

**The Surrey**  
**Standing Advisory Council**  
**on**  
**Religious Education**



**Annual Report**  
**Academic Year 2019-20**

Approved by Surrey SACRE March 2021

## **INTRODUCTION by the Chairman**

It is a pleasure to introduce this report in an academic year like no other. The report is filled with the words 'pandemic, lockdown, virtual meetings' and many other terms that would have not been predicted in the previous year.

I would like to express my thanks to the teachers and support staff who have adapted and continue to provide RE in schools this year. It has been a year of challenges but also opportunities which Surrey SACRE has also embraced.

This year unusually there are no RS GCSE results to provide, but the report does give a flavour of the work that continues by the SACRE team and the commitment of its members to ensure the statutory provision of RE is monitored in Surrey Schools.

As lockdown continues, Surrey SACRE will continue to work to support and advise schools. The lockdown will lift and the work continue. We have all gained new skills; teachers, pupils and members alike.

This will be my last year as Chairman of SACRE and it has been a privilege to work with such dedicated people. My particular thanks go to Rachel Boxer and Kate Woodhouse for supporting me throughout. I also would like to thank all members of SACRE in the different groups who have advised and contributed to our meetings, development plan, and various documents that we provide to support schools.

I am sure Surrey SACRE will go from strength to strength and I wish you well. Thank you all.

Kay Hammond  
Chair of Surrey SACRE

March 2021

### **SACRE Contract – Professional Adviser and Administrative Support**

The academic year 2019-2020 has straddled the two years of the contract with the Diocese of Guildford to provide management support to Surrey SACRE. The contract provides for the efficient operation of the work of SACRE which undertakes its statutory duties autonomously and independent of the Diocese of Guildford whose sole engagement with SACRE is through its membership of Committee B of Surrey SACRE.

Operational management of Surrey SACRE is exercised through Surrey SACRE commissioning officer, Mary Burguieres, and Diocese of Guildford Diocesan Director of Education Alex Tear.

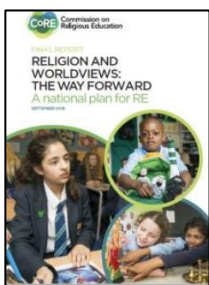
### **List of organisations to which SACRE's Annual Report has been sent:**

Copies of the SACRE Annual Report are distributed to all maintained schools in the County with a request that governing bodies consider the report and take any appropriate action. A copy has also been sent to NASACRE, Surrey County Council, nominating bodies represented by SACRE members, and the Department for Education.

## I. RELIGIOUS EDUCATION

Much of SACRE's work this year has been in continuing to support schools using the Agreed Syllabus for Surrey (2017-2022), especially in regard to virtual, 'blended' and home learning in RE, as the world entered lockdowns and further restrictions. Physical support for schools has included visits by SACRE members to two primary schools which nominated themselves for a review of their RE provision, with a further 5 on the planning schedule before everything changed in March 2020! These visits were very much partnering opportunities of benefit to the schools and enabling SACRE to reflect on how the Agreed Syllabus has been received and is improving schools' practice in RE. The main findings of these visits are outlined in section 1.5 and have continued to demonstrate to SACRE the significance of the changes that were made to the Agreed Syllabus during its review of ways to improve pupils' experiences in RE.

It would be true to say that this academic year has presented its fair share of challenges to both the work of the SACRE and for schools delivering statutory RE, but along with these challenges, there have also been many opportunities to connect virtually with schools and with each other, and find new ways of doing things. There is more information about SACRE's virtual resources in the section on p.7 '[Speakers' Forum](#)'.

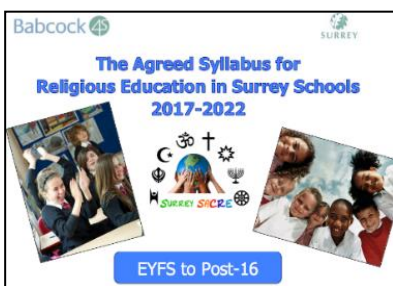


Surrey SACRE was also fortunate to be able to welcome Rudi Elliott-Lockhard, former CEO of the Religious Education Council, to the Autumn term meeting. Rudi was one of the commissioning officers of the national CoRE (Commission on RE) report 'The Way Forward' and spoke about the findings and recommendations of this important report, which is expected to shape RE in the future. Though yet to be engaged with by the DfE, the 11 recommendations will certainly be considered by SACRE as part of the syllabus review period. The full report can be accessed here: [FINAL REPORT. Religion and Worldviews: the way forward. A national plan for RE | Commission on Religious Education](#)

During this year, we have said goodbye to several long-standing members and welcomed new recruits who will each bring their own unique contribution to enrich the work of SACRE. We are extremely grateful for the faithful support and collective wisdom of our SACRE members, and at the time of writing, have a complete membership – for the first time in recent history!

