



Hertfordshire  
**SACRE**  
Enhancing collective worship and RE



## The Annual Report of the Hertfordshire Standing Advisory Council on Religious Education (SACRE) 2022-23

**Engaging with diversity: an exploration of religion and worldviews**



**The Hertfordshire Agreed Syllabus of Religious Education  
2023-28**

**Exploring Religion and Worldviews:  
non-statutory guidance supporting  
the Hertfordshire Agreed Syllabus of Religious  
Education in Primary schools  
2023-2028**



Hertfordshire SACRE is a member of the National Association of SACRES



# Contents

<b>Contents</b>	<b>Page</b>
1. Introduction	
1.1. Welcome from the Chair	4
1.2. SACRE statutory duties	5
1.3. The purpose of the report	5
1.4. Hertfordshire context	6
1.5. Meetings 2022-23	7
1.5.1. SACRE meetings	
1.5.2. Agreed Syllabus Conference	
2. Religious Education in Hertfordshire schools	8
2.1. Publication and launch of the 2023-28 Agreed Syllabus	
2.2. Training and support	
2.3. Public examinations	9
2.4. Attainment in RE not covered by public examination	10
2.5. The quality of RE provision in schools	10
2.5 Withdrawal from RE	10
2.6 Complaints concerning RE	10
3. Collective Worship and determinations	10
3.1. Determinations	10
3.2. Complaints	10
3.3. Training and support	10
3.4. Compliance with statutory requirements	11
4. Links with other bodies	11
5. Other work of SACRE	11
6. SACRE's arrangements	11
7. Appendices	
7.1. SACRE membership and attendance 2022-23	12
7.2. Table of GCSE and A Level RS results 2023	16
7.3. Support Materials	23

7.4. Glossary of educational terms	26
7.5. SACRE Constitution	28
7.6. Hertfordshire SACRE development plan 2022-23	34
7.7. Circulation details for this AR	39

# 1. Introduction

## 1.1 Welcome from the Chair



I have much pleasure in introducing you to the work of Hertfordshire SACRE during 2022/23. I hope you find it a useful source of information of the many and varied tasks we carried out during the year and the state of Religious Education in Hertfordshire. In spite of many challenges this has been a rewarding and successful year.

SACRE met formally three times during the year and I would like to thank the Headteacher of Redbourn Primary School who hosted us in the Spring Term and the members of Sri Guru Singh Sabha Gurdwara, Hitchin who welcomed us in the Summer Term. SACRE Hertfordshire also has its Strategy Group whose purpose is to drive the strategic direction of SACRE and to ensure regular representation from each group. I am so grateful to all of its members whether they be nominated by the Church of England, the wide range of different faiths, the teacher community, our co-opted members and finally my fellow County Councillors for the commitment and engagement they have shown this year.

Our principal achievement was the launch of the 2023 Agreed Syllabus which was produced by a committed team of teachers ably lead by Carol-Anne Chandler and our Religious Advisor Bill Moore who I cannot thank highly enough. We had received a clear steer from schools that we should not carry out a radical overhaul of its content as the existing Syllabus was still largely appropriate. However it was clear that a greater emphasis on a wider view of world religions was required to give our children and young people a better understanding of the richly diverse society that is Britain today. As you will read its launch was a great success and feedback on the supporting materials we have generated and the training we provided has been very positive. Supporting the teaching of RE we have acquired sets of religious artefacts which are being very well used by schools and are proving hugely popular, with almost all collections out in schools. Feedback on them has been incredibly positive.

The launch of our syllabus has been in the context of a national shortage of teachers qualified to deliver RE, and the defocusing from meeting their statutory obligations by some schools. This leads on to the monitoring element of our work where through school-based surveys and analysis of their websites we have conducted a review of the teaching in Secondary Schools. You will see in this report the validated data for the exam results which show that there has been a slight drop in entries since 2019 both locally and nationally. Bearing in mind that RE is statutory for all students until they leave school (unless withdrawn by their parents), it is disappointing that now under a third of students are entered for a public examination.

The funding from Hertfordshire County Council has enabled us to carry out our tasks for which we are most grateful. We could not have achieved what we have without the tireless work and support of the LA officer, Juliet Whitehead, who also links SACRE with Herts for Learning. Stronger links have been made with the Wellbeing team and their Race Equality adviser has been co-opted onto SACRE, working closely with the adviser to SACRE.

SACRE has subscribed again to the national body, NASACRE, and I attended their national conference in May 2023, feeding back to SACRE in June.

Finally I would like to thank those members who left us during the year for all their contributions. In particular I would like to mention Carol-Anne Chandler who after many years of leading on the production of our Syllabus decided to take a well-earned rest.

Cllr. Mark Watkin

## 1.2 SACRE Statutory Duties

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

**Group A** Christian denominations and other religions and religious denominations

**Group B** The Church of England

**Group C** Teachers' Associations

**Group D** The Authority

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

Membership is for a period of four years and full members of the SACRE may co-opt non-voting members to the Council. **Membership for the period 2022-23 can be found in Appendix 1.** SACRE meetings are open to the public and Hertfordshire SACRE usually meets three times a year in County Hall, a school and a place of worship/community centre.

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

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

## 1.3 Purpose of the Report

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

In particular, the report shall:

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

This report deals with these matters in summary, for the academic year September 2022 to August 2023. The full Hertfordshire SACRE met three times during the year and considered a diverse range of topics.

## 1.4 Hertfordshire Context

### a) Types of schools in Hertfordshire 2022-23

Year	2022/23 (2021-22)			
Type of school				
Row Labels	Academy	Independent	LA Maintained	Grand Total
Independent school*		52 (52)		52 (52)
Non-maintained special school			1 (1)	1 (1)
State-funded ESC school	3 (3)		5 (5)	8 (8)
State-funded nursery			14 (14)	14 (14)
State-funded primary	89 (83)		313 (320)	402 (403)
State-funded secondary	70 (69)		13 (13)	83 (82)
State-funded special school	6 (6)		19 (19)	25 (25)
<b>Grand Total</b>	<b>168 (161)</b>	<b>52 (52)</b>	<b>365 (372)</b>	<b>585 (585)</b>

There has been a slight increase in the number of Academies since 2022. SACRE encourages Academies and Free Schools to use the Hertfordshire Agreed Syllabus to plan their RE curriculum.

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

\* SACRE has no responsibility in relation to the independent sector, but there is the opportunity for collaboration and one or two independent schools take notice of the Agreed Syllabus.

### b) Faith and belief demographics

Religion	Herts	England & Wales (UK)
Buddhist	0.5%	0.5%
Christian	46.5%	46.2%
Hindu	3.0%	1.7%
Jewish	2.2%	0.5%
Muslim	4.0%	6.5%
No answer	6.1%	6.0%
No religion	36.6%	37.2%
Other	0.5%	0.9%
Sikh	0.7%	0.6%

(Census 2021)

## 1.5 SACRE meetings

**1.5.1 We held three SACRE meetings** in the period Sept 2022 to Aug 2023 and our final **Agreed Syllabus Conference** meeting on 29<sup>th</sup> Sept 2022.

