

Agenda

Standing advisory council for religious education (SACRE)

Date: **Friday 13 March 2020**

Time: **2.30 pm**

Place: **Committee Room 1, Shire Hall, St Peter's Square,
Hereford HR1 2HX**

Notes: Please note the time, date and venue of the meeting.

For any further information please contact:

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If you would like help to understand this document, or would like it in another format, please call Matthew Evans, Democratic Services Officer on 01432 383690 or e-mail matthew.evans@herefordshire.gov.uk in advance of the meeting.

Agenda for the meeting of the Standing advisory council for religious education (SACRE)

Membership

Group A	Mr Burbidge Canon Nugent Mrs Ault Ven. Choesang (Chairperson)	Roman Catholic representative Free Church representative Baha'i faith representative Buddhist faith representative
Group B	Mr Debenham Mr Harrington Mr Nicholas	Church of England representative Church of England representative Church of England representative
Group C	Mr Caldicott Mrs Barker Ms Westlake	Primary teacher representative Secondary teacher representative Co-optee
Group D	Councillor Harvey Councillor Hewitt Councillor Stone	

Agenda

		Pages
1.	<p>APOLOGIES FOR ABSENCE</p> <p>To receive apologies for absence.</p>	
2.	<p>NAMED SUBSTITUTES (IF ANY)</p> <p>To receive details any details of Members nominated to attend the meeting in place of a Member of the Committee.</p>	
3.	<p>MINUTES</p> <p>To approve and sign the Minutes of the meeting held on 29 November 2019.</p>	7 - 10
4.	<p>RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)</p> <p>To answer any pre-received written questions from members of the public.</p>	
5.	<p>SACRE BUDGET 2020/21</p> <p>To receive an update on the 2020 – 2021 SACRE Budget.</p>	11 - 14
6.	<p>RELIGIOUS EDUCATION EXAMINATION RESULTS 2019</p> <p>To consider the Religious Education Examination Results in 2019 and note the number of students entered for RE GCSE courses.</p>	15 - 22
7.	<p>RE CONFERENCES</p> <p>To receive details of the 2020 RE Conferences.</p>	23 - 26
8.	<p>UPDATE ON ANY NEW INITIATIVES IN RE</p> <p>To consider recent national initiatives and their implications for the teaching of religious education in Herefordshire Schools.</p>	27 - 30
9.	<p>UPDATES TO THE HEREFORDSHIRE SACRE CONSTITUTION</p> <p>To consider and approve the amended SACRE constitution.</p>	31 - 38
10.	<p>MEETING DATES 2020 - 2021</p> <p>To note the meetings dates for 2020 – 2021 as below;</p> <p>27 November 2020 – 2.00 p.m. 12 March 2021 – 2.00 p.m.</p>	

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HEREFORDSHIRE COUNCIL

SHIRE HALL, ST PETER'S SQUARE, HEREFORD, HR1 2HX.

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Minutes of the meeting of Standing advisory council for religious education (SACRE) held at Committee Room 1, Shire Hall, St Peter's Square, Hereford HR1 2HX on Friday 29 November 2019 at 3.00 pm

Present: Carolyn Ault, Lou Barker, Pat Burbidge, Ben Caldicott, Venerable Tsultrim Tenzin Choesang, Stewart Debenham, Mark Harrington, Councillor Liz Harvey, Councillor Jennie Hewitt, Jonathan Nicholas, Anna Nugent, Councillor John Stone and Tracey Westlake

31. ELECTION OF CHAIRPERSON

Councillor John Stone opened the meeting as the outgoing Chairperson of SACRE and explained that the meeting of SACRE had been moved to follow the meeting of the agreed syllabus conference.

Councillor John Stone proposed Lama Choesang as Chairperson of SACRE which was seconded by Councillor Jennie Hewitt. The appointment of Lama Choesang was agreed unanimously by SACRE for the remainder of the current council term, until May 2023.

RESOLVED: That Lama Choesang is appointed the Chairperson of SACRE until May 2023

Gratitude was expressed for Councillor Stone and his chairmanship of SACRE for the previous 19 years.

32. APOLOGIES FOR ABSENCE

There were no apologies for absence.

33. NAMED SUBSTITUTES (IF ANY)

There were no substitutes.

34. MINUTES

The minutes of the previous meeting on 15 March 2019 were agreed as a correct record and signed by the Chairperson.

RESOLVED: That the minutes of the meeting on 15 March 2019 are agreed as a correct record.

35. RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)

There were no written questions.

36. PLANS FOR PROFESSIONAL DEVELOPMENT 2020

SACRE considered detail from the RE consultant concerning professional development in RE. The RE consultant explained that since the March meeting of SACRE there had

been two conferences. The feedback from the primary conference was very good and it had been highly rated. The secondary conference had received positive feedback but it had been a challenge to ensure teachers attendance; it was hoped that the conferences in 2020 would be better attended due to the new syllabus launch.

Tracy Westlake provided an update on the establishment of a local NATRE group which had held two meetings with a good attendance from local teachers of RE. The Chairperson of SACRE explained that it was important that representatives of SACRE attend the meetings of the group.

With respect to the forthcoming conferences the following points were discussed by SACRE:

- The conferences would include a launch of the new syllabus and all schools would be encouraged to attend.
- It was confirmed that Bishop's would be prepared to host the conference.
- The idea of combining the primary and secondary conference was raised.
- There was a discussion regarding the timing of the conference and whether there was an advantage in holding the event earlier in the summer term. The date of 5 June was agreed for the conferences which was consistent with the timetable for the introduction of the new syllabus.
- The importance of retaining a separate conference for special schools was raised and the potential for a joint conference with Worcestershire.

RESOLVED: That SACRE agrees the date of 5 June for the conferences.

37. DRAFT SACRE ANNUAL REPORT FOR THE ACADEMIC YEAR SEPTEMBER 2018 – JULY 2019

SACRE considered a report by the RE consultant which provided the draft annual report for the 2018/19 academic year. The RE consultant outlined a change to the wording in paragraph 3 to explain that the funding for SACRE had been retained at the same level as 2017/18. The RE examination results also needed to be added to the document which would be undertaken once available.

The element of the annual report relating to the statutory duty of schools to provide RE was raised. It was felt that this was a significant issue particularly in light of the workforce data which showed a number of schools failing to provide RE. The head of learning and achievement explained that the issue had been raised with secondary schools however there was some doubt concerning the accuracy of the information contained in the workforce data. Those head teachers of schools with a zero percentage of time spent teaching RE would be asked to comment on the accuracy of the information and explain how RE was being taught in their school. The RE consultant explained that it was important that the information provided by schools to the school workforce survey was accurate. NATRE would request and publish the data in an annual basis and Ofsted would also consider the data in the survey.