All documents and guidance produced by Surrey SACRE can be accessed via their webpages [here](#). As a statutory part of Surrey County Council, there is also information about Surrey SACRE on [SCC's website](#).

### 1.1 The Agreed Syllabus for Religious Education in Surrey Schools (2017-2022)



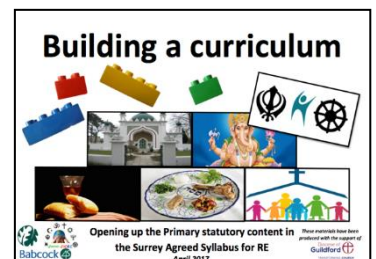
The Agreed Syllabus is the statutory document for maintained Surrey schools, including those church schools with Voluntary Controlled status (aided schools, of course, follow their relevant Diocesan Guidelines). Academies and free schools without a religious character may also use an agreed syllabus, and Surrey's Agreed Syllabus is available to them, enabling all schools which choose to use it to fulfil their statutory duty to provide RE for all pupils.

Surrey SACRE makes it clear to schools that its Agreed Syllabus has the equivalent legal standing of a National Curriculum order and that **RE continues to be a statutory entitlement for all registered pupils in all schools** (including

academies), in addition to the National Curriculum.

The Surrey Agreed Syllabus (2017-2022), along with all the support resources and key guidance documents, can be accessed using [this link](#). These resources will be regularly added to and updated, and from here, schools can also access the portal for booking onto the Surrey Primary RE networks for subject leaders.

The current Ofsted school inspection handbook explicitly states that in schools without a religious character a section 5 inspection includes RE [para 33], that all pupils in maintained schools are expected to study religious education and that Academies are expected to offer all pupils a broad curriculum that must include religious education [para 174]. It should also be noted by schools that Ofsted has specific requirements in regard to curriculum information which must be published on school websites, including RE as part of the statutory curriculum for all pupils and Ofsted now expects to see details of RE curriculum information as it relates to each year group. A copy of SACRE's advice in



relation to RE and school websites can be found on [SACRE's main webpage](#), in the 'Resources' section, along with other key documents and guidance.

### Academies:

As of October 2020, there are only 4 maintained secondary schools in Surrey that have not converted to academy status. Whilst academies are officially outside the remit of the LA (and therefore SACRE), NASACRE states that many are increasingly opening up their previous contacts, or establishing new relationships with the academies in their area. Two of our current teacher-members work in successful academy schools using the Agreed Syllabus, and their contribution and experience are valuable insights to the ongoing work of SACRE across both the Primary and Secondary phases.

### 1.2 Standards in RE

Ofsted's current inspection framework follows a model where inspectors may conduct a 'deep dive' of specific subjects, of which RE may be one, or where RE may be used as evidence for the strand of 'preparing pupils for life in modern Britain'. During this academic year, SACRE has received no information from the local authority in relation to schools inspected under these areas, although normal inspections of schools have been suspended during the periods of lockdown.

Once 'normal' school life resumes, the changes to the ways in which Ofsted inspects schools since September 2019 may well generate the need for more advice and support from SACRE as schools using its Agreed Syllabus must ensure that they understand and can articulate the **intent** of the RE curriculum in the Surrey Agreed Syllabus, to **implement** the syllabus in ways that meet statutory requirements, as well as being creative and age-appropriate, and also to reflect on the **impact** of the RE that is being taught in classrooms as part of pupils' entitlement to a broad and balanced curriculum. A SACRE **partnering** visit could provide schools with the ideal opportunity to **rehearse** this.



During this academic year, conversations with **Schools Alliance for Excellence (SAfE)**, another strategic partner of SCC, have resulted in some excellent opportunities for a more triangulated approach to school support in RE. It is hoped that SAfE will be able to signpost schools that would most benefit from support in RE or collective worship to the resources that SACRE can provide, and vice versa.