### 29<sup>th</sup> Sept 2022: County Hall

SACRE:

- Annual report
- Cancellation of proposed conference
- Monitoring of secondary school
- Local and National updates

ASC

Discussion of and vote to agree the new Agreed Syllabus

**9<sup>th</sup> Feb 2023: Redbourn Primary School**

- Launch of Agreed Syllabus and training
- Support materials
- Monitoring secondary schools and exam data
- Diversity, Inclusion, Communities and Equalities (DICE)
- Work plan and budget
- Local and National updates and teacher shortages



**13<sup>th</sup> June 2023: Sri Guru Singh Sabha Gurdwara**

- Feedback on Agreed Syllabus Launch, training and support materials
  - Monitoring
  - SACRE members' training and development
  - Teacher recruitment
  - Work Plan 2023-24
- Humanist representation
  - NASACRE Conference
  - Local and National updates



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

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

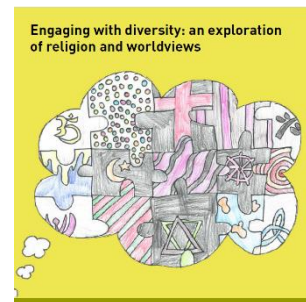
SACRE's work over the period September 2022 to Aug 2023 was driven by both local and national issues, although the review of the Locally Agreed Syllabus was a significant part of its work.



## 2. RE in Hertfordshire Schools

### 2.1 Publication and launch of the 2023-28 Agreed Syllabus

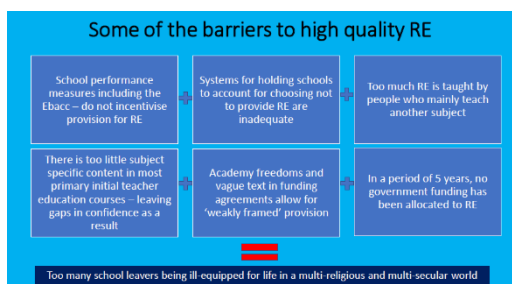
Hertfordshire SACRE launched its new Agreed Syllabus on 25<sup>th</sup> April 2023. We held two events, a Secondary one in the morning and a Primary in the afternoon, which was so popular that we had to accommodate some primary colleagues at the morning event as well.



The Hertfordshire Agreed Syllabus of Religious Education 2023-28



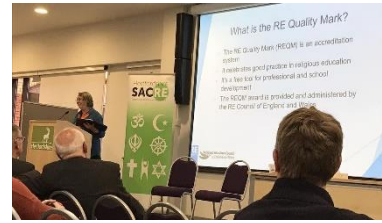
We were delighted to welcome Katie Freeman, Chair of the National Association of Teachers of RE (NATRE) to provide the keynote speech for Primary colleagues and thank her for agreeing to do so for those in the morning session as well as the afternoon. She spoke enthusiastically about 'RE in the Primary School: Creativity, depth, breadth and knowledge' and this was well-received.



We were equally delighted that Deborah Weston OBE, Chair: RE policy unit, Research Officer NATRE and Company Secretary - RE Council provided the keynote for Secondary colleagues on Great RE, Great Schools: Being a Champion for RE! Deborah raised some serious questions and suggestions how we can break through the barriers to securing quality RE in all schools.



One of the excellent ways to securing quality RE is through the **RE Quality Mark**, and Linda Rudge spoke about the value of this scheme to help teachers in both Primary and Secondary settings develop and celebrate the RE in their schools. Linda is also the Chair of the National Association of SACREs and so we were doubly honoured!



This was a well-received and attended event, largely due to the sterling work and organisation of our LA Officer, Juliet Whitethread.

## 2.2 Training and Support

SACRE ran four Primary and two Secondary training sessions on the new Agreed Syllabus in June and July.

In June and July, a group of teachers, working with the HfL Race Equality Adviser and the SACRE Adviser developed support materials for the new syllabus: 'Exploring Religion and Worldviews'. Roll-out and training are planned for the Autumn term 2023.

Exploring Religion and Worldviews:  
non-statutory guidance supporting  
the Hertfordshire Agreed Syllabus of  
Religious Education in Primary Schools  
2023-2028



## 2.3 Public examinations 2023 (see Appendix 7.2)

Hertfordshire students entered for public examination in Religious Studies achieve better than their national peers, especially so at A Level. This is a huge credit to their efforts and dedication, and also to their teachers. SACRE congratulates you all! Entries at GCSE continue to show a gradual decline, as is the trend nationally, but they remain slightly lower in Herts than nationally. Free Schools in particular enter a far lower percentage of their students and it is not clear what provision there is for non-exam RE.

Not counting the 18 Special Schools, 13 of the remaining 76 schools (approx 16.5%) do not enter any students for RS GCSE and a further 20 schools (over 25%) enter 10% or less. Considering that RE is a statutory entitlement for all pupils, SACRE strongly recommends that schools allow as many students as possible in KS4 to gain a qualification that will be of value to them and give both a sense of purpose and a structure to the course.

### Secondary Questionnaire

SACRE ran a secondary questionnaire in 2022 with 51 out of about 83 schools responding. This was most encouraging. Of these, just under 80% of non-faith schools were using the Herts Agreed Syllabus as the basis of their planning. About 20% of these schools offered no RE beyond examination courses in either KS4 or 5. Most schools offer general (core) RE either as part of PSHRE or in alternating half term blocks. Two non Church/Faith schools taught all KS4 students a GCSE course and entered almost all for the examination. Core RE in the 6<sup>th</sup> Form tends to be part of an enrichment-type of course with some as drop-down days.

It was also encouraging that a number of these schools are willing to engage with SACRE.

GCSE	2019				2022				2023				
	% entered	%9-7	%9-4	%9-1	% entered	%9-7	%9-4	%9-1	% entered	%9-7	%9-4	%9-1	
<b>National</b>	39	29	71	98	35	33	76	98	35%	29%	71%	98%	
<b>All Herts</b>	35	33	76	99	32	36	79	98	31%	32%	77%	99%	
<b>Academies</b>	34	35	77	99	31	39	81	99	31%	34%	78%	99%	
<b>Free Schools</b>	10	50	95	100	7	32	76	92	13%	28%	83%	100%	
<b>Maintained</b>	38	23	71	99	38	26	73	97	40%	24%	70%	98%	
<b>A Level</b>	2019		2022										
	% of All KS5 Pupils Entered	RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E	% of All KS5 Pupils Entered	RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E	% of All KS5 Pupils Entered	RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E	
<b>National</b>	5.6	18.6	73.9	97.7	5.2	31.4	85.8	98.5	4.7	20.9	75.6	97.2	
<b>All Herts</b>	7.5	23.4	78.1	98.3	6.0	31.4	87.8	99.6	5.5	24.9	81.6	98.8	
<b>Academies</b>	7.3	24.6	80.0	98.2	6.3	32.2	87.0	100.0	5.7	24.6	80.7	98.7	
<b>Free Schools</b>	0.0	NE	NE	NE	0.0	NE	NE	NE	0.0	NE	NE	NE	
<b>Maintained</b>	8.7	17.8	68.9	98.9	4.9	25.0	93.8	95.8	4.7	27.5	90.0	100.0	

## 2.4 Attainment in RE not covered by public examination

It is difficult to establish how strong attainment and achievement (progression) are in non-examination RE from KS1 – 4. This year, we sent out a questionnaire to Secondary schools and await the production of a report by Herts for Learning, which we will use and analyse in 2023-24. We received a good response rate of 49 mainstream Secondary schools and 11 Special Schools. Feed back from the survey on the Agreed Syllabus review (see below) indicates that schools are on the whole delivering RE based on the syllabus and in line with the aims stated.

