

Agenda

Standing advisory council for religious education (SACRE)

Date: **Friday 19 November 2021**

Time: **2.00 pm**

Place: **Conference Suite, Herefordshire Council Offices,
Plough Lane, Hereford HR4 0LE**

Notes: Please note the time, date and venue of the meeting. Please access the following link for the live webcast of the meeting:
<https://youtu.be/CLpZxPrLv2c>

For any further information please contact:

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

Membership

Group A	Mr Fawcett Canon Nugent Mrs Ault Ven. Choesang (Chairperson) Ms Stainer	Roman Catholic representative Free Church representative Baha'i faith representative Buddhist faith representative Quaker 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 (Vice Chairperson) Ms Westlake	Primary teacher representative Secondary teacher representative Co-optee
Group D	Councillor Harvey Councillor Hewitt Councillor Stone	

Agenda

		Pages
1.	<p>WELCOME TO NEW MEMBERS AND PRAYER</p> <p>To welcome new Members to SACRE and receive a prayer</p>	
2.	<p>APOLOGIES FOR ABSENCE</p> <p>To receive apologies for absence.</p>	
3.	<p>NAMED SUBSTITUTES (IF ANY)</p> <p>To receive details of Members nominated to attend the meeting in place of a Member of the Committee.</p>	
4.	<p>MINUTES</p> <p>To approve and sign the Minutes of the meeting held on 12 March 2021.</p>	7 - 10
5.	<p>RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)</p> <p>To answer any pre-received written questions from members of the public.</p>	
6.	<p>SACRE WORKING GROUP PROPOSAL - TO FOLLOW</p> <ul style="list-style-type: none"> - To consider the SACRE working group financial proposal and agree its presentation to the Schools Forum. – <i>to follow as a separate supplement</i> - To discuss the Chair’s vision for SACRE. 	
7.	<p>DRAFT SACRE ANNUAL REPORT FOR THE ACADEMIC YEAR SEPTEMBER 2020 - JULY 2021</p> <p>To comment and agree the SACRE Annual report for the academic year September 2020 – July 2021.</p>	11 - 18
8.	<p>PLANS FOR PROFESSIONAL DEVELOPMENT 2022</p> <p>To consider plans for further Continuous Professional Development (CPD) to support schools in implementing the syllabus this academic year.</p> <ul style="list-style-type: none"> - Report on Summer conferences - Proposals for 2022 Conferences - SACRE Member Training - Teacher Group Updates and Updates on visitors into schools - Diocese Training 	19 - 26
9.	<p>SACRE MEMBERSHIP</p> <p>To undertake a review of the membership of SACRE and consider additional members.</p> <ul style="list-style-type: none"> - Statement from Gloucestershire Humanist Representative. 	27 - 42
10.	<p>UPDATE ON ANY NEW RE INITIATIVES</p> <p>To consider recent national initiatives and their implications for the teaching</p>	43 - 46

of religious education in Herefordshire Schools including:

- Update on the worldviews project of the RE Council of England and Wales. The following video will be played at the meeting - [Nobody Stands Nowhere - Theos Think Tank - Understanding faith. Enriching society](#)
- Ofsted Research Review [RE Research Review](#)

11. ROUNDTABLE UPDATES

To receive any updates on religious education in Herefordshire from members of SACRE.

12. DATE OF NEXT MEETING

11 March 2022 at 2.00pm

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HEREFORDSHIRE COUNCIL

Herefordshire Council Offices, Plough Lane, Hereford HR4 0LE

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Minutes of the meeting of Standing advisory council for religious education (SACRE) held at Online meeting on Friday 12 March 2021 at 2.00 pm

Present: Mrs Ault, Mrs Barker, Mr Caldicott, Venerable Choesang, Mr Debenham, Mr Harrington, Cllr Harvey, Cllr Hewitt, Mrs Nugent, Cllr Stone and Ms Westlake

Officers: Strategic Finance Manager, School improvement advisor and Consultant to SACRE

9. APOLOGIES FOR ABSENCE

Apologies were received from Mr Burbidge and Mr Nicholas.

10. NAMED SUBSTITUTES (IF ANY)

There were no nominated substitutes.

11. MINUTES

RESOLVED: That the minutes of the meeting on 23 October 2020 are agreed as a correct record and signed by the chairperson.

12. RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)

No public questions received.