Within Surrey, discussions at Primary level about **expected attainment** have been continuing through regular RE Subject Leader Networks, so that future revisions of the syllabus can benefit from the very good practice at ground level. As schools now have more control over the assessment arrangements in all subjects, it is now much more difficult to determine what assessment in RE should 'look like' because of the wide range of different practices reflecting schools' own curriculum context. There are, however, outlined within each section of the Agreed Syllabus, clear expectations of pupil attainment, at the end of each phase and within each unit, and also throughout the support materials which accompany the syllabus. Schools are encouraged to use these statements to help them assess the progress of their pupils. Primary subject leaders across Surrey have also been involved in creating some end of year statements for each year group, but these have yet to be properly trialled, due to the pandemic.

### 1.3 Advice to schools

SACRE has continued to monitor Surrey school websites to identify areas of weakness in schools' RE provision. Initial contact was via an article in the SCC bulletin, followed by direct contact with a number of schools which appeared from the information on their websites to be using the wrong syllabus for their RE – or worse, to be offering no RE at all. This contact from SACRE has also generated positive interest in SACRE's partnering visits, which were offered as a resource for schools alongside recommendations for school websites in regard to their RE curriculum. SACRE is continuing with this oversight on a rolling programme basis. This process was suspended during the periods of lockdown, as school websites became portals for home learning and information about specific curriculum areas was not likely to be updated during this time.

Nationally, concern has been expressed about the inequality of provision in terms of RE during the pandemic, recognising the considerable impact that remote learning has had on schools, parents and pupils, and that often the focus will have been on the 'core' subjects in the curriculum. In as supportive a way as possible, SACRE has reminded schools that RE is a statutory subject and that pupils are entitled to home learning which includes RE and reflects what they would be doing with those pupils who are still at school. During this academic year, SACRE has regularly been communicating with schools through the SCC bulletin system and has issued the following guidance:

- advice about home learning following the first lockdown in March 2020, encouraging schools to use the excellent free resources for RE produced by NATRE, written for home learning. At this point, no one had imagined that a year later, we would still be in lockdown restrictions!
- this was supplemented by further advice in July 2020, as schools began to reshape their learning to support pupils learning at home and in 'bubbles' at school. The impact on pupils' learning was felt particularly at Primary level, so SACRE's advice included a toolkit to help capture which elements of the RE curriculum had been covered and what might need revisiting in future units.

You can find further information on SACRE's 'Support for Surrey schools' page [here](#), along with other guidance documents. In addition, the RE community nationally has been very open-handed in supporting schools with virtual resources, so this information has also been shared with schools during the year.

#### **1.4 SACRE Development Plan 2020-2023**

During 2019-20, with the new SCC contract in place, SACRE began the process of compiling its development plan. This 2-year contract began in April 2019, so the development plan covers the second year of the contract and sets targets for a further 2 years to ensure that the Surrey Agreed Syllabus (2017-2022) receives its statutory review during 2021 and 2022. This development plan also ensures that the work of the SACRE will continue regardless of who is awarded the contract for the years beyond 2021.

As well as fulfilling the requirements set out in the contract for each year of the development plan, further specific priorities have been identified for each year, so that the work of SACRE will continue to improve outcomes for pupils in local authority schools (as well as other settings that use the Surrey Agreed Syllabus, though at no extra cost to the SACRE), and contribute to the professional development of RE leaders and class teachers.

All the work of SACRE is undertaken with the aim of raising achievement in RE and improving the quality of teaching and learning, to improve the provision and quality of Collective Worship and to help promote pupils' spiritual, moral, social and cultural development, including Fundamental British Values. As a body representing various religions and beliefs in Surrey, it supports inter-faith dialogue and learning about religions for the promotion of respect and racial harmony.

During the year, as part of its strategic cycle of review, SACRE also revised its constitution, making only minor administrative changes e.g. updating weblinks. This document, which determines the structure of the SACRE and governs its work, can be accessed using the link on the main SACRE page [here](#).

#### **1.5 SACRE Partnering Visits – 2019-2020**

During this academic year, the Local Authority, through SACRE, commissioned a sub-committee of its members to visit up to six primary schools which use the Agreed Syllabus, in order to establish how the revised syllabus has been received by schools, how it is being used and what impact it has had on pupils' learning in RE. There had been requests from 12 schools, most of which had resulted from website reviews, but due to the pandemic, only two of the six planned visits took place: Warren Mead Junior School and West Ewell Primary.