The data contained in the examination results outcomes was also queried and the apparent lack of an educational record for some pupils who had been taught RE. It was explained that there had been some consideration of the value of requiring all pupils to take RE; it was felt that there was a significant advantage teaching RE to pupils who had opted to study the subject.

RESOLVED: That SACRE approves the annual report for the academic year 2018/19 subject to the changes outlined above.

38. HEREFORDSHIRE INTERFAITH SERVICE 2020

The Chairperson of SACRE highlighted the Herefordshire interfaith service 2020 which would focus on the subject of peace. The service would take place at the cathedral on 20 September 2020.

39. UPDATE ON ANY NEW INITIATIVES IN RE

The RE consultant introduced updates on latest initiatives in RE. The following outcomes from the NATRE survey were outlined:

- 50% of secondary schools were not teaching RE at key stage 4 and it was recognised that this was a national issue.
- RE GCSE entries had fallen.

40. FUTURE BUSINESS

The Chairperson introduced some items for future business which included a review of the constitution to include the position of a vice chairperson and a review of the faiths represented on SACRE. Other faiths included Hinduism, Sikhism, Sufi and Quakers. It was confirmed that there would also be a push to fill the current vacancies on SACRE in particular a representative of the Jewish community had been identified and a meeting with the Chairperson would take place.

The meeting ended at 4.00 pm

Chairperson



Meeting:	Standing advisory council for religious education (SACRE)
Meeting date:	Friday 13 March 2020
Title of report:	SACRE Budget 2020/21
Report by:	SACRE Lead Officer, Head of Learning and Achievement

Classification

Open

Decision type

This is not an executive decision

Wards affected

(All Wards);

Purpose

To note the budget for SACRE for 2020/21.

Recommendation(s)

That: the SACRE budget for 2020/21 be noted.

Alternative options

1. There are no alternative options to recommendation proposed. This report is to inform SACRE of its budget for the forthcoming financial year.

Key considerations

2. Section 390 Of the Education Act 1996 requires Herefordshire Council to establish a Standing Advisory Council for Religious Education (SACRE), to advise them on matters

Further information on the subject of this report is available from
 Matthew Evans, Alison Naylor, Tel: 01432 383690, email: Matthew.Evans@herefordshire.gov.uk,
Alison.Naylor@herefordshire.gov.uk

concerned with the provision of religious education and collective worship in county schools.

Community impact

3. The provision of religious education and collective worship seeks to increase understanding and tolerance of all religions in all local communities. A stated aim in Herefordshire Council's corporate plan is to ensure that there is access to excellent education and learning opportunities at all levels, including early years/schools, Further Education, Higher Education and adult learning.

Equality duty

4. Under section 149 of the Equality Act 2010, the 'general duty' on public authorities is set out as follows:

A public authority must, in the exercise of its functions, have due regard to the need to -

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
5. The public sector equality duty (specific duty) requires us to consider how we can positively contribute to the advancement of equality and good relations, and demonstrate that we are paying 'due regard' in our decision making in the design of policies and in the delivery of services. The provision of religious education seeks to contribute positively to the specific duty by increasing the understanding and tolerance of all religions in local communities.

Resource implications

6. New funding arrangements following the abolition of the Education Services Grant in April 2017, require SACRE is funded from the Central Services Block of Dedicated Schools Grant (DSG) at £6,130 every year. Around £4,000 is spent annually on a contract with RE Today which provides for a current annual surplus of approximately £2,130 which is accumulated each year to fund the syllabus review every four years. Currently the rolled over funds total £2,128 from 2018/19 and it is a similar amount that will be rolled forward from the current financial year to provide sufficient funding to meet the cost of the syllabus review in 2020/21, estimated at £4,185. Future underspends will be rolled forward similarly although the precise amount cannot be guaranteed as it will depend on the actual costs each year. If the syllabus review is every four or five years then the current funding arrangements will provide sufficient budget to meet the costs of both the annual service contract with RE Today and the syllabus review. This also provides for future inflation and a cost increase on the renewal of the SACRE contract which is currently provided by RE today.

Further information on the subject of this report is available from
Matthew Evans, Alison Naylor, Tel: 01432 383690, email: Matthew.Evans@herefordshire.gov.uk,
Alison.Naylor@herefordshire.gov.uk

Legal implications

7. Section 390 of the Education Act 1996 requires Herefordshire Council to establish a SACRE to advise them on matters concerned with the provision of religious education and collective worship in county schools.

Risk management

8. There are no risks associated with this report.

Consultees

9. None

Appendices

None

Background papers

None identified

**GCSE RE results
2019 for
Herefordshire**

What does the data tell us?

- The number of GCSE entries for Herefordshire rose slightly in 2019 to end the three year downward trend from 2016-2018
- ¹⁶ Nine high schools entered pupils for GCSE RE
- Fairfield High School entered pupils for GCSE RE for the first time
- BHBS entered the most pupils for GCSE RE
- The average point score rose to 4.8 in 2019. There is a three year rising trend in this measure