## 2.5 The quality of RE provision in schools

We continued to celebrate areas of best practice in Hertfordshire schools. Hertfordshire teachers use a range of recommended web-based guidance and CPD resources. More primary schools are now using the 20017-22 non-statutory guidance, 'Religion for Today and Tomorrow', to implement the Agreed Syllabus and SACRE continues to support and promote the use of this resource rather than the previous support materials from the 2012-17 Agreed Syllabus.

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

## 2.6 Withdrawal from RE

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

## 2.7 Complaints concerning RE

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

# 3. Collective Worship

## 3.1 Determinations

There have been no requests for determinations this year

## 3.2 Complaints about collective worship

There have been no official complaints concerning collective worship in 2022-3.

## 3.3 Training and support

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

## 3.4 Compliance with the statutory requirement

The SACRE model collective worship policy is published online on the Hertfordshire Grid for Learning and was due for review. It was agreed in development planning to delay this review and that the Agreed Syllabus writing and implementation would take precedence. The RE Adviser responded to a number of individual school enquiries.

## 4. Links with other bodies

Close links with the Local Authority are ensured by the tireless work and support of the LA officer, Juliet Whitehead, who also links SACRE with Herts for Learning. Stronger links have been made with the Wellbeing team and their Race Equality adviser has been co-opted onto SACRE, working closely with the adviser to SACRE.

Local teacher networks continued to meet and, through our co-opted member, Juliet Lyal, closer links were forged with SACRE. In particular, this has been helpful in updating teachers about the Agreed Syllabus and receiving informal feedback.

SACRE has subscribed again to NASACRE and the Chair attended their national conference in May 2023, feeding back to SACRE in June.

The SACRE adviser presented on RE, SMSC and collective worship at the Herts Governors Conference on 5th November and also at the Headteacher updates also in November and at the Chairs' Strategic Briefing on 7<sup>th</sup> March. These all provided excellent opportunities to promote the work of SACRE, the importance of RE and collective worship and the development of the Agreed Syllabus.

## 5 Other work of SACRE

Monitoring of secondary RE: Questionnaire

The development and implementation of the new Agreed Syllabus took priority this year over all other activity. As a consequence, a letter from the Chair was sent to all secondary schools and the full response to the questionnaire was postponed.

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

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

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

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

*"The pupils have loved exploring the resources and they have really enriched their learning."*

## 6 SACRE's arrangements

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

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

## **Membership**

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

SACRE members include those from academies and higher education. Members of all groups regularly attend and participate in meetings, sharing their experience, expertise and insights. Outreach to academies, MATs and faith schools is ongoing through provision of guidance, training and active involvement of all schools as representatives in national and local RE events. SACRE membership benefits from teachers who are passionate about RE and are skilled writers and trainers. These teachers and school leaders play a key role in representing school needs and priorities, writing the Agreed Syllabus and supporting curriculum documents, ensuring high quality provision for Hertfordshire pupils.



## Appendix 1: SACRE membership and attendance 2022-23

GROUP A Christian denominations and other religions and religious denominations	GROUP B The Church of England	GROUP C Teachers' Associations	GROUP D The Authority	Co-opted Members
Mrs Kavaljit Dev Sikhi	Miss Rachel Griffiths	Junior Teacher (ALT) Ali Mackintosh June	County Councillor (Con) Chris Alley	CoRE and NATRE Juliet Lyal
Revd John Fellows (Vice-Chair) Methodist	Ryan Parker	Primary Headteacher (NAHT) Emma Fenn Feb	County Councillor (Lib Dem) Mark Watkin (Chair)	Humanist Pete Bennett Humanist UK
Randula Haththotuwa Buddhist	Mr Andrew Wellbeloved	Secondary Headteacher (ASCL) Liz Ellis	County Councillor (Con) Fiona Guest	Margaret Eames-Peterson
Wendy Lidgate Free Churches		University of Hertfordshire Aison McLauchlin	County Councillor (Con) Terry Douris (Till May 2023)	Shammi Rahman HfL Equalities
Mrs Ellie Olmer Orthodox Jewish		Infant teacher (NUT) Helen Venn June	County Councillor (Con) Fiona Hill Till May 2023	Nish Sabur
Mr Idrees Qureshi Muslim		Secondary Teacher (NASUWT) Laura Passmore	County Councillor (Lab) Asif Khan	
Carol-Anne Chandler Roman Catholic (Resigned Jan 2023)			County Councillor (Con) Mark Mills-Bishop (From May 2023)	
Tulsi Seva Dasi Hindu			County Councillor (Con) Caroline Clapper (From May 2023)	
Jackie Roberts Salvation Army				

			29 Sept 2022	09 Feb 2023	13 Jun 2023
	<b>Governor</b>	<b>Governor Type</b>			
Group A	Carol-Anne Chandler	Roman Catholic	P	Res	-
Group A	Tulsi Seva Dasi	Hindu	P	P	P
Group A	Mrs Kavaljit Dev	Sikhi	Apol	P	P
Group A	Revd John Fellows (Vice-Chair)	Methodist	P	P	P
Group A	Randula Haththotuwa	Buddhist	Apol	P	P
Group A	Mrs Ellie Olmer	Jewish	Apol	Apol	P
Group A	Mr Idrees Qureshi	Muslim	Apol	Abs	P
Group A	Wendy Lidgate	Baptist	P	P	P
Group A	Jackie Roberts	Salvation Army	Apol	P	P
Group A	Mrs Maggie Wright	Roman Catholic	Apol	P	P
Group B	Miss Rachel Griffiths	Church of England Representative	Abs	P	P
Group B	Ryan Parker	Church of England Representative	P	P	P
Group B	Mr Andrew Wellbeloved	Church of England Representative	Apol	P	Apol
Group C	Ms Elizabeth Ellis	Teacher Association Representative	Abs	P	P
Group C	Miss Emma Fenn	Teacher Association Representative	P	P	P
Group C	Alison Mackintosh	Teacher Association Representative	P	P	P
Group C	Alison McLauchlin	Teacher Association Representative	P	P	P
Group C	Laura Passmore	Teacher Association Representative	Apol	P	P
Group C	Helen Venn	Teacher Association Representative	P	P	P
Group D	Christopher Alley	Authority Representative	Apol	Apol	Apol
Group D	Terry Douris	Authority Representative	P	P	-
Group D	C/Cllr Fiona Guest	Authority Representative	P	P	Apol
Group D	Fiona Hill	Authority Representative	P	P	-

Group D	Asif Khan	Authority Representative	Abs	Abs	Abs
Group D	Mr Mark Watkin (Chair)	Authority Representative	P	P	P
Group D	Caroline Clapper	Authority Representative	-	-	Apol
Group D	Mark Mills-Bishop	Authority Representative	-	-	P
Co-Opted	Pete Bennett	Co-opted Member	Apol	Apol	Apol
Co-Opted	Margaret Eames-Petersen	Co-opted Member	P	Abs	P
Co-Opted	Mrs Juliet Lyal	Co-opted Member	P	P	P
Co-Opted	Shammi Rahman	Co-opted Member	-	-	P
Co-opted	Nish Sabur	Co-opted Member	-	-	P

P = Present  
Apol = Apologies accepted  
Abs = Absent, no apologies received  
Res = resigned  
- = no membership

## Appendix 2: Examination results 2023 by school

### GCSE results

(NB Every school faces different circumstances and challenges which impact on the results data shown below. The data form the basis for dialogue, not for judgement.)