Each visit included two part-lesson observations, discussions with the RE subject leader and school leadership, an audit of pupil work and an observation of an act of Collective Worship. In both schools, the RE subject leader spoke very positively about the impact that the revised syllabus is having on pupils' learning, and they especially appreciate the non-statutory support materials which really help to translate the subject content into appropriate learning for pupils, as well as suggesting resources for teachers to use. SACRE members also spoke to pupils, who were articulate and enthusiastic, talking about the units that they had been exploring, many of them using their RE workbooks to explain their learning and to clarify their thinking, demonstrating the importance of talking as part of RE.

The partnering visit provided one RE subject leader the opportunity to reflect on what she'd seen of her colleagues' lessons and suggest that as a school they need to make more of the connections that there are both within and between units, so that pupils will be more likely to be able to understand and explain the links, especially higher up the school. The 'What's the purpose of this unit?' section of each plan should provide a starting point for teachers and help them to identify the common thread that should be a part of the learning journey through the lessons they plan for each unit. During the next syllabus review, SACRE will also consider the request made by this subject leader for some sample learning journeys for units in KS1 and KS2, so that teachers can see how to shape the learning within a unit across a series of lessons, whilst still keeping the focus of the unit sharp.

Collective worship was a particular strength in both schools and viewed as an important way for the whole school community to 'own' and live out their shared values, which were articulated by pupils and referenced by the leaders in both settings, but in different ways. In one school, they were clearly displayed in the hall, with comments and

ideas from pupils included within the displays, helping them to see the ‘real life’ context in which their values sit. In the other school, the observed collective worship was in the attached language unit, and it was clear how significant this time was for the spiritual, moral, social and cultural development of the pupils, as the leader handled their many questions – and enthusiastic comments! – very skillfully, challenging and helping to clarify their thinking where appropriate, but giving great value to the contributions of the individuals. Both schools were commended for the practice that had been observed, encouraged to continue with their good work, and given points for development for the future.

Given the current situation for schools, it is not expected that monitoring visits will resume in the existing format, but SACRE will give consideration to ways in which virtual support might be extended to those schools who requested a visit during 2019-2020.

## 1.6 Religious Studies Examinations:

Due to the pandemic, GCSE and A-level examinations were suspended and students were awarded their centre assessment grade or calculated grade, whichever was higher. No local data was available from Surrey County Council for SACRE’s scrutiny.

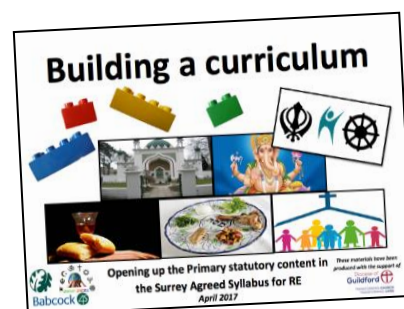
It remains SACRE’s recommendation in the Agreed Syllabus that all secondary pupils follow the full RS GCSE exam course, with the expectation that pupils be entered for an exam at the end of KS4. If there are pupils who are not taking (or have already taken) an RS GCSE, the teaching of RE still remains **statutory** at KS4 and it should be published on schools’ websites how this is being provided. Schools are reminded that Ofsted makes use of website information as a means of monitoring whether schools are teaching a broad and balanced curriculum, which promotes fundamental British Values and includes RE.

## 1.7 Methods of Teaching, Choice of Materials and Teacher Training



Alongside the publication of the Surrey Agreed Syllabus in 2017, Surrey SACRE also produced **support materials** to complement the Agreed Syllabus which are being well-used by schools. These are in place for each unit within the Primary phase, and for selected units within KS3. These materials follow an enquiry-based approach to learning. Primary schools can also download the ‘**Building a Curriculum**’ booklet, which outlines some of the ‘big ideas’ in

the religions studied, and explains how the units within the Primary sections of the syllabus build on and connect with one another to help pupils make links within their learning. The complete syllabus and the accompanying support materials can be found on the [Agreed Syllabus pages](#) of Surrey SACRE’s website.