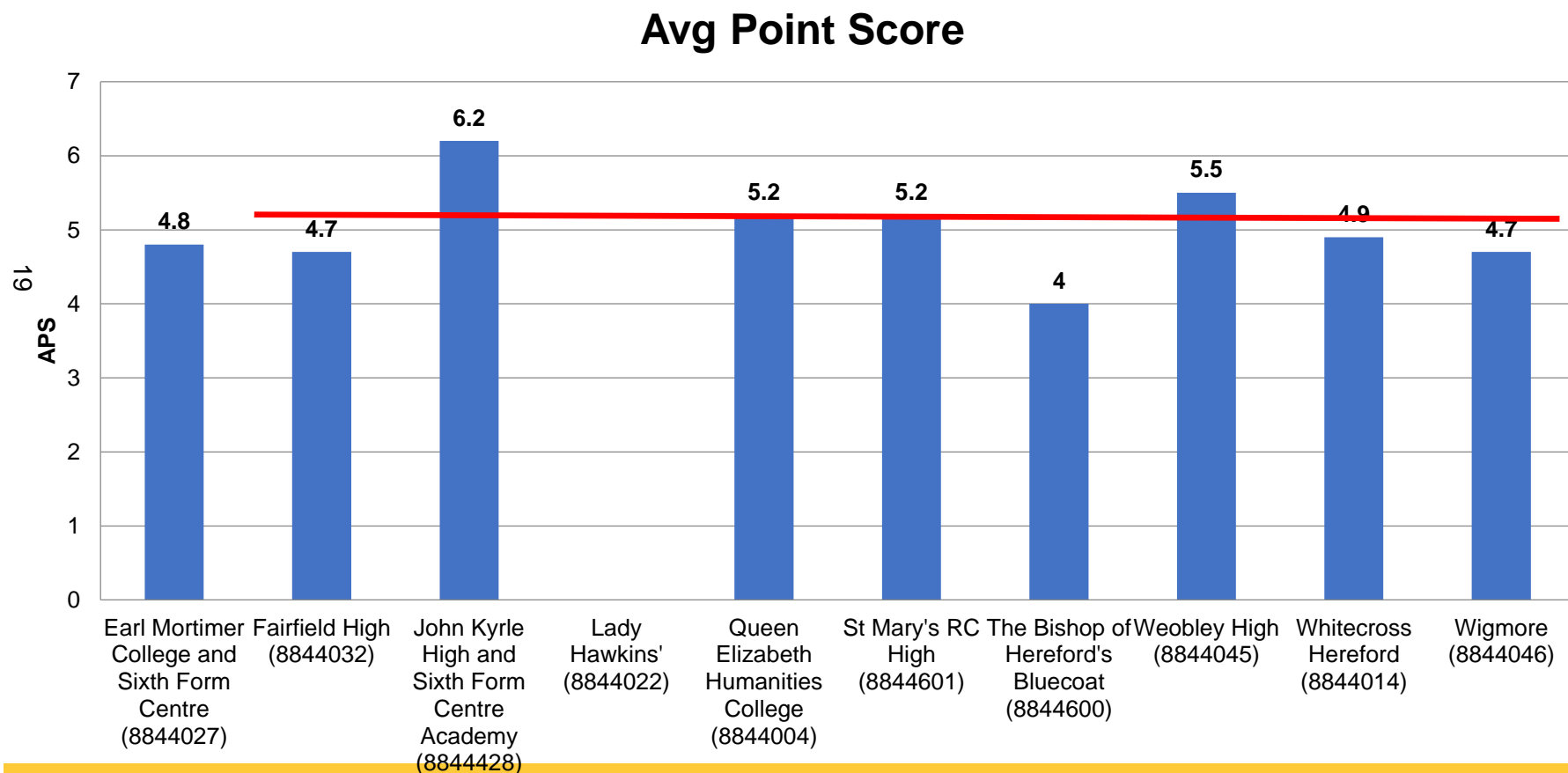
What does the data tell us?

- In 2019 57% of students in Herefordshire gained a Grade 5 or higher, up from 51% in 2018.
- JKHS gained the best results with an 88% Grade 5 or higher pass rate
- Pupil progress also improved slightly in 2019. It is however still negative at -0.44
- St Mary's High School had the best pupil progress score

What does the data tell us?

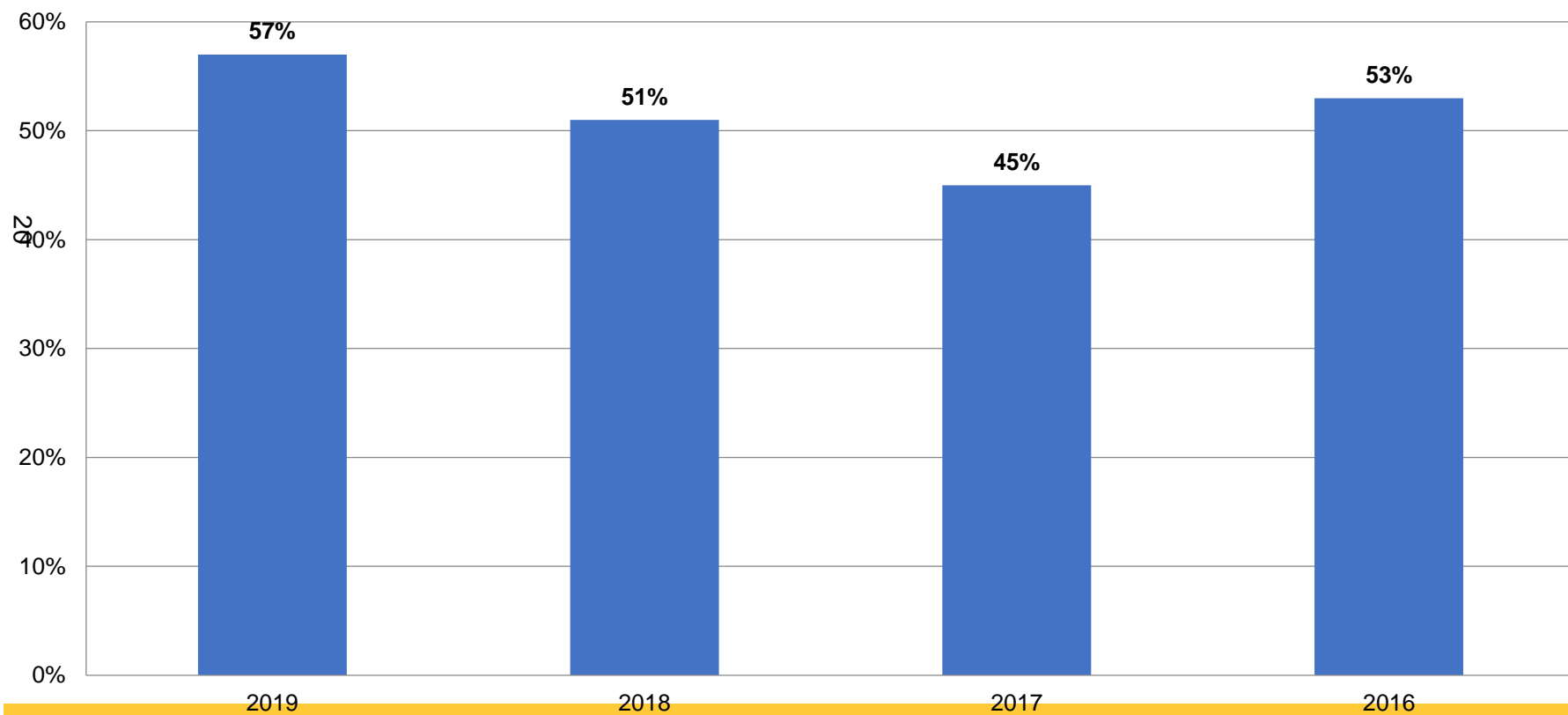
2019	DfE	Pupils	Actual results		Pupil progress	
			Avg Point Score	% Grade 5+	Avg Point Score	% Grade 5+
Herefordshire (884)	884	654	4.8	57%	-0.44	-5%
Earl Mortimer College and Sixth Form Centre (8844027)	8844027	66	4.8	56%	-0.12	-1%
Fairfield High (8844032)	8844032	87	4.7	53%	-0.32	-7%
John Kyrle High School and Sixth Form Centre Academy (8844428)	8844428	52	6.2	88%	-0.22	4%
Queen Elizabeth High (8844004)	8844004	9	5.2	67%	-0.15	3%
St Mary's RC High (8844601)	8844601	148	5.2	61%	0.06	0%
The Bishop of Hereford's Bluecoat (8844600)	8844600	213	4	44%	-1.07	-16%
Weobley High (8844045)	8844045	51	5.5	82%	-0.17	12%
Whitecross Hereford (8844014)	8844014	18	4.9	61%	-0.36	-3%
Wigmore School (8844046)	8844046	10	4.7	40%	-0.44	-25%

What does the data tell us?