School Name	School Type	School Category	KS4 Number ON Roll	RS Number of Entries	% of All KS4 Pupils Entered for RS	RS Entries % of Grades 9-7	RS Entries % of Grades 9-5	RS Entries % of Grades 9-4	RS Entries % of Grades 9-1
<b>National (State-funded)</b>			<b>606910</b>	<b>210340</b>	<b>35%</b>	<b>29%</b>	<b>60%</b>	<b>71%</b>	<b>98%</b>
<b>Hertfordshire</b>			<b>14397</b>	<b>4514</b>	<b>31%</b>	<b>32%</b>	<b>65%</b>	<b>77%</b>	<b>99%</b>
<i>Herts</i>	<b>Academy</b>		<b>11787</b>	<b>3623</b>	<b>31%</b>	<b>34%</b>	<b>67%</b>	<b>78%</b>	<b>99%</b>
<i>Herts</i>	<b>Free School</b>		<b>341</b>	<b>46</b>	<b>13%</b>	<b>28%</b>	<b>80%</b>	<b>83%</b>	<b>100%</b>
<i>Herts</i>	<b>HCC</b>		<b>2116</b>	<b>841</b>	<b>40%</b>	<b>24%</b>	<b>57%</b>	<b>70%</b>	<b>98%</b>
<b>Adeyfield Academy (The)</b>	Academy	Secondary	104	0	0%	NE	NE	NE	NE
<b>Amwell View School</b>	HCC	Special	9	0	0%	NE	NE	NE	NE
<b>Ashlyns School</b>	HCC	Secondary	234	217	93%	27%	61%	71%	98%
<b>Astley Cooper School (The)</b>	HCC	Secondary	135	0	0%	NE	NE	NE	NE
<b>Barclay Academy</b>	Academy	Secondary	125	11	9%	27%	64%	82%	100%
<b>Barnwell School</b>	HCC	Secondary	192	0	0%	NE	NE	NE	NE
<b>Batchwood School</b>	HCC	Special	17	0	0%	NE	NE	NE	NE
<b>Beaumont School</b>	Academy	Secondary	211	43	20%	63%	81%	93%	100%
<b>Birchwood High School</b>	Academy	Secondary	230	19	8%	16%	58%	74%	100%
<b>Bishops Hatfield Girls School</b>	Academy	Secondary	144	50	35%	66%	96%	98%	100%
<b>Bishops Stortford High School (The)</b>	HCC	Secondary	168	61	36%	25%	67%	79%	100%
<b>Brandles School</b>	Academy	Special	12	0	0%	NE	NE	NE	NE
<b>Breakspere School</b>	HCC	Special	2	0	0%	NE	NE	NE	NE
<b>Broxbourne School (The)</b>	Academy	Secondary	213	46	22%	48%	85%	93%	100%
<b>Bushey Meads School</b>	Academy	Secondary	187	7	4%	0%	86%	100%	100%
<b>Chancellors School</b>	Academy	Secondary	173	19	11%	42%	63%	79%	100%

<b>Chauncy School (The)</b>	Academy	Secondary
<b>Collett School (The)</b>	HCC	Special
<b>Croxley Danes School</b>	Free School	Secondary
<b>Dame Alice Owens School</b>	Academy	Secondary
<b>Elstree Screen Arts Academy</b>	Academy	Secondary
<b>Falconer School</b>	HCC	Special
<b>Fearnhill School</b>	HCC	Secondary
<b>Freman College</b>	Academy	Secondary
<b>Future Academies Watford</b>	Academy	Secondary
<b>Garston Manor School</b>	HCC	Special
<b>Goffs Academy</b>	Academy	Secondary
<b>Goffs - Churchgate Academy</b>	Academy	Secondary
<b>Grange Academy (The) (Bushey)</b>	Academy	Secondary
<b>Greenside School</b>	HCC	Special
<b>Hailey Hall School</b>	Academy	Special
<b>Haileybury Turnford</b>	Academy	Secondary
<b>Heathlands School</b>	HCC	Special
<b>Hemel Hempstead School (The)</b>	Academy	Secondary
<b>Hertfordshire &amp; Essex High School &amp; Science College (The)</b>	Academy	Secondary
<b>Hertswood Academy</b>	Academy	Secondary
<b>Highfield School (The)</b>	HCC	Secondary
<b>Hitchin Boys School</b>	Academy	Secondary
<b>Hitchin Girls School</b>	Academy	Secondary
<b>Hockerill Anglo-European College</b>	Academy	Secondary
<b>John F Kennedy Catholic School</b>	HCC	Secondary
<b>John Warner School (The)</b>	Academy	Secondary
<b>King James Academy Royston</b>	Academy	All-through
<b>Kings Langley Secondary School</b>	Academy	Secondary
<b>Knights Templar School (The)</b>	Academy	Secondary
<b>Knightsfield School</b>	Academy	Special
<b>Lakeside School</b>	HCC	Special
<b>Laureate Academy</b>	Academy	Secondary

206	60	29%	42%	83%	90%	100%
15	0	0%	NE	NE	NE	NE
178	21	12%	14%	62%	67%	100%
195	63	32%	73%	97%	100%	100%
86	0	0%	NE	NE	NE	NE
14	0	0%	NE	NE	NE	NE
77	10	13%	10%	40%	60%	100%
213	46	22%	33%	65%	76%	96%
189	30	16%	17%	67%	70%	97%
27	0	0%	NE	NE	NE	NE
235	28	12%	46%	75%	86%	100%
116	23	20%	9%	39%	70%	100%
180	26	14%	15%	58%	69%	100%
5	0	0%	NE	NE	NE	NE
13	0	0%	NE	NE	NE	NE
135	23	17%	13%	61%	78%	96%
6	0	0%	NE	NE	NE	NE
184	34	18%	21%	53%	65%	100%
183	33	18%	70%	94%	97%	100%
218	0	0%	NE	NE	NE	NE
156	16	10%	31%	69%	75%	100%
208	20	10%	40%	70%	75%	100%
202	22	11%	59%	95%	95%	100%
130	7	5%	86%	100%	100%	100%
180	173	96%	32%	64%	76%	97%
219	13	6%	23%	77%	85%	100%
119	0	0%	NE	NE	NE	NE
167	163	98%	15%	45%	64%	98%
202	9	4%	22%	67%	100%	100%
10	7	70%	0%	0%	29%	100%
3	0	0%	NE	NE	NE	NE
147	21	14%	0%	33%	48%	100%