The enquiry cycle of learning within the syllabus follows the pattern of **engage** → **enquire & explore** → **evaluate** → **express** and promotes opportunities both for more creative responses to the subject matter and for pupils to practise cross-curricular skills. Feedback from the RE Subject Leaders who attend the Surrey RE networks would suggest that this approach continues to have positive effects both on pupils’ (and teachers’!) experiences of RE and on their capacity for deeper learning. Evidence gathered from SACRE’s partnering visits also supports this.

### RE Training:

RE training for teachers offered by Surrey SACRE during 2019-20 has included a full day course as part of the Surrey South Farnham SCITT programme, repeated for up to 40 students at each session, in three locations. Part of the day included an introduction to Collective Worship as part of pupils’ spiritual, moral, social and cultural development. For many trainee teachers this is the only input that they receive to equip them to teach RE and to think about the contribution of Collective Worship / assemblies to the development of the whole child and as part of the ‘Fundamental British Values’ agenda.

A training session for new RE subject leaders was also delivered in November 2019, with 16 new subject leaders attending. This session aimed to give teachers an understanding of the statutory role of RE within Primary schools,

including its contribution to SMSC and British Values, an appreciation of the 'big ideas' in the RE curriculum, an insight into what good teaching and learning and expected attainment in RE looks like and enabling subject leaders to understand their role in leading and managing RE. It is expected that this training will be repeated during the Autumn term of each new academic year.

### Surrey Primary RE Network Groups:



The well-established Surrey Primary RE Network Groups for Subject Leaders met termly during 2019-20 in three different schools, as well as on Zoom in the Summer term of 2020. These can be booked through the training portal: <https://gdbeonline.org/courses> hosted by Guildford Diocese and have continued to be well-attended. These networks are run by Rachel Boxer, RE Adviser for Surrey SACRE, whose other work as an adviser in Diocese of

Guildford means that she brings a broad professional expertise that is much valued by schools, and continue to follow the same successful format.

During the academic year 2019-20:

- in the Autumn term, the networks focused on the principles of creating end of year statements using the end of phase expectations in the syllabus, and teachers' own knowledge of the expectations for specific year groups;
- in the Spring term, building on the Autumn term networks, the session continued with the workshop developing end of year statements for trialling during the Summer term. During this network, we also explored the theory behind retrieval practice and considered different strategies for developing this in RE. These sessions took place just before lockdown!;
- in the Summer term, we embarked on the first virtual network for RE subject leaders, and explored and shared ways of capturing pupil attainment in RE, supporting some of the theories (e.g. SOLO Taxonomy) that had been explored in previous sessions.

Numbers attending sessions have fallen during this academic year: whether this is due to teacher workload, changed school priorities, reduction in available funds from schools, or other factors, remains to be seen. It is part of SACRE's strategic development that these sessions remain available to schools, but the challenges that lie ahead, post-lockdown, are considerable.

### Speakers' Forum:



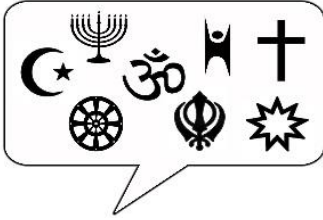
This year, Surrey SACRE's '**Speakers' Forum**' venture continued to build on its successes of last year, supporting (for the 3<sup>rd</sup> year running) an Interfaith Day at **George Abbot School, Guildford**, during Interfaith Week, November 2019, working with Year 9 & 10 students. This was a more interactive session including a student-led impromptu Q&A session, which stimulated some very vibrant discussion. We were able to include two of our

newer Speakers' Forum members, and two observers from Surrey Heath Faith Forum, who want to extend their school support into the secondary phase. The vast majority of student feedback expressed how much they had benefitted from the visitors' input and how there was a need for 'more time'. Feedback from the school also acknowledged the impact on students and celebrated the value of interfaith dialogue:

*'The school welcomed six different speakers representing Humanism, Islam, Christianity, Hinduism, Judaism and The Baha'i Faith. Students had the opportunity to learn about the beliefs and practices of individual speakers in small groups before taking part in a live panel discussion covering topics on the death penalty and sexuality. The workshop was a huge success and the students asked insightful and challenging questions throughout the sessions. The RE department is very grateful to the Surrey SACRE and all the speakers for their time and for making the day so special for the students.'*

On the strength of these successes and to continue supporting schools from a safe distance during the pandemic, Speakers' Forum is also developing video materials for a virtual Interfaith Forum, with a live Q&A session on Zoom, to be piloted with George Abbot school during the Autumn term 2020.