13. SACRE BUDGET 2021/22

SACRE received a report from the lead officer for SACRE to note the budget for 2021/22. The strategic finance manager, corporate services, introduced the report and explained that the funding for SACRE was agreed through the Schools Forum.

During the debate concern was expressed that SACRE may not be fulfilling its statutory obligations; SACRE only met twice a year and it was felt that additional funding should be sought to ensure one meeting each school term. The convening of a working group to consider if SACRE was compliant with statutory responsibilities and to make a proposal for additional funding was suggested. The proposal would be put to the Schools Forum to consider.

The Chairperson and Mr Caldicott would form part of the working group and a councillor would also participate. Any proposal produced by the working group would be considered at the autumn meeting of SACRE.

14. RE CONFERENCES

SACRE received an update from the RE Consultant concerning the syllabus launch and implementation training. The RE Consultant provided details of the number of schools

that had attended the event and the number accessing the recording following the launch and training.

The RE Consultant outlined plans for the primary conference that would take place in June. The conference would be an online event and was to be undertaken in conjunction with Worcestershire. It was explained that the conference would ensure a more formal process for the provision of feedback to guide the content of the following years conference.

The RE Consultant explained that the secondary conference would also be conducted online and Gloucestershire had invited Herefordshire and Worcestershire to join its arrangements. SACRE indicated it was content to join Gloucestershire's arrangements.

The SEN conference was raised and it was confirmed that due to difficulties with the pandemic arrangements had been delayed. It was hoped that the conference would take place later in the year.

15. UPDATE ON ANY NEW RE INITIATIVES

The RE Consultant introduced the updates on new RE Initiatives and provided an update on the worldviews project of the RE Council of England and Wales. It was requested that further detail of the project was provided at the next meeting. It was also requested that Neville Meredith, Community Cohesion Officer, attend the next meeting of SACRE to talk about the work he is undertaking.

16. SACRE MEMBERSHIP

SACRE considered a report by the Clerk to the Committee concerning the membership of SACRE.

The position of a representative of other faiths as a whole was raised and whether it should be retained in Group A.

The details of religious identification in Herefordshire from the previous census in 2011 were considered out of date and details from the 2021 census would help SACRE determine appropriate representatives on its membership. The results of the 2021 census would not however be known until 2023.

The potential inclusion of a Humanist representative on SACRE was discussed and the proportion of SACREs across England and Wales with such a representative. The Humanist representative on Gloucestershire SACRE was raised and the non-religious perspective provided on the committee. It was commented that Humanism represented one part of the much broader non-religious worldview.

The growth of the Monrovia Church in Ledbury and the role of the Free Church representative on Group A to represent Christian denominations beyond the Church of England and Roman Catholic was discussed.

Consideration of the SACRE constitution as a whole, including the membership, would take place at the next meeting. Any changes to the membership could be deferred until the next meeting.

17. CHANGES TO THE SACRE ANNUAL REPORT

There was a discussion regarding the production of a periodic newsletter from SACRE for circulation to schools which would provide a link between the committee and teachers. It was suggested that the newsletter would include: the updates on new RE initiatives; information from NATRE; and a competition. It was commented that it would be useful if an element of the newsletter could be for children. Ms Westlake would work with Mrs Ault and the Chairperson to produce the initial edition and in future other members of SACRE could submit material for inclusion.

The Lead Officer for SACRE explained that a link to the newsletter could be provided in Spotlight.

18. ROUNDTABLE UPDATES

Ms Westlake explained that a listing of individuals who could work with schools in the provision of RE teaching had been compiled and would be circulated following the meeting. The Lead Officer for SACRE explained that it was important that detail was included in the guide that schools were responsible for assessing the suitability of visitors.

Mr Harrington provided an update on the work of the Diocesan Education Authority in respect of RE.

The Chairperson explained that ahead of the next meeting of SACRE there would be a 1 hour training session.

19. MEETING DATES - 2021-2022

The proposed dates for meetings of SACRE in 2021/22 were noted. It was commented that the proposed meeting date in October conflicted with the autumn half term break. The timing of the meeting would be checked and moved if necessary.