<b>Cavendish School (The)</b>	HCC	Secondary
<b>Leventhorpe</b>	Academy	Secondary
<b>Longdean School</b>	Academy	Secondary
<b>Lonsdale School</b>	HCC	Special
<b>Loreto College</b>	Academy	Secondary
<b>Marlborough Science Academy (The)</b>	Academy	Secondary
<b>Marriotts School</b>	HCC	Secondary
<b>Monks Walk School</b>	Academy	Secondary
<b>Mount Grace School</b>	Academy	Secondary
<b>Nicholas Breakspear Catholic School</b>	Academy	Secondary
<b>Nobel School (The)</b>	HCC	Secondary
<b>Onslow St Audreys School</b>	Academy	Secondary
<b>Parmiters School</b>	Academy	Secondary
<b>Pinewood School</b>	Academy	Special
<b>Presdales School</b>	Academy	Secondary
<b>Priory School (The)</b>	HCC	Secondary
<b>Queens School</b>	Academy	Secondary
<b>Reach Free School (The)</b>	Free School	Secondary
<b>Richard Hale School</b>	Academy	Secondary
<b>Rickmansworth School</b>	Academy	Secondary
<b>Ridgeway Academy</b>	Academy	Secondary
<b>Robert Barclay Academy</b>	Academy	Secondary
<b>Roundwood Park School</b>	Academy	Secondary
<b>Samuel Ryder Academy</b>	Academy	All-through
<b>Sandringham School</b>	Academy	Secondary
<b>Sele School (The)</b>	Academy	Secondary
<b>Simon Balle All-Through School</b>	Academy	All-through
<b>Sir John Lawes School</b>	Academy	Secondary
<b>St Albans Girls School</b>	Academy	Secondary
<b>St Clement Danes School</b>	Academy	Secondary
<b>St Georges School</b>	Academy	Secondary
<b>St Joan of Arc Catholic School</b>	Academy	Secondary

No Data	No Data	No Data	No Data	No Data	No Data	No Data
237	15	6%	67%	73%	80%	100%
236	12	5%	33%	58%	92%	100%
12	0	0%	NE	NE	NE	NE
156	155	99%	49%	83%	91%	99%
202	19	9%	42%	84%	89%	100%
233	15	6%	33%	80%	87%	100%
220	39	18%	41%	72%	85%	100%
69	0	0%	NE	NE	NE	NE
179	178	99%	24%	63%	72%	99%
234	227	97%	23%	53%	66%	97%
129	0	0%	NE	NE	NE	NE
206	21	10%	48%	86%	90%	95%
35	0	0%	NE	NE	NE	NE
177	23	13%	48%	78%	96%	100%
205	0	0%	NE	NE	NE	NE
264	11	4%	45%	100%	100%	100%
123	25	20%	40%	96%	96%	100%
175	0	0%	NE	NE	NE	NE
221	16	7%	75%	100%	100%	100%
145	25	17%	8%	32%	48%	100%
108	104	96%	17%	45%	55%	99%
210	14	7%	71%	86%	93%	100%
160	38	24%	18%	58%	82%	100%
240	9	4%	67%	89%	89%	100%
75	12	16%	8%	25%	42%	100%
171	9	5%	56%	78%	89%	100%
200	85	43%	44%	74%	80%	100%
207	17	8%	71%	88%	88%	100%
238	55	23%	55%	85%	89%	100%
215	214	100%	43%	79%	89%	99%
204	198	97%	35%	73%	83%	99%

<b>St Lukes School</b>	HCC	Special
<b>St Marys Catholic School (Bishops Stortford)</b>	Academy	Secondary
<b>St Marys CofE High School (Cheshunt)</b>	Academy	Secondary
<b>St Michaels Catholic High School (Watford)</b>	Academy	Secondary
<b>Stanborough School</b>	Academy	Secondary
<b>St John Henry Newman Catholic School (The)</b>	Academy	Secondary
<b>Thomas Alleyne Academy (The)</b>	Academy	Secondary
<b>Townsend CofE School</b>	HCC	Secondary
<b>Tring School</b>	Academy	Secondary
<b>Valley School (The)</b>	HCC	Special
<b>Verulam School</b>	Academy	Secondary
<b>Watford Grammar School for Boys</b>	Academy	Secondary
<b>Watford Grammar School for Girls</b>	Academy	Secondary
<b>Watford UTC (The)</b>	Free School	Secondary
<b>Watling View School</b>	HCC	Special
<b>Westfield Academy</b>	Academy	Secondary
<b>Woodfield School</b>	HCC	Special
<b>Yavneh College</b>	Academy	Secondary

29	0	0%	NE	NE	NE	NE
183	182	99%	31%	63%	77%	98%
180	176	98%	11%	38%	52%	96%
175	170	97%	32%	76%	89%	100%
193	0	0%	NE	NE	NE	NE
245	236	96%	38%	72%	81%	100%
163	17	10%	12%	35%	47%	100%
125	122	98%	10%	40%	60%	97%
235	229	97%	20%	52%	64%	97%
33	0	0%	NE	NE	NE	NE
183	177	97%	27%	69%	80%	97%
227	62	27%	60%	87%	95%	100%
208	127	61%	60%	88%	94%	99%
40	0	0%	NE	NE	NE	NE
1	0	0%	NE	NE	NE	NE
160	155	97%	13%	43%	57%	97%
4	0	0%	NE	NE	NE	NE
152	0	0%	NE	NE	NE	NE

## A Level

School Name	School Category
-------------	-----------------

Adeyfield Academy (The)	Academy
Ashlyns School	HCC
Astley Cooper School (The)	HCC
Barclay Academy	Academy
Barnwell School	HCC
Beaumont School	Academy
Birchwood High School	Academy
Bishops Hatfield Girls School	Academy
Bishops Stortford High School (The)	HCC
Broxbourne School (The)	Academy
Bushey Meads School	Academy
Chancellors School	Academy
Chauncy School (The)	Academy
Dame Alice Owens School	Academy
Elstree Screen Arts Academy	Free School
Fearnhill School	HCC
Freman College	Academy
Future Academms Watford	Academy
Goffs Academy	Academy
Grange Academy (The) (Bushey)	Academy
Haileybury Turnford	Academy

2023 Religious Studies (RS)						
KS5 Number ON Roll (A-Level Students)	RS (A-level) Number Of Entries	% of All KS5 Pupils Entered for RS (A-level)		RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E

18	0	0.0		NE	NE	NE
110	15	13.6		13.3	86.7	100.0
19	0	0.0		NE	NE	NE
29	0	0.0		NE	NE	NE
27	0	0.0		NE	NE	NE
205	25	12.2		32.0	96.0	100.0
88	0	0.0		NE	NE	NE
95	8	8.4		50.0	100.0	100.0
145	4	2.8		0.0	100.0	100.0
103	12	11.7		33.3	91.7	100.0
113	11	9.7		0.0	45.5	90.9
101	0	0.0		NE	NE	NE
63	8	12.7		37.5	100.0	100.0
209	10	4.8		40.0	100.0	100.0
49	0	0.0		NE	NE	NE
31	0	0.0		NE	NE	NE
109	0	0.0		NE	NE	NE
53	0	0.0		NE	NE	NE
154	6	3.9		16.7	83.3	100.0
57	0	0.0		NE	NE	NE
53	0	0.0		NE	NE	NE