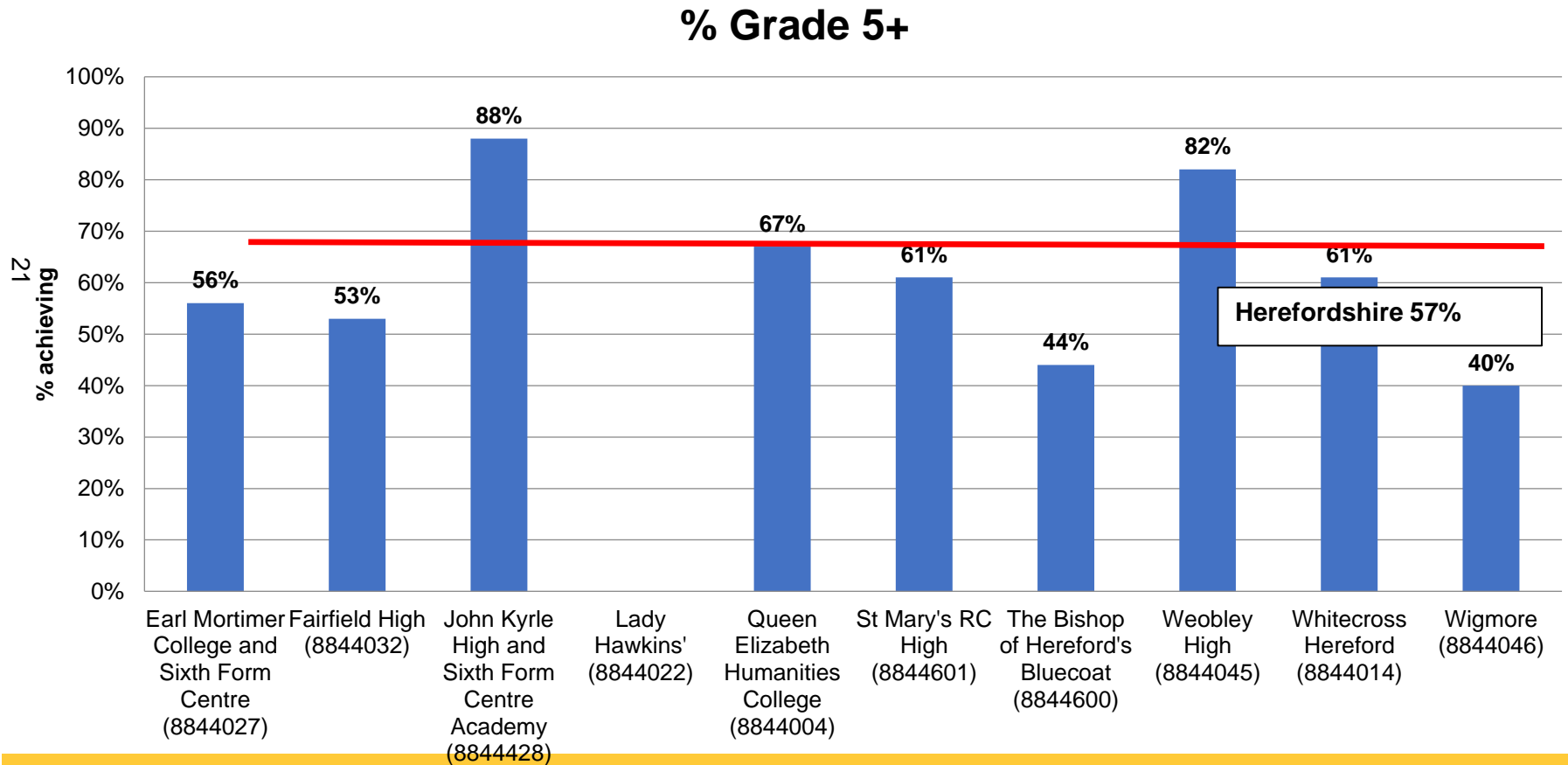


What does the data tell us?