The meeting ended at 4.14 pm

Chairperson



Title of report: Draft SACRE Annual Report for the Academic Year September 2020 – July 2021

Meeting: Standing advisory council for religious education (SACRE)

Meeting date: Friday 19 November 2021

Report by: RE Consultant

Classification

Open

Decision type

This is not an executive decision

Wards affected

(All Wards);

Purpose and summary

To approve the draft SACRE Annual Report for the academic year September 2020 to July 2021. The report covers those areas of work undertaken by SACRE during the year including the Religious Education (RE) conferences for primary and secondary schools.

Recommendation(s) – That:

- (a) subject to any comments by SACRE, the SACRE Annual Report 2020/21 be approved: and
- (b) the clerk to SACRE be authorised to finalise the document to take account of any comments by SACRE and final proof reading, and to publish/circulate the report as necessary.

Alternative options

1. The broad role of SACRE is to support the effective provision of Religious Education and collective worship in schools. This report enables SACRE to fulfil this role therefore no alternative options are proposed.

Key considerations

2. There is a duty for SACRE to publish an annual report, ideally by the 31st December each calendar year but if necessary in the following calendar year. The report must be sent to the Secretary of State for Education as well as to key partners, including schools, teacher training institutions, libraries and councillors including the cabinet member for Children and Families.
3. The annual report should report on the work of SACRE and actions taken by its representative groups, specifying any matters on which it has advised the LA, broadly describe the nature of that advice, and set out reasons for offering advice on matters not referred to it by the LA (Section 391(6) and (7), Education Act 1996).

Community impact

4. In accordance with the adopted code of corporate governance, Herefordshire Council must ensure that those making decisions and delivering services are accountable for them. To support effective accountability the council is committed to reporting on actions completed and outcomes achieved, and ensuring stakeholders are able to understand and respond as the council plans and carries out its activities in a transparent manner. The provision of an annual report assists in maintaining transparency and an understanding of where the focus for improvement should be.

Equality duty

5. 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.
6. 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 council on its arrangements

for religious education. The provision of Religious Education and collective worship seeks to increase understanding and tolerance of all religions in local communities.

Resource implications

7. There are no resource implications involved in the production and consideration of this report. There is no cost associated with the production of the annual report which will be published and circulated electronically.
8. If there are any resource implications of actions identified in the annual report the intention is that these will be met within the existing budget for SACRE.

Legal implications

9. Section 390 of the Education Act 1996 requires the 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.
10. SACRE's main function is to advise the council upon matters connected with religious worship in schools for which the council has responsibility and with the religious education to be given in accordance with an agreed syllabus. Under Section 391(6) and (7), Education Act 1996, SACRE is required to publish a report each year as to the exercise of its functions and any action taken by representative groups on the council.

Risk management

11. No risks were identified in the production of this report.

Consultees

12. None

Appendices

Appendix – draft SACRE Annual Report 2020/21

Background papers

None

Please include a glossary of terms, abbreviations and acronyms used in this report.

LA – Local Authority

RE – Religious Education

SACRE – Standing Advisory Council for Religious Education

Herefordshire
Standing Advisory Council on
Religious Education
(SACRE)

SACRE Annual Report
for the Academic Year 2020/21

Herefordshire SACRE Annual Report 2020-2021

1 Overview

The Standing Advisory Council on Religious Education (SACRE) is a statutory body set up to advise the Local Authority on matters related to religious education and collective worship. Its members are drawn from teachers, Local Authority representatives including Councillors, faith representatives from the Church of England and a range of Christian denominations, and representatives from other religious and non-religious groups represented in the region.

SACRE's key functions include monitoring the provision and quality of RE, and providing advice and support on the effective teaching of RE in accordance with the agreed syllabus. This includes advice on methods of teaching, choice of teaching material and provision of teacher training. This is primarily done through the review and implementation of the locally agreed syllabus, a process which is required every five years. This is followed by on-going monitoring of its effectiveness in the light of changing national education policy.

Herefordshire County Council supports SACRE with an annual budget of £5000. This covers the cost of the support from RE Today Services, who have supported Herefordshire SACRE for over a decade, and 20% of it accumulates to cover the cost of agreed syllabus renewals every five years.

SACRE endeavours to offer maximum support to schools through its use of conferences and network meetings. However, it still functions with only two SACRE meetings a year. This year, both meetings were held online on Friday 23 October 2020 and Friday 12 March 2021.

The Local Authority officer is Alison Naylor, Head of Learning and Achievement.