<b>Hemel Hempstead School (The)</b>	Academy	123	0	0.0	NE	NE	NE
<b>Hertfordshire &amp; Essex High School &amp; Science College (The)</b>	Academy	295	8	2.7	50.0	87.5	100.0
<b>Hertswood Academy</b>	Academy	63	0	0.0	NE	NE	NE
<b>Highfield School (The)</b>	HCC	70	13	18.6	15.4	61.5	100.0
<b>Hitchin Boys School</b>	Academy	125	4	3.2	0.0	50.0	100.0
<b>Hitchin Girls School</b>	Academy	160	21	13.1	28.6	85.7	100.0
<b>John F Kennedy Catholic School</b>	HCC	96	3	3.1	0.0	66.7	100.0
<b>John Warner School (The)</b>	Academy	69	0	0.0	NE	NE	NE
<b>Kings Langley Secondary School</b>	Academy	83	7	8.4	0.0	100.0	100.0
<b>Knights Templar School (The)</b>	Academy	144	0	0.0	NE	NE	NE
<b>Laureate Academy</b>	Academy	14	0	0.0	NE	NE	NE
<b>Leventhorpe</b>	Academy	100	2	2.0	0.0	50.0	100.0
<b>Longdean School</b>	Academy	70	2	2.9	0.0	50.0	100.0
<b>Loreto College</b>	Academy	86	20	23.3	35.0	100.0	100.0
<b>Presdales School</b>	Academy	122	9	7.4	55.6	100.0	100.0
<b>Marlborough Science Academy (The)</b>	Academy	80	4	5.0	0.0	75.0	100.0
<b>Marriotts School</b>	HCC	77	0	0.0	NE	NE	NE
<b>Monks Walk School</b>	Academy	119	7	5.9	14.3	100.0	100.0
<b>Mount Grace School</b>	Academy	36	0	0.0	NE	NE	NE
<b>Nicholas Breakspear Catholic School</b>	Academy	52	5	9.6	20.0	80.0	100.0
<b>Nobel School (The)</b>	HCC	137	13	9.5	61.5	100.0	100.0
<b>Onslow St Audreys School</b>	Academy	48	0	0.0	NE	NE	NE
<b>Parmiters School</b>	Academy	184	11	6.0	27.3	81.8	100.0
<b>Priory School (The)</b>	HCC	109	5	4.6	20.0	80.0	100.0
<b>Queens School</b>	Academy	163	4	2.5	0.0	100.0	100.0
<b>Reach Free School (The)</b>	Free School	41	0	0.0	NE	NE	NE
<b>Richard Hale School</b>	Academy	143	2	1.4	0.0	50.0	100.0
<b>Rickmansworth School</b>	Academy	152	8	5.3	12.5	62.5	87.5
<b>Ridgeway Academy</b>	Academy	19	0	0.0	NE	NE	NE
<b>Robert Barclay Academy</b>	Academy	24	0	0.0	NE	NE	NE
<b>Roundwood Park School</b>	Academy	164	1	0.6	0.0	100.0	100.0

<b>Townsend CofE School</b>	HCC	35	3	8.6	0.0	66.7	100.0
<b>Samuel Ryder Academy</b>	Academy	60	15	25.0	26.7	93.3	100.0
<b>Sandringham School</b>	Academy	214	4	1.9	0.0	50.0	100.0
<b>Sele School (The)</b>	Academy	10	0	0.0	NE	NE	NE
<b>Simon Balle All-Through School</b>	Academy	108	2	1.9	0.0	50.0	100.0
<b>Sir John Lawes School</b>	Academy	165	8	4.8	50.0	75.0	100.0
<b>St Albans Girls School</b>	Academy	124	13	10.5	46.2	76.9	100.0
<b>St Clement Danes School</b>	Academy	188	0	0.0	NE	NE	NE
<b>St Georges School</b>	Academy	179	16	8.9	25.0	93.8	100.0
<b>St Joan of Arc Catholic School</b>	Academy	80	14	17.5	21.4	64.3	100.0
<b>St John Henry Newman Catholic School (The)</b>	Academy	183	5	2.7	0.0	80.0	100.0
<b>St Marys Catholic School (Bishops Stortford)</b>	Academy	95	8	8.4	12.5	100.0	100.0
<b>St Marys CofE High School (Cheshunt)</b>	Academy	72	4	5.6	0.0	25.0	100.0
<b>St Michaels Catholic High School (Watford)</b>	Academy	101	13	12.9	7.7	69.2	92.3
<b>Stanborough School</b>	Academy	82	0	0.0	NE	NE	NE
<b>Thomas Alleyne Academy (The)</b>	Academy	30	0	0.0	NE	NE	NE
<b>Tring School</b>	Academy	160	10	6.3	10.0	50.0	100.0
<b>Verulam School</b>	Academy	106	16	15.1	31.3	62.5	87.5
<b>Watford Grammar School for Boys</b>	Academy	218	7	3.2	14.3	100.0	100.0
<b>Watford Grammar School for Girls</b>	Academy	203	15	7.4	33.3	93.3	100.0
<b>Watford UTC (The)</b>	Free School	4	0	0.0	NE	NE	NE
<b>Westfield Academy</b>	Academy	66	10	15.2	0.0	30.0	100.0
<b>Yavneh College</b>	Academy	75	7	9.3	57.1	100.0	100.0