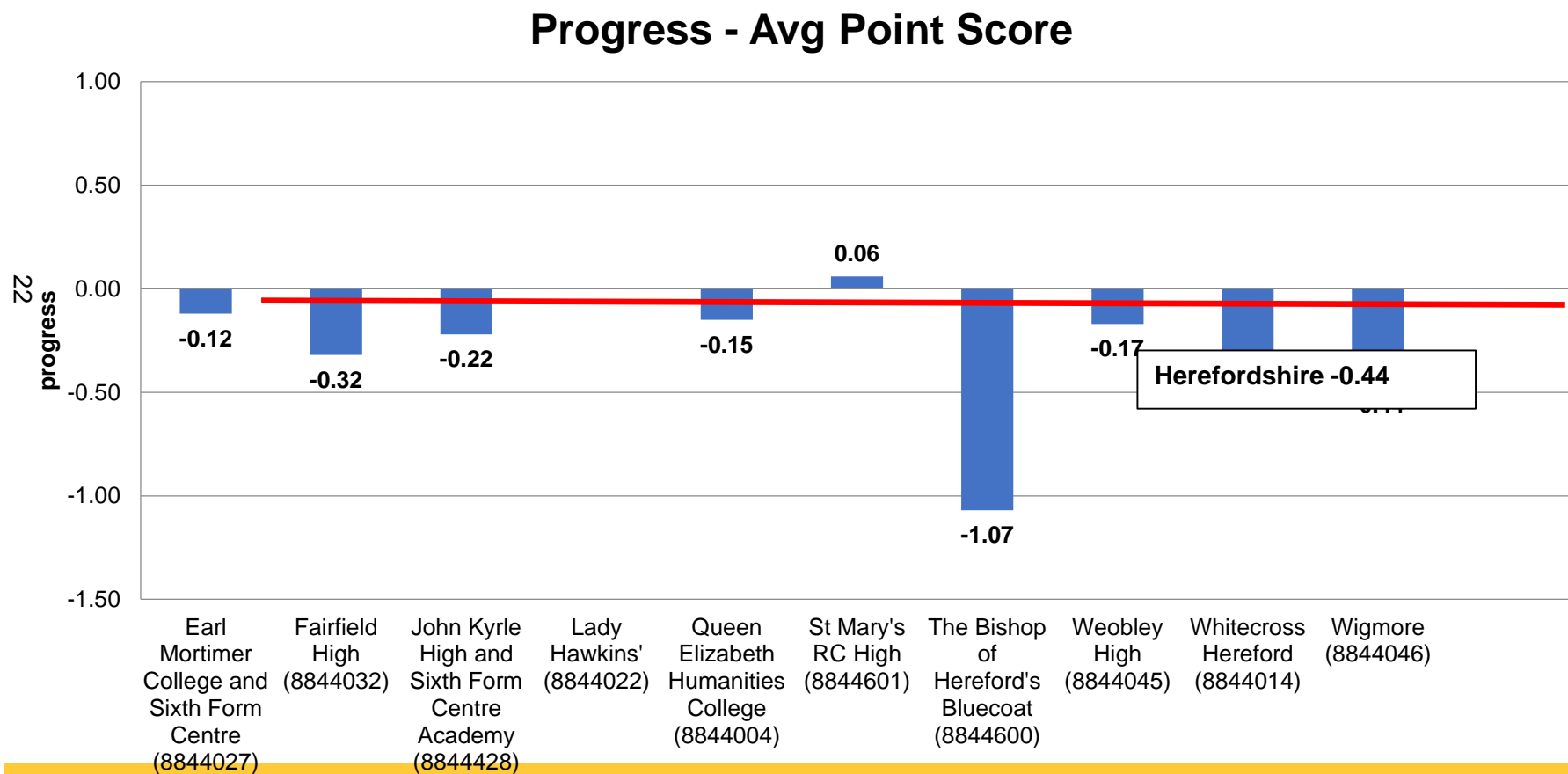
Herefordshire - % achieving Grade 5+



What does the data tell us?



What does the data tell us?



Launching the new Herefordshire Agreed Syllabus for RE

*Excellent, essential
CPD - a balance of
practical ideas and
inspiration*

*With
Fiona Moss
Stephen Pett*

***Making good progress
in RE: belief, impact,
connections***

It is the duty of a local authority to review its agreed syllabus for RE every five years. After consultation with teachers, Herefordshire SACRE have opted for a new syllabus that builds on the 2015 model but with a more systematic approach, studying religions separately before comparing – part of a spiral curriculum to embed learning in pupils' long-term memory. The new syllabus offers strong support for coherent curriculum planning and day to day classroom teaching.

**Friday
5th June
2020**



Venue:

*The Bishop of Hereford's Bluecoat School
Hampton Dene Road
Tupsley
Hereford HR1 1UU*

Fee

£50

**Or £80 for two teachers
from the same school**

Making good progress in RE: belief, impact, connections
Friday 5th June The Bishop of Hereford's Bluecoat School, HR1 1UU
9.30am-3.30pm
(Registration and refreshments from 8.45am)

This will be a practical conference to launch the revised Herefordshire Agreed Syllabus for RE. It will provide an opportunity to explore how the syllabus helps teachers in planning and delivering creative and effective RE. Sessions will set the wider context for RE and provide inspiring ideas for the classroom, supporting planning of imaginative RE lessons. There will be plenty of resources and ideas to take away and use in the classroom.

8.45am Registration: 9.30 Start

Session 1: Intentions of RE: planning great RE using the new syllabus

This session will consider the place and value of RE for pupils, highlighting the developments and opportunities in the new syllabus. It will explore how to use the syllabus to plan and teach engaging, thoughtful RE.

Session 2: Implementing good RE: excellent teaching and learning

This session will offer examples of excellent teaching and learning ideas, based on the syllabus, with a focus on inspiring learning.

Session 3: The impact of RE: achieving more in RE

This session will explore more teaching and learning ideas, connecting them with methods of assessment, providing examples of ways to enable pupils to make good progress in RE.

3.30 Evaluations and close

Primary and secondary meet together for the morning. Secondary teachers will split from the group around 12.15 to focus on specific resources for KS3.

You will receive a hard copy of the syllabus on the day, along with copies of all resources used on the day. Electronic copies available to download afterwards. A range of resources will be available to purchase or order on the day, including units of work that support the syllabus.

Who is it for?

The conference is aimed at teachers of RE from primary, secondary and special schools, including subject leaders and head teachers. It will be valuable for Governors to find out about and explore best practice in RE.

Aims:

- To introduce the revised Herefordshire Agreed Syllabus for RE, with its increased clarity, rigour and inspiring support materials
- To provide practical support and guidance to schools in planning creative, challenging, thoughtful RE to increase pupils' knowledge and understanding, as well as their personal development
- To give teachers confidence when planning and delivering great RE, and in dealing with core concepts in religions, deepening subject knowledge and skills in RE
- To model examples of thoughtful RE, challenging all pupils and promoting deeper thinking

Venue:

The Bishop of Hereford's Bluecoat School, HR1 1UU

Fee: £50 or £80 for two teachers from the same school, including refreshments, lunch and resources

Booking details attached.

Booking form:
Herefordshire Agreed Syllabus launch conference:
Making good progress in RE: belief, impact, connections
Friday 22nd May 2020
 Fee: £50 or £80 for two teachers from the same school

Full Name:										
School Name:										
School Address:										
	Postcode:									
Telephone:										
Email address:										
Special Dietary Requirements										
Payment details:										
<input type="checkbox"/>	Please invoice the school									
Invoice/ Credit Card billing address:										
										Postcode:
<input type="checkbox"/>	I enclose a cheque, payable to RE Today Services									
<input type="checkbox"/>	I will pay by Visa, Mastercard or Switch									
Card number:										
Expiry Date:					Start Date:					
Security code <small>(last 3 numbers on signature strip)</small>				Issue no. (Switch)						
Signature:										
Date:										

Send to: RE Today Services, 5/6 Imperial Court, 12 Sovereign Road, Birmingham, B30 3FH
 Tel: 0121 458 3313 Fax: 0121 285 1816
Email to: mark@retoday.org.uk

Herefordshire SACRE National News update

OFSTED and RE

The new Education Inspection Framework has been used in schools for one term. There have been a large number of reports that have mentioned RE. In November NATRE produced a summary of those published so far.

www.natre.org.uk/news/latest-news/101-re-mentions-in-ofsted-primary-and-secondary-reports/

In November NATRE also had conversations with OFSTED over the number of deep dives in RE and noted that the number of these deep dives have increased. In simple terms a deep dive is something that happens within an inspection and is a review of the subject, how it is planned and taught in the school and evidence of the impact that it is having on pupil learning.

Evidence is also being collected by OFSTED for a thematic review in RE.