Any school interested in a live, or virtual, visit from the **Speakers' Forum** group should email Kate Woodhouse, Clerk to SACRE, at: [kate.woodhouse@cofeguildford.org.uk](mailto:kate.woodhouse@cofeguildford.org.uk)



SACRE has also been approached by several other interfaith groups either currently involved in work with schools, or wanting to develop work with schools, requesting some training. This is due to take place during the Autumn term 2020 with the aim of developing consistency of approach, learning from others' experiences and ensuring that the schools that they visit receive high quality input that supports the Agreed Syllabus.

It was also hoped that during this year, members of Speakers' Forum would facilitate free CPD visits for Primary teachers to places of worship in Surrey, but this was not possible due to the pandemic.

### **Other Guidance and Support:**

During the past academic year, SACRE has received several communications from schools in relation to RE provision in the agreed syllabus, as well as for interfaith speakers and for SACRE partnering visits. The RE adviser, to whom these queries were sent, ensured an appropriate outcome for all emails and phone calls. Further information about the support that SACRE can offer can be found [here](#).

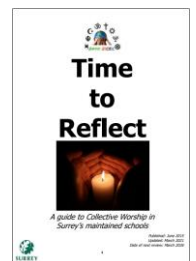
### **1.8 Complaints Concerning RE**

Every school governing body and LA is required by law to have an accessible and easily understood route through which parents and others can make a complaint about school or other educational matters, including RE. A copy of this procedure should be available in each school and the school prospectus must make reference to it. Local Authorities can seek advice from their SACREs in addressing complaints about RE. No complaints have been made and no such consultations have taken place during this academic year.

## **2. COLLECTIVE WORSHIP**

As part of Surrey SACRE's monitoring role, the partnering visits have provided a valuable 'window' into schools' arrangements for Collective Worship. It was clearly a real strength in both the schools that were visited by SACRE, as the staff were able to articulate how crucial this small portion of the day is in forming a cohesive school community, united around shared values, and enabling pupils to talk about the impact that these values have on the life of their school and for themselves as individuals.

Although there are other reports & guidance relating to Collective Worship in schools, schools are encouraged to read Surrey SACRE's Guidance on Collective Worship in community schools, '**Time to Reflect**'. This document outlines what the law requires of this important element of school life, and how schools might realistically interpret these requirements. The law states that Collective Worship is to be "wholly or mainly of a broadly Christian character" and may, to many, seem very restrictive. However, it does in fact allow schools a wide scope for the variety and breadth of approach to reflect the religious and non-religious traditions of those who form a part of their school community. It also reflects the challenge to craft collective worship that is inclusive and inspiring, and which embraces the increasingly diverse communities of which we are a part.



Ofsted continues to confirm the value of Collective Worship as part of schools' SMSC provision in its current Education Inspection Framework. Surrey SACRE believes that '**Time to Reflect**' can help schools, parents and governors to fully understand (and meet) the legal requirements for Collective Worship.

At the time of the Annual Report's publication, this guidance has just been updated and will be circulated to schools in March 2021.

### **2.1. Determinations**

No Surrey maintained schools currently have determinations in regard to Collective Worship. The two academies whose determinations were due for renewal during the previous academic year have been contacted previously to inform them that they will have to apply to the EFA for any future determinations.



## 2.2. Complaints

As with RE, every school governing body and LA is required by law to have an accessible and easily understood route through which parents and others can make a complaint about school or other educational matters, such as collective worship. A copy of this procedure should be available in each school and the school prospectus must make reference to it. Local Authorities can seek advice from their SACREs in addressing any complaints. No complaints have been made and no such consultations have taken place during this academic year.

## 3. GENERAL

### 3.1. Links with Other Agencies – National

Surrey SACRE is a member of NASACRE (National Association of SACREs) and a representative attends national meetings. A representative also attends any regional meetings for SACRE. Surrey SACRE's adviser for RE is a member of AREIAC (The Association of RE Inspectors, Advisers and Consultants) and attends regional and national meetings whenever possible.