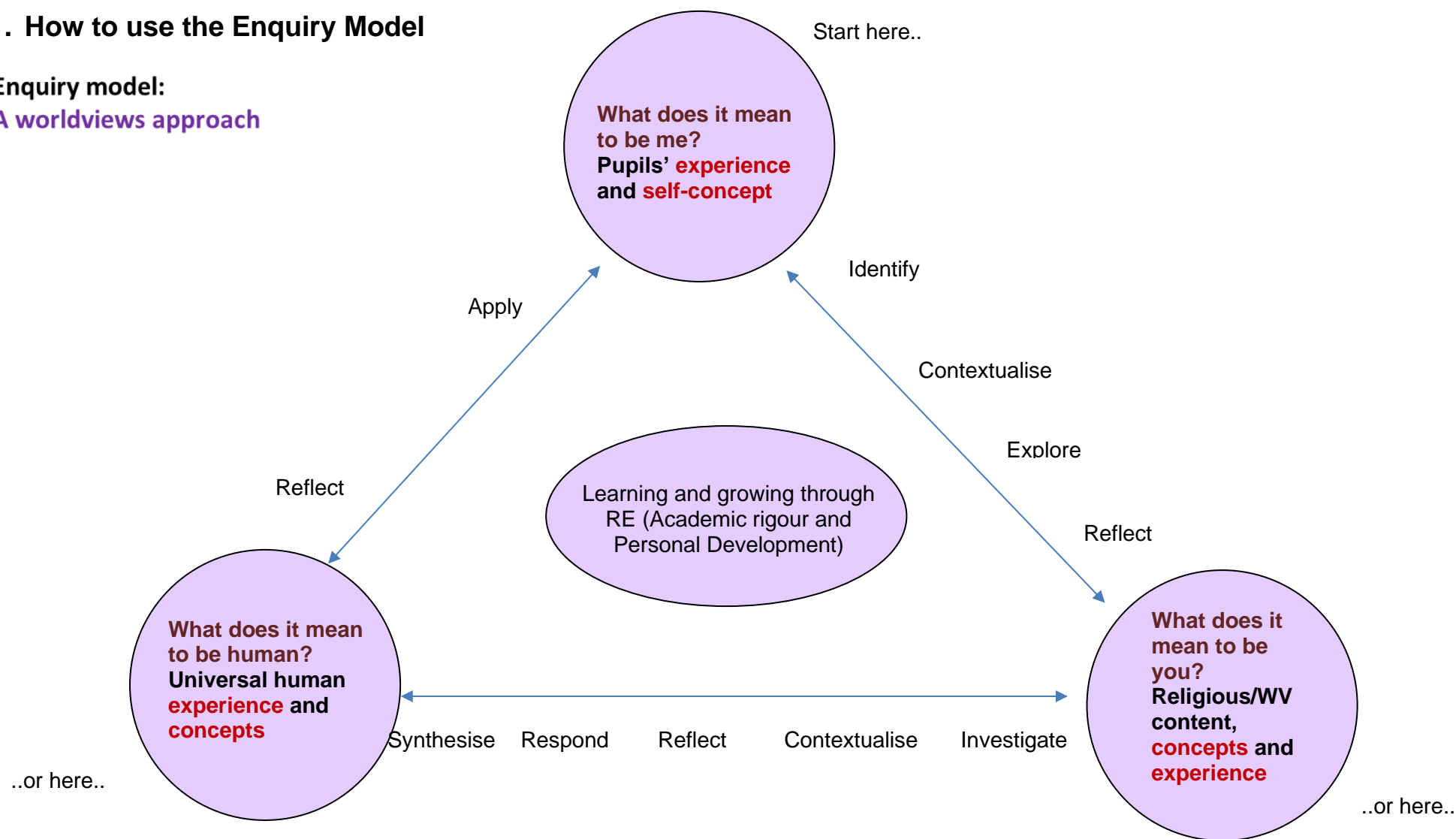


## Appendix 3 Support Materials

### 1. How to use the Enquiry Model

Enquiry model:

A worldviews approach



The centrality of 'experience' and how it informs or gives rise to our worldviews.

This enquiry model is designed to promote a form of the 'worldviews approach' to RE, based on the three foundation questions:

- What does it mean to be me? (contextualised self-reflection)
- What does it mean to be you? (open and nuanced exploration of religious/non-religious content, concepts and experience from institutional and individual religion/worldview)
- What does it mean to be human? (universal application of concepts to pupils' sense of their place in the world)

## How to design an enquiry based on this model

### A. Agree a big enquiry question.

This can be based on a unit or enquiry that you currently teach, or you can use/adapt an enquiry question from the new support materials suggested later in this document. Remember that you are planning a curriculum for **your** school and pupils.

Make sure that you are clear about which religions/worldviews you have opted for at each Key Stage, following the requirements of the Agreed Syllabus.

Enquiries can be *systematic* (based on one religion/worldview) or *thematic* (a concept explored across two or three religions/worldviews). You can use a combination of the two in which you introduce religious or non-religious worldviews in a systematic way and then explore themes and concepts across different worldviews.

It is important to be explicit about which of the **8 Key Areas of Learning** is the main emphasis of the enquiry, to ensure that you are meeting the statutory requirement of the Agreed Syllabus to cover all eight over each Key Stage. There will be some enquiries which cover more than one Key Area of Learning, but it is important to identify which one you will be focusing on.

### B. Develop the three-part structure to the enquiry.

The enquiry model diagram shows a three-stage enquiry for exploring the content, with a learning process around the edge linking all three. Remember, the three questions do not have to be used in any particular order. They form a structural approach to help explore the big enquiry question. You can start at any of the three 'corner stones' and move in any direction. This will depend on certain factors such as the age of the pupils, the content/theme/concept that you are exploring, or the purpose of the enquiry.

See the table on the next page which explains each stage in the process.

## How the learning process moves the learning forward:

Learning process	Enquiry:
<p><b>What does it mean to be me?</b> Pupils' own experience and self-concept (1 lesson)</p>	<p><b>Identify</b> What is the pupil's own view, opinion, experience, interpretation of or response to the content/concepts of the enquiry? You might provide a stimulus such as an image or text to which a pupil responds. This is initially a quiet moment for the pupil to think or write their response</p> <p><b>Explore</b> Allow for opportunities for pupils to listen to each other's experience, interpretation or response so that they can see how they are similar to and different from everyone else's</p> <p><b>Contextualise</b> How are the class responses similar and different? Why is this? Is there any one right answer? Might any responses be wrong?</p> <p><b>Reflect</b> What can pupils learn from these similarities and differences; what questions or ideas do they raise? What might these be like in religious and non-religious worldviews?</p>
<p><b>What does it mean to be you?</b> Religious/worldview experience, concepts and content (main substantive and disciplinary knowledge developed) (3 or 4 lessons)</p>	<p><b>Investigate</b> find out about the concept/content in the religions/worldviews being explored (Christianity and the others that you have opted for within the Key Stage). This forms the bulk of the learning and relates to the 'substantive knowledge' in RE. The approach you take is up to you, depending on what you want the pupils to get from the exploration. The link <a href="#">here</a> takes you to the NATRE explanation of eight approaches to learning in RE. There is also '<a href="#">Disciplinary RE</a>', which is a way of adopting three 'lenses' to investigate the substantive content of RE – Theological, Philosophical, Social Sciences – and for which recent resources for classrooms from REToday ((Big Questions Big Answers series) have been developed. This relates to 'ways of knowing' in RE. Note that all these approaches are not mutually exclusive; they work together to provide a range of ways of enriching pupils' experience and understanding of RE.</p> <p><b>Contextualise</b> raising awareness of internal diversity within a tradition/worldview and/or similarities and differences across different traditions/worldview.</p> <p><b>Reflect</b> Consider what are the meaning and significance of these concepts, experiences and ways of living for those who adhere to them.</p> <p><b>Respond</b> What, if anything, do the pupils themselves think about what they have found out? How, if at all, does it relate to their own understanding of the world?</p> <p><b>Synthesise</b> Are there any common themes, concepts, experiences that can be drawn from what they have learnt?</p>
<p><b>What does it mean to be human?</b> Universal human experience and concepts (1 or 2 lessons)</p>	<p><b>Reflect</b> Is there anything here that is held in common for our understanding of what it means to be human? What shared values, experience, concepts might there be in shaping our understanding of self and others?</p> <p><b>Apply</b> Is there anything in this enquiry that pupils can apply to their own understanding and/or way of living? Has it changed or affected their way of seeing or being in the world?</p>

For the full set of support materials, click [here](#)