It is interesting to consider the themes that are emerging from these reports;

1. Pupils need to learn subjects in sufficient depth so that they remember what they have learnt
2. All pupils need to follow a broad curriculum which is similar in breadth and ambition to the basic/national curriculum
3. Where time for RE and PSHE is contracted into shared provision, this limits pupils' understanding of both areas
4. Planning needs to be sufficiently detailed and sequenced so that pupils develop secure long-term understanding, building on what they have learnt before
5. Well-designed assessment allows teachers to plan more accurately and enabling pupils to know and remember more
6. Effective training leads to primary teachers having good subject knowledge that they use to help pupils learn more effectively
7. RE makes a valuable contribution to pupil's personal development and to their understanding of the wider world
8. Visits to places of worship, handling artefacts and receiving visitors, help pupils to remember what they have learnt and deepens understanding
9. Rushing content, including in secondaries where there is a two-year key stage 3, sometimes leads to gaps in pupils' knowledge and understanding and makes it harder for pupils to comprehend the more advanced GCSE content
10. Where RS is an option at key stage 4, those who do not choose GCSE RS must have enough opportunity to study RE
11. Learning in RE helps to underpin the development of respect and tolerance and supports school values and the preparation of pupils for life in modern Britain
12. Where the curriculum is well planned, the interaction between subject content and skills, such as across the Humanities is made explicit which strengthens learning

Examples of recent statements on RE in OFSTED reports: Primary

Good: The organisation of the curriculum allows pupils to build on what they have learnt before. Pupils are able to make links across the subjects. For example, pupils talk with confidence about history and how this links to the learning in religious education and geography

Good (RE deep dive): Teachers make lessons interesting. Pupils enjoy learning about other cultures, for example when handling Sikh artefacts. They debate arguments, for example 'for and against' having rules, with enthusiasm. Pupils find out about different cultures when listening to visiting speakers such as a rabbi.

Good (RE deep dive): Pupils learn well because, linked to the school's agreed policy, teachers plan interesting and creative topics. They develop positive attitudes to learning. Following a visit to the church, for example, Year 2 pupils considered why it is a special place for Christians. They were articulate when asking questions and giving their views. They explained why the artefacts they saw are special to some people, including other pupils in their class, but not to others.

Outstanding (RE deep dive): Leaders have thought carefully about what pupils should learn in each subject during their time at school. They have sequenced knowledge and skills well so that pupils build on what they already know. This is important because it helps pupils to have a secure understanding of their learning. The school provides an excellent quality of education for its pupils.

The development of pupils' personal, social and emotional intelligence is a great strength. Pupils have a range of worthwhile, well-taught activities and experience

Inadequate (RE deep dive): Leaders' ambition for pupils is not high enough, so pupils do not learn enough. Pupils study the full range of subjects, but teachers do not consider deeply what pupils need to learn and when. This means pupils do not gain as much knowledge as they should. This includes learning about, and appreciating, different religions and other cultures.

The planned personal, social, health and economic education (PSHE) does not support pupils to be confident, determined and independent in their learning. Neither does the planned curriculum provide pupils with a rich knowledge of religion and other cultures.

Pupils are not well prepared for life in modern Britain. Leaders should ensure that the curriculum gives pupils sufficient understanding and appreciation of religion and different cultures.

Good (RE deep dive): In most other subjects, including science, history, geography, art and physical education, the curriculum is well planned and organised. However, religious education (RE) is not planned with such precision. Information provided for teachers is short of detail. This, combined with limited training in this subject, leads to uncertainty about important knowledge. As a result, pupils do not learn the knowledge they should. Planning in most subjects, including reading, mathematics and science, is thorough. However, in RE, it lacks important detail. Teachers do not have the knowledge or the training to teach this subject well. Consequently, pupils' knowledge in RE is not as strong as it is in other areas of the curriculum. Leaders should ensure that the RE programme of study is reviewed and revised to give greater detail about the knowledge to be taught and learned. They should also ensure that teachers are provided with the training needed for them to teach RE knowledgeably and with confidence.

Examples of recent statements on RE in OFSTED reports: Secondary

Requires improvement: Most teachers are now teaching pupils the subject content that matters the most, apart from religious education, which is limited.

Currently, some pupils in key stage 3 do not cover subject content sufficiently well to be able to draw upon their learning in the future. This is because subjects such as religious education lack prominence in the curriculum. Additionally, the time pupils spend learning new content is limited in some subjects as teachers attempt to teach a broad and balanced curriculum that is commensurate with the national curriculum. However, time is limited, and teachers sometimes gloss over important learning points. This leads to gaps in pupils' understanding. Leaders must ensure that pupils are afforded sufficient time to learn important subject content in detail for as long as possible, including in religious education.

Good: Most leaders ensure that subjects are planned in a logical sequence. For example, in Year 7 religious studies, pupils learn about how communities develop, through a well-sequenced series of learning activities. However, in some subjects, such as geography and design technology, learning is not yet sequenced as well.

Good: In many subjects, teachers know what content to teach and when to teach it. This is helping pupils to build on their previous knowledge and to know and remember more. For example, in English, religious education, music and science, content is demanding and teachers make sure that they give pupils the chance to recall prior learning. In these subjects, pupils said that teachers explain work clearly and help them to fill gaps in their knowledge.

Requires improvement: Pupils start too many GCSE courses at the beginning of Year 9. Often, they study their GCSE courses over three years rather than the recommended two. Where this occurs, pupils do not have Year 9 as a preparation year for GCSE. As a result, pupils have gaps in their knowledge and understanding. This makes it harder for pupils to comprehend the more advanced GCSE content. It also limits the connections pupils make to prior learning. Leaders have also stopped the practice of pupils unnecessarily sitting GCSE exams a year early in religious education (RE) and citizenship.

Requires improvement: In key stage 3, pupils have too few opportunities to learn about some subjects, such as geography, history, and religious education (RE), in detail. Also, the range of subjects offered by the school at key stage 3 is narrow. For example, pupils in Years 7 and 8 do not currently get the chance to study technology. The curriculum at key stage 3 does not stay as broad as possible for as long as possible. It is not as ambitious as the national curriculum. In key stage 4, pupils can choose to study from a wide range of subjects. However, older pupils do not have enough opportunity to study RE. Few pupils choose to continue to study a modern foreign language. Leaders have put plans in place to improve pupils' enjoyment of this subject so that more pupils choose this as an option.

Leaders and governors need to ensure that pupils follow a broad curriculum which is similar in breadth and ambition to the national curriculum. They should further improve the curriculum by increasing the depth of learning for pupils in different subjects in key stage 3. Leaders should also increase the opportunities for key stage 4 pupils to study RE in greater depth.

Herefordshire SACRE Ofsted round-up March 2020

10 reports, from 14 Sept 2019-28 Feb 2020

7 primary, 1 secondary, 2 special schools.

