of the meeting to the members of SACRE.

## **6. QUORUM**

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

## **7. VOTING**

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

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

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

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

8.7 The Vice-Chair will be responsible for:

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

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

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

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

9.3 Co-opted members will have no voting rights.

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

## **10. END OF MEMBERSHIP**

10.1 A member shall be removed from SACRE if:

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

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

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

## **11. GENERAL**

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

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

- 11.3\* The validity of proceedings of SACRE or of the members of SACRE of any particular category shall not be affected:
- a. by a vacancy in the office of any member of SACRE; or
  - b. on the grounds that a member of SACRE appointed to represent any denomination or association does not at the time of the proceedings represent the denomination or association in question.

## **12. THE CONSTITUTION**

- 12.1 This Constitution will be reviewed 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**

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

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

## Appendix 5: The Hertfordshire SACRE Development Plan

### **Hertfordshire SACRE development plan 2019 – 21 Key Targets**

To gather and respond to information about the impact of and effectiveness of the Agreed Syllabus and standards in schools, plan and implement appropriate action.

To inform the wider community including schools, the LA, faith communities and other organisations about the role of SACRE and its contribution to wider community issues.

To ensure best value including exploring other funding streams and committees to advise SACRE.

This draft development plan aims to address the issues raised in the recent meetings. In order to meet the needs of applying for funding it includes ongoing costs

**Draft 1 Development Plan 2019 – 2021**

Aim 1 - Monitor the impact of the Agreed Syllabus to ensure its impact and effectiveness

	Focus	Timescale/Frequency	Key Impact/Success Outcomes	Indicative Yr 1 Costs	Lead/Personnel & Funding	RAG
a	To design and implement online survey to monitor the provision and quality of RE in Hertfordshire schools	2 days needed in first year	Key findings are shared with Hertfordshire SACRE, local schools and via annual reports  SACRE is better informed about effectiveness of the Agreed Syllabus and its impact		LK/Monitoring group	
b	To review the responses from online survey monkey autumn 2018	1 day				
c	To collect and analyse examination and DfE school's workforce data	1 day				
d	To collect and analyse data from school websites and OFSTED judgements on RE, CW and SMSC	½ day	Key strengths and weaknesses are identified and fed into future plans Monitoring strategy is in place Non-compliance is assessed		LK/SACRE members	
e	To plan a programme of professional monitoring visits to a number of schools	3 days			LK/monitoring group	
f	To establish a monitoring group to analyse and review data and present to full SACRE	½ day			SACRE	

**Note:** SACRE members could be asked to look at a number of secondary school websites (say 4) (LK to advise on what is expected)

Aim 2 - Raise standards and quality of teaching and learning in Religious Education in Hertfordshire schools

	Focus	Timescale/Frequency	Key Impact/Success Outcomes	Indicative Yr 1 Costs	Lead/Personnel & Funding	RAG
a	To support continued professional development in RE. Offer Agreed Syllabus implementation and on-going courses – including training for Understanding Christianity	Ongoing	Ensures effectiveness of the agreed syllabus in Hertfordshire schools Provide training for new RE leaders 2018-19 Schools are enabled to access support for teaching Christianity	Traded	LK	
b	To provide assessment exemplars related to the new Agreed Syllabus for schools		Schools are enabled to carry out assessments in line with the Agreed Syllabus to ensure progress and raise standards in RE teaching and learning.	£ 500	LK	
c	To link with and support local RE groups	Ongoing	SACRE is informed about RE work in Hertfordshire and supports the sharing of good quality RE across the county.	£1000	LK	
d	To provide monitoring guidance and training for schools to raise standards in RE	Ongoing	Effective communication with schools and RE network meetings, guidance and support in raising standards of teaching and learning in RE	Traded?	Adviser/consultants	
e	To offer training to representatives of faith and belief to improve the quality of school visits and visitors for RE and Collective Worship	Autumn 18/ Spring 19 1 day	Training for community leaders linked to Agreed Syllabus and Religion for today.		LK	

**Aim 3 - Maintain and develop strong partnerships between Herts SACRE, Herts County Council, local and national bodies including faith/belief groups and other organisations concerned with promoting diversity, equal opportunities and community cohesion**