## Appendix 4 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 5: Constitution 2020

## HERTFORDSHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

### CONSTITUTION

#### 1. PREAMBLE

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

#### 2. NAME

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

#### 3. SUPPORT

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

#### 4. MEMBERSHIP

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

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

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

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

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

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

## **5. DUTIES**

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

5.2 The statutory duties of SACRE are:

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

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

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

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

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

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

## **6. FREQUENCY OF MEETINGS**

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

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

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

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

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

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



## **7. QUORUM**

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

## **8. VOTING**

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

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

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

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

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

## **9. CHAIR AND VICE-CHAIR**

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

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

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

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

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

9.6 The Chair will be responsible for:

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

9.7 The Vice-Chair will be responsible for:

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

## **10. CO-OPTED MEMBERS**

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

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

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

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

## **11. END OF MEMBERSHIP**

11.1 A member shall be removed from SACRE if:

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

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

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

## **12. GENERAL**

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

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

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

## **13. THE CONSTITUTION**

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

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

## **14. STANDARDS**

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

---

**June 2020**

**To be reviewed Spring 2024**

## Appendix 6: Hertfordshire SACRE development plan 2022-23

### Hertfordshire SACRE – Work Plan for financial year 2022-23

#### Hertfordshire SACRE – Annual Work Plan 2022-23

WORKS TREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
Annual Report	RE Adviser in consultation with SACRE members	<p>Draft and produce the SACRE Annual Report</p> <p>Draft shared with SACRE Vision and Strategy Group for comment.</p> <p>Final copy produced and shared with full SACRE in its Spring meeting before being sent to DfE, NASACRE, County Councillors, District Councils, Hertfordshire MPs, Hertfordshire Libraries and published on-line.</p>	<p>A clear analysis and report on SACRE’s work and on actions taken by its representative groups, specifying any matters on which it has advised the LA has been produced within the agreed timescale.</p> <p>This report to be made available to schools, DfE, County Councillors, District Councils, Hertfordshire Libraries and Herts MPs including via the Grid and delivered to the National Association for SACREs.</p>	2 days	Spring
SACRE Constitution is upheld.	Please note that HCC through HfL provide all the admin and clerking requirements for the 3 SACRE meetings and Vision and Strategy Group meetings each	<p>3 full SACRE meetings per year:</p> <ul style="list-style-type: none"> <li>ensure agendas are appropriate and address the core functions of SACRE and agendas and papers are sent out at least one working week in advance of the meetings.</li> <li>SACRE is up to date with local, regional and national initiatives and issues related to RE and collective worship e.g. DfE funded initiatives.</li> </ul>	<p>3 full SACRE meetings held per year.</p> <p>Any agreed follow-up actions are undertaken following the meetings.</p> <p>Members are confident in their knowledge &amp; understanding of the national &amp; local situation regarding RE.</p> <p>The SACRE agreed vision helps to inform SACRE’s work and role.</p>	8 days	Full SACRE meetings held termly plus additional Vision and Strategy meetings

WORKS TREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
	year).	<ul style="list-style-type: none"> <li>Vision and Strategy Group meets in advance of each full SACRE meeting and also 2/3 weeks after the full SACRE meetings (and additionally as required) to provide more detailed input and support to SACRE's work including for example with monitoring of schools' delivery of RE curriculum.</li> </ul>	<p>Vision and Strategy has met in-between full SACRE meetings to discuss and provide guidance and support to the Chair, RE Specialist Adviser and LA Servicing Officer regarding SACRE work e.g. updating the Grid, monitoring.</p> <p>Vision and Strategy Group has met after each full SACRE meeting to follow up on any actions agreed at full SACRE meetings.</p>		
Monitoring the standard and quality of Religious Education	RE Adviser	<p>To lead the work on monitoring secondary and primary schools' RE teaching and learning by analysis of websites.</p> <p>To be done as follows:</p> <ul style="list-style-type: none"> <li>Sample websites from schools looked at on annual basis (each year focus on specific phase i.e. secondary one year; primary next year)</li> <li>Questionnaires sent out to schools (each phase has one on bi-annual basis)</li> </ul> <p>(Please note that Herts for Learning are commissioned to support this work by analysing and pulling together overall results into a report)</p>	<p>Report and results to be presented to SACRE.</p> <p>SACRE has a clear idea of how Herts schools are teaching RE, what the work force looks like in terms of experience, any issues that need to be addressed, examples of good practise that can be shared.</p>	1 day	Surveys as necessary in summer terms

WORKS TREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
	RE Adviser	<p>To provide advice and guidance on non-compliance complaints.</p> <p>Clear guidance and process established regarding concerns that a school(s) may not be complying with RE requirements for collective worship and the curriculum as set out in the LAS.</p> <p>Advice and support are provided to the Chair following initial analysis of information provided by the school e.g. through its website or information received externally on the RE/RS curriculum and/or collective worship on next steps. These next steps may include for example: corresponding in writing with the school; the RE Specialist Advisor visiting the school or raising the concern with the LA.</p>	Chair is confident about what to do where instances or complaints of non-compliance are identified/have been received.	0.5 day	On-going
	RE Adviser	Provide guidance and support to schools/governors raising questions which need specialist advice and support e.g. about their school's RE Curriculum, how to respond to parental concerns etc.	Questions/concerns raised by schools/governors are responded to within a working week of being sent in from RE Specialist Adviser (this can include holding email).	1.5 days	On-going
Determination orders	RE Adviser	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	Schools are provided with a response on the determination order within a suitable framework (i.e. no longer than 2/3 weeks).	1 day	On-going

WORKS TREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
		give the head teacher written notification of their decision on the application, the determination order.			
Disseminating information about the role of SACRE and requirements placed on schools	RE Adviser together with wider members of SACRE	To develop partnerships with faith and belief communities and the wider community  Relate SACRE's work to wider community issues and link with and support local RE Groups including updates on the Grid, Governor Hub and SACRE newsletters and RE Specialist Adviser attending/speaking at local RE Groups.	SACRE is informed about RE work in Hertfordshire and supports the sharing of good quality RE across the county.	1.5 days	On-going
	RE Adviser working with Vision and Strategy Group	To lead the work on Hertfordshire's SACRE Annual Conference in terms of theme, format and speakers (Herts for Learning <a href="#">Homepage   Herts for Learning</a> providing administrative/technical/booking/promotional support) .	Conference provides delegates with a better understanding of work of SACRE and good practice in delivering RE Curriculum.  Positive feedback received – on average at least 3*/5 Aim for minimum of 40 paying delegates.	2 days	End of Sept or begin of Oct
	RE Adviser	Equalities, diversity and inclusion agenda Working Group to consider SACRE's role in promoting equalities, diversity and inclusion issues and events in partnership with schools and local faith and belief communities.  Working Group to come up with recommendations for full SACRE on how to take forward the agenda.	SACRE has a clearer idea of proposals for celebrating the work of our diverse community.	1 day	
	RE Adviser	Disseminate information about SACRE by	Headteachers, teachers and governors have a clearer	1 day	

WORKS TREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
		various means including: <ul style="list-style-type: none"> <li>• Headteacher/Governor Briefings via online</li> <li>• HfL Annual Governor Conferences</li> <li>• Newsletter – termly production</li> <li>• Social media – Facebook</li> </ul>	and better understanding of what SACRE does, how it can support schools with RE and collective worship and where to find out information.		
	RE Adviser working with LA Servicing Officer and Vison and Strategy Group	Work with Herts for Learning and the LA Servicing Officer to ensure that the RE and SACRE sections on the New Grid for Learning are up-to-date, relevant and user friendly: <ul style="list-style-type: none"> <li>• Regularly review all the existing RE and SACRE pages of the Grid.</li> <li>• Add new information, as and when is required.</li> <li>• Decide which information to keep and which needs deleting, as required.</li> <li>• Archive all deleted sections so that they have been saved.</li> </ul>	An up to date, relevant and user friendly RE and SACRE section of the Grid.	0.5 days	On-going
				Total = 20 days	



## Appendix 7      Circulation details for this AR

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

SACRE is advised and supported by Bill Moore, SACRE Adviser.  
[bjvmoore@justbmoore.com](mailto:bjvmoore@justbmoore.com)

For further information please make contact via the website:  
[Religious education and SACRE - Hertfordshire Grid for Learning \(thegrid.org.uk\)](http://thegrid.org.uk)