Community Primary Good	Pupils get lots of opportunities to grow and develop their confidence. These include involvement in school plays, community events and taking on additional jobs. Memorable visits, visitors and clubs all make a significant contribution to pupils' personal development. Pupils know about different religions and other cultures. They are respectful and friendly towards new pupils.
CE Primary Good (old Ofsted Framework)	Provision for pupils' spiritual, moral, social and cultural development is central to the work of the school. It informs the calm, welcoming and diligent approach pupils take to their lessons. Pupils understand diversity and see difference as positive.
Secondary (Monitoring inspection)	[Since Special Measures judgement in Nov 2018] The humanities faculty has been restructured into separate history, geography and religious education (RE) departments. Each has its own curriculum leader. From September 2020, key stage 3 will include Year 9, in addition to Years 7 and 8. Pupils will then study a wide range of subjects for their first three years in school, rather than the current two. In all years, pupils now study RE and personal, social, health and economic (PSHE) education. Weekly house assemblies complement the PSHE education programme and help pupils to reflect on issues such as equality and diversity.

Increase in Secondary RE ITE trainees

Recruitment for secondary trainees of RE has seen a dramatic boost this year after the DfE accepted our argument that it needed to do more to encourage and support applicants. Bursaries were increased from £4,000 to £9,000 and subject knowledge enhancement (SKE) courses were funded such as the [TeachRE 200 hours course](#) which is endorsed and certified by NATRE.

The end result is we have a bumper crop of trainees for 2019-20 and we reached 93% of our target. This will make it easier for schools ensure more pupils in all schools to have access to high quality teaching. In 2018-19, we reached only 58% of the target, so this is a significant step forward.

Timing of SATs tests in 2021: Adaptations available for Muslim pupils

In 2021, Eid-ul-Fitr is likely to begin on the evening of Wednesday 12th May. Given the significance of RE the DfE are aware that pupils are likely to be absent from school and so have given advice to schools on how to rearrange tests for some or all pupils if deemed necessary.

Withdrawal from RE

NATRE offers a guidance document for schools needing to know more about the legal and practical details of parental withdrawal of their child from RE.

www.natre.org.uk/membership/guidance-on-withdrawal/

Updated guidance on RE and collective worship in academies and free schools

NATRE worked with the DfE to update their guidance from 2012. Available for free here:

www.natre.org.uk/news/latest-news/updated-guidance-on-re-and-collective-worship/

Resources for schools:

British Library *Discovering Sacred Texts* resource free online

www.natre.org.uk/news/latest-news/discovering-sacred-texts-highlights-from-the-british-library-is-now-online/

www.bl.uk/sacred-texts

Stephen Pett
RE Today Services
March 2020



Meeting:	Standing advisory council for religious education (SACRE)
Meeting date:	Friday 13 March 2020
Title of report:	Updates to the Herefordshire Standing Advisory Council for Religious Education (SACRE) constitution
Report by:	Director of Children and Families

Classification

Open

Decision type

This is not an executive decision

Wards affected

(All Wards);

Purpose and summary

To consider and approve the revised Herefordshire Standing Advisory Council for Religious Education (SACRE) constitution, attached as the appendix with changes highlighted. The proposed changes include the creation of the position of a vice chairperson of SACRE and additional faith representatives on the membership of SACRE.

Recommendation

That:

- (a) **SACRE consider and approve the suggested amendments to the constitution contained in appendix (a) to this report.**

Alternative options

1. This report proposes two changes to the SACRE constitution. The proposed change to SACRE's constitution to establish the position of a vice chairperson has arisen due to a recognition of the importance of business continuity and succession planning for the chairperson of the committee. The other change proposes an increase in the number of membership positions for faith representatives on SACRE to make the committee more broadly representative of faith groups in Herefordshire.
2. An alternative option would be to retain the current constitution but this would not support principles of good practice with respect to the administration of committee. The role of vice chairperson ensures there is a defined contingency to conduct a meeting in the event the chairperson is unable to attend. It also allows for succession planning by involving the vice chairperson in the chairperson's briefing sessions aiding the development of skills and experience necessary to assume the role of chairperson if and when appropriate. The position of a vice chairperson ensures that the experience and skills of chairing SACRE are not held by a single member of the committee.
3. To retain the current constitution and not include those additional faiths in the membership would overlook their presence in Herefordshire's local communities.

Key considerations

4. At the previous meeting of SACRE on 29 November 2019 the chairperson explained that a report would be brought to the current meeting with updates to SACRE's constitution. At this meeting it was explained that the updates would consist of the creation of the position of vice chairperson on SACRE and the expansion of the membership of the committee to include additional faith representatives. These updates have been incorporated into the proposed constitution attached as appendix (a) to this report and are highlighted in bold italics for ease of reference.
5. As outlined under the preceding section of this report the creation of the position of vice chairperson on SACRE is in accordance with committee administration good practice and contributes to business continuity and succession planning.
6. The updated constitution at appendix (a) also proposes the inclusion of additional faith representatives on the membership of SACRE. In order to represent the broad range of religions within Herefordshire it is proposed that SACRE agrees the addition of three additional faith representatives including:
 - One representative of the Hindu faith;
 - One representative of the Sufi faith;
 - One representative of the Quaker faith.

Community impact

7. The provision of Religious Education and collective worship seeks to increase understanding and tolerance of all religions in local communities, supporting achievement of the council's corporate plan priority to keep children and young people safe and give them a great start in life.
8. Ensuring that governing documents such as the SACRE constitution are clear, effective and up to date supports the council to uphold the principles in its adopted code of corporate governance.

Equality duty

9. Under section 149 of the Equality Act 2010, the ‘general duty’ on public authorities is set out as follows:

A public authority must, in the exercise of its functions, have due regard to the need to -

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
10. The public sector equality duty (specific duty) requires the council to consider how it can positively contribute to the advancement of equality and good relations and demonstrate that ‘due regard’ is paid during decision making concerning the design of policies and the delivery of services. The provision of religious education seeks to contribute positively to the specific duty by increasing the understanding and tolerance of all religions in local communities. SACRE contributes to this duty by advising the LA on its arrangements for religious education.

Resource implications

11. There are no resource implications involved in the production and consideration of this report.

Legal implications

12. Section 390 of the Education Act 1996 requires Herefordshire Council to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE), to advise them on matters concerned with the provision of Religious Education and Collective Worship
13. Paragraph 2.9.20 of the council’s constitution provides that in accordance with the Education Act 1996 (as amended) the council has established a Herefordshire SACRE to provide advice on matters concerned with the provision of religious education and collective worship.
14. The constitution of SACRE sets out its functions, membership and rules of procedure.

Risk management

- 15.

Risk / opportunity	Mitigation
That SACRE does not operate in accordance with principles of good committee administration.	The proposed creation of the role of a vice chairperson on SACRE acts as mitigation to this risk

That SACRE is not representative of the range of faith groups in Herefordshire

The expansion of the membership of SACRE to include faith groups represented in the population of Herefordshire mitigates this risk.