### 3.2. The Role of the Governing Body

The role of the Governing Body in monitoring coverage of the Agreed Syllabus is critical for its successful implementation. Governors also have a key role in providing a challenge to schools to raise standards in specific areas and SACRE believes that this can have a significant impact on standards in RE. Schools are encouraged to identify a governor with specific responsibility for RE. There is now an information leaflet for governors about RE in schools, SACRE and its work. This can be found in the section '[SACRE support for Surrey schools](#)' on the SACRE website.

### 3.3. Contacts

If you have any issues which you would like to raise with Surrey SACRE, please contact Kay Hammond, Chair, Rachel Boxer, Associate RE Consultant, and Adviser to SACRE via Kate Woodhouse, Clerk to SACRE, by email at: [kate.woodhouse@cofeguildford.org.uk](mailto:kate.woodhouse@cofeguildford.org.uk)

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## Appendix I: SACRE Membership (as at March 2021)

**Chairman** Kay Hammond (SCC) *elected Oct 2017*  
**Vice-Chair** Sarah Harris

### Committee A: Other Faiths and Beliefs (12 members, 1 vacancy)

Jennie Johnson (Group Chair)	Humanists UK
Rev Allan Taylor	Methodist
Ian Cornish	United Reformed Church ( <i>elected Oct 2020</i> )
Rosslyn Doney	Baptist
Vacancy	Society of Friends
Peter Ward	Roman Catholic, Diocese of Westminster
Sarah Feist	Roman Catholic, Diocese of Arundel and Brighton
Rajendra Pandya	Hindu
Inderjeet Singh Rehncy	Sikh
Kawther Hashmi	Muslim
Sarah Harris	Jewish
Rana Mutsuddi	Buddhist ( <i>resigned June 2020</i> )
Linda Mitchell	Buddhist ( <i>elected March 2021</i> )
Simon Mortimore	Baha'i

### Committee B – The Church of England (4 members, 0 vacancies)

Jane Whittington (Group Chair)	Diocese of Guildford
Shaun Burns	Diocese of Southwark
Canon Peter Bruinvels	Diocese of Guildford ( <i>resigned June 2020</i> )
Rev. Sarah Hutton	Diocese of Guildford ( <i>elected Oct 2020</i> )
Rachel Barton	Diocese of London ( <i>elected Oct 2020</i> )

### Committee C – Teachers (5 members, 1 vacancy)

Deborah Drury (Group Chair)	NEU (National Education Union, <i>formerly NUT &amp; ATL</i> )
Lee Herdman	NAHT ( <i>resigned September 2019</i> )
Liz Esdon	NASUWT
Genevieve Rose	Secondary teacher representative ( <i>resigned March 2020</i> )
Mariam L'Grindi	Secondary teacher representative ( <i>elected Oct 2020</i> )
Gemma Savill	Primary teacher representative ( <i>elected Oct 19; resigned March 2021</i> )
Gemma Papworth	Secondary & Academies teacher rep
Saima Saleh	Primary & Academies teacher rep & NATRE exec member ( <i>elected Oct 2020</i> )

### Committee D – Local Authority (5 members, 0 vacancies)

Cllr Keith Taylor (Group Chair)	SCC member
Cllr Mike Goodman	SCC member
Cllr Fiona White	SCC member ( <i>resigned September 2019</i> )
Cllr Zully Grant-Duff	SCC member ( <i>elected June 2020</i> )
Cllr Chris Botten	SCC member ( <i>elected June 2020</i> )
Cllr Saj Hussain	SCC member ( <i>elected June 2020</i> )

### Officers in Attendance

Rachel Boxer (Adviser)	Associate Consultant for Primary RE, Surrey SACRE & Guildford Diocese
Kate Woodhouse	Clerk to SACRE
Mary Burguieres	Commissioning Officer, SCC ( <i>from Summer 2019</i> )

**2019-2020 Member Attendance at SACRE meetings (excluding Officers):**

	<b>October 16<sup>th</sup> 2019</b>	<b>March 11<sup>th</sup> 2020</b>	<b>June 17<sup>th</sup> 2020</b>
<b>Group A (12)</b>	10	9	11
<b>Group B (3)</b>	3	3	2
<b>Group C (6)</b>	5	4	5
<b>Group D (3 / 5*)</b> <i>*from June 2020</i>	3	2	3
<b>% Average:</b>	<b>87.5%</b>	<b>75%</b>	<b>87.5%</b>