	Focus	Timescale/Frequency	Key Impact/Success Outcomes	Indicative Yr 1 Costs	Lead/Personnel & Funding	RAG
a	To maintain strong contact with national organisations; DfE, OFSTED, and national RE organisations REC, NASACRE, AUREIAC	Ongoing	SACRE members receive up to date information through NASACRE website and membership. Representatives attend national conferences including the NASACRE annual day conference and the AGM and provide feedback to SACRE to ensure SACRE is well informed about national issues and good practice from other SACREs	See SACRE Admin budget		
b	To prepare presentation about SACRE for HCC	Autumn 2018	Presentation to the County Council ensures members are informed about SACRE and the Council's responsibilities for RE and Collective Worship in schools. SACRE working group identifies other organisations with community responsibilities and reports to SACRE		TH, ME-P	
c	To identify and develop contacts with local bodies to inform them of the work of SACRE and its contribution to the wider community agendas of diversity, prevent, community cohesion and equal opportunities					
d	To review national issues relating to SACREs including reports.	Ongoing	SACRE is informed about current issues and adapts future plans accordingly		Members, LK, Clerk	

Aim 4 - To ensure that Hertfordshire SACRE is effectively managed including best value for money

	Focus	Timescale/Frequency	Key Impact/Success Outcomes	Indicative Yr 1 Costs	Lead/Personnel & Funding	RAG
a	To clarify the roles and responsibilities of SACRE officers including advisers and clerk	ASAP	Meeting with HfL to clarify roles and responsibilities to ensure best use of personnel resources	?	TH/LK/RH	
b	To ensure that SACRE business is organised efficiently and according to the constitution including; <ul style="list-style-type: none"> <li>• Reviewing the faith community's directory</li> <li>• Recruiting SACRE members when vacancies arise A knowledge of the legal requirements of SACRE</li> </ul>	ASAP	Communication is prompt, clear and effective including agenda, minutes and follow-up actions		Clerk/LK	
c	To establish SACRE committees to carry out the work of SACRE	By Autumn 2019	SACRE will be effective in fulfilling its statutory duties. SACRE committee to ensure best value for its activities. SACRE standards monitoring committee to monitor RE and CW standards.			
d	To prepare Annual Reports	2 days annually	Required		SACRE Adviser	
e	To train new SACRE members	Annual induction training	To enable new members to Explore their role in supporting SACRE. Gain insight into the work and responsibilities of SACRE Develop an understanding of SACRE approach to RE and Collective Worship	1 day	LK	

	Focus	Timescale/Frequency	Key Impact/Success Outcomes	Indicative Yr 1 Costs	Lead/Personnel & Funding	RAG
f	To carry out SACRE self-evaluation	Biennial	To ensure SACRE is effectively managed and resources are targeted.	?	Members	
g	To review the SACRE Complaints procedure			£ 250	LK	
h	To Review the Development Plan 2017/18 and Establish and approve the Development Plan 2018/19			£500	LK	
i	To recruit and appoint SACRE members when vacancies arise				Clerk	
j	To meet in a variety of venues across the County		SACRE has the opportunity to gain knowledge and experience of different faiths and a variety of school contexts.	£ 6000	Clerk	
k	To ensure best value		Budget includes supply costs for meetings, HfL administrative support, consultant time, LA officer time correspondence expenses, costs for subscriptions,			

Aim 5 - Enhance the role of SACRE in effective SMSC – including its place in promoting agendas related to British Values, Prevent, Equal Opportunities, Diversity and community cohesion

	Focus	Timescale/Frequency	Key Impact/Success Outcomes	Indicative Yr 1 Costs	Lead/Personnel & Funding	RAG
a	To inform schools, governors and the e wider community of the role of SACRE and the place of RE and Collective Worship in wider agendas particularly related to Values	Ongoing	Schools and governors are aware of the place of RE & Collective worship in the curriculum and wider school life through letters, presentations, courses and school visits.	?		
	To support the work of HMD throughout schools and the community, the curriculum and commemoration events securing lessons about hate, Holocaust, genocide and racial prejudice.	2019-2021	HMD provides SACRE with the opportunity to demonstrate to the wider community its responsibilities including its commitment to high quality RE work in schools based on the Agreed Syllabus, its role in the wider community agenda and provides a model for joint funding for its activities.	£ 2000	HMD funding secured from locality and other budgets including the PCC	

Aim 6 - Fulfil SACRE's responsibility for Collective Worship

	Focus	Timescale/Frequency	Key Impact/Success Outcomes	Indicative Yr 1 Costs	Lead/Personnel & Funding	RAG
a	Monitoring group to evaluate CW through Survey monkey and OFSTED reports and review model policy and advice	Biennial	SACRE is informed about CW and makes recommendations for training and advice to schools	£500	LK	
b	To address determination orders as required			?	LK/SACRE members	

Provisional Budget 12 days Adviser time plus £ 10,750