Consultees

16. None

Appendices

Appendix (a) – SACRE constitution with proposed updates in bold italics.

Background papers

None

Glossary

SACRE – Standing Advisory Council for Religious Education

HEREFORDSHIRE COUNCIL STANDING ADVISORY COUNCIL

FOR RELIGIOUS EDUCATION CONSTITUTION

Introduction

1. Section 390 of the Education Act 1996 requires The Herefordshire LEA (referred to in this constitution as the Local Authority (LA)) to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE), **to advise them on matters concerned with the provision of Religious Education and Collective Worship.** This constitution sets out the main functions of the SACRE membership, the voting arrangements and the rules for the conduct of business.
2. SACRE's main function is to advise the LA upon matters connected with religious worship in County Schools and with the religious education to be given in accordance with an agreed syllabus as the LA may refer to the SACRE or as the LA may see fit.
3. SACRE can also require the LA to review its current agreed syllabus, and must consider applications made by a headteacher 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 of the pupils at that particular school.
4. The broad role of SACRE, therefore, is to support the effective provision of Religious Education and collective worship in schools.

Membership

5. Under Section 390(4) of the Education Act 1996, the SACRE must include persons appointed by the LA to represent respectively -
 - A. such Christian denominations and other religions and denominations of such religions as, in the opinion of the LA, will appropriately reflect the principal religious traditions in the area (not including persons to represent the Church of England);
 - B. the Church of England;
 - C. such associations representing teachers as, in the opinion of the LA, ought, having regard to the circumstances of the area, to be represented;
 - D. the Local Education Authority (LA).
6. In accordance with the requirements of Section 390(4), the membership of the SACRE for Herefordshire comprises -
 - Group (A) One Roman Catholic representative (nominated by the Roman Catholic hierarchy);
One Free Church representative (nominated by Churches together in Herefordshire);
One representative of other faiths as a whole;
One representative of the Bahá'í faith;
One representative of the Muslim faith;
One representative of the Sikh faith;
One representative of the Jewish faith;
One representative of the Buddhist religion;
One representative of the Hindu faith;
One representative of the Sufi faith;
One representative of the Quaker faith.

Other than for the Roman Catholic and Free Church representatives the representatives should, as far as possible, be nominated by the appropriate local faith group.

Group (B) Three Church of England representatives (nominated in consultation with the Diocesan Education Authority).

Group (C) Three Teachers' representatives, with one drawn from each of the primary, secondary and special education sectors (nominated through recommendation of recognised Teacher Associations) and one Co-opted Member.

Group (D) Three Herefordshire Council members as Local Education Authority representatives.

7. The number of members appointed to any representative group to represent each denomination or religion required to be represented shall, so far as is consistent with the efficient discharge of the group's function, reflect broadly the proportionate strength of that denomination or religion in the County.
8. The SACRE may also include co-opted members.
9. SACRE shall have the right to co-opt additional members. These may be as a result of groups making representation to SACRE for inclusion on the basis of representing a relevant faith/belief group, or in order to fulfil a specific role within SACRE. Co-opted members may take part in any of the discussions but do not belong to any of the groups and do not have voting rights.
 - 9.1 Members of SACRE or a representative group should consider the following when co-options are decided.

Candidates should essentially

 - a. have an inclusive view of the aims of religious education and collective worship;

Candidates should ideally:

 - a. have some experience as religious educators
 - b. where possible be representative of specific education phases, to provide a balanced spread across various phases
 - 9.2 SACRE will decide co-options following nominations from members of SACRE or representative groups.
 - 9.3 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. If a co-opted member leaves SACRE for whatever reason, (such as those in Para 10), the nominating body should re-apply for another co-optee; there is no right of succession.

Term of Office

10. Any member of SACRE may at any time resign his/her office. Members or co-opted members shall remain until such time as they have a) resigned; b) have been removed from membership under the rules dictated by their nominating body, or c) in accordance with the terms specified by SACRE.

Substitution at meetings

11. Any member of SACRE unable to attend a meeting may appoint a named substitute to attend in his/her place.

Failure to attend meetings

12. Members or co-opted members who fail to attend three consecutive meetings without a satisfactory explanation will have their membership reviewed by the SACRE. The Local

Authority may remove any representative or co-opted member that has failed to attend three consecutive meetings without valid reason.

Voting Arrangements

13. On any question to be decided by SACRE, only the representative groups (Groups A-D) on SACRE shall be entitled to vote, and each such group shall have a single vote.
14. In the event of an equality of votes on any issue the Chairperson may exercise a casting vote, however, depending on the degree of urgency the presumption will be that no action shall be taken on the issue and the existing position shall continue until it is next considered.

Conduct of Business

15. Subject to the requirement of the voting arrangements above, SACRE and, in relation to any question falling to be decided by members of SACRE of any particular category, the members of that category may regulate their own proceedings.
16. 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 required by Section 390(4); or
 - (b) on the ground that a member of SACRE appointed to represent any religion, denomination or association does not at the time of the proceedings represent the denomination or associations in question.
17. The representative groups on SACRE, other than that consisting of persons appointed to represent the LEA, may at any time require a review of any agreed syllabus for the time being adopted by The Herefordshire Council.
18. Meetings of SACRE may be convened at the request of the Chairperson or any one of the Groups.

Quorum

19. No business shall be transacted at the meeting unless all representative groups are represented at that meeting. If the meeting is not quorate, the meeting could continue but decisions would have to be ratified at the next SACRE meeting.

Chairperson and Vice-Chairperson

20. The Chairperson *and Vice-Chairperson* of SACRE is appointed by the membership of SACRE in accordance with the voting arrangements under 13 above. In the absence of the Chairperson *and Vice-Chairperson* from a meeting, a Chairperson pro tem shall be appointed from amongst the LA representatives there present.

Clerk

21. The Assistant Director Communities (or their successor) of The Herefordshire Council shall be the Clerk of SACRE. The Clerk may nominate an officer from Democratic Services to represent them at meetings.

Rights of Press and Public to attend meetings

22. In accordance with the statutory requirements of the Religious Education (Meetings of Local Conferences and Councils) Regulations 1994 (SI1994 No 1304), the Education Act 1996 and associated regulations, the press and public will be entitled to attend meetings of the Council, but may be excluded from the meeting during the consideration of items containing information capable of being treated as exempt information if meetings of SACRE were meetings of a local Authority. At the beginning of each meeting, for up to half an hour, members of the public will have an opportunity to receive answers to any pre-received written questions they have submitted to the Clerk.

Further Guidance

- 23 Further guidance on the constitution and administration of a SACRE can be found in the Department for Children, schools and families publication 'Religious education in English schools: Non-statutory guidance 2010' or any subsequent publication.