2 Supporting RE in Herefordshire

The key work of SACRE this year has been supporting the delivery of the new Herefordshire Agreed Syllabus for RE 2020-2025. However, the year has continued to be dominated by the impact of the Covid-19 pandemic. The launch of the agreed syllabus in summer 2020 was disrupted by the pandemic, with the syllabus and a video introduction being made available to all schools, in place of the launch conference. An additional online conference was put in place in December 2020 to support schools with the implementation of the syllabus (see below).

3 Agreed Syllabus for RE 2020-2025

The revised agreed syllabus was distributed to schools in summer 2020, along with access to a recorded webinar introducing the syllabus, made available to all schools who registered to receive it. 72 out of 80 schools had registered by mid-Sept 2020.

SACRE planned an additional conference on Wednesday 2nd December 2020 to support schools with implementation. 32 teachers attended the online training, and all received recordings of the training, along with six teachers unable to attend on the day.

4 Support for teachers

Primary conference 2021

Herefordshire SACRE joined with Worcestershire for the summer primary conference, 15 June 2021. This was held online, with 109 teachers attending in all, 36 of whom were from Herefordshire. The conference supported schools in implementing the new agreed syllabus. It was led by Fiona Moss and Stephen Pett, national advisers from RE Today, and included sessions on:

- Ofsted and RE
- Teaching about Muslims and Hindus
- RE and climate justice
- Multidisciplinary RE

72% of delegates rated the conference as excellent value, the rest saying it was good value. Some people found the online experience was not ideal, but most delegates welcomed the access it gave. Representative feedback comments include:

- *Very informative with an excellent balance of useful resources and up to date information about the subject.*
- *Really liked it virtually as it cut down on travel and I was able to focus on what was being said. I also feel the sessions were timed excellently.*
- *Ofsted updates really useful as we are a small school and don't always know what is changing*
- *An excellent day. I became subject lead 5 years ago and joined NATRE. I have to say all the courses that I've attended with you and the resources have been top-notch*
- *It was very informative and provided lots of excellent work to support our I, I & I for Ofsted but also some different activities to support classroom teaching and learning - fabulous day all round. Thank you*
- *A very well-presented day with surprisingly slick use of technology which was a breath of fresh air! Very good content and useful resources. I did feel that much was aimed at KS2 (upper) so would have been good to have explored more about how this fits best with younger children.*
- *The day flew by, which was amazing, considering being on zoom all day. So many brilliant resources and ideas for teaching.*
- *All sessions were really beneficial especially the practical ideas in the second session and the III Ofsted guidance. It was really useful to see which units the resources/ideas could be linked with. Thank you.*
- *Great to have so many ideas for exciting RE practice. Appreciate the breakout rooms, enables interaction and comparison of what's happening in other schools.*
- *Really useful feedback on the new syllabus and very up to date with the latest Ofsted framework*

Secondary conference 2021

The annual secondary conference saw the three counties of Herefordshire, Worcestershire and Gloucestershire join together once again. Held online on 25 June 2021, the conference was attended by 22 teachers. 90% rated the conference as excellent, and 10% as good. Led by Lat Blaylock and Stephen Pett, national advisers from RE Today, the programme included:

- Anti-racist RE
- Multidisciplinary RE
- Picturing Islam, Picturing Muslims
- TeachMeet (local teachers)

Teachers were positive about the day and clear about actions they would take as a result. Representative comments include the following:

- *Although very different - zoom! - still a fantastic day. As always I feel refreshed and positive about the future of RE. The ideas and topics were excellent and I will definitely be using many of the activities.*
- *I was surprised how close it came to the joy of attending a face to face conference. Lots of fantastic and inspiring ideas. Thank you both.*
- *As always, fantastic resources, ideas and new perspectives to explore. This conference reinvigorates me and at the end of this year, that has been especially needed! I particularly enjoyed the Anti-racist RS session. Thanks to all involved, brilliant.*
- *Wonderful day- great resources and really user friendly ideas. Marvellous.*
- *Very well run, professional, friendly and incredibly useful. I will be using so much from this day as inspiration!*
- *I can actually use all the ideas and resources in the classroom!*

- *Great resources and ideas - many of these I plan to use in my own teaching. Thank you. Inspiring- it made me rethink my plans and critically examine my thinking on Islam*
- *I plan to try and incorporate virtually every element into my teaching practice as/when the need arises. I know that's vague, but I'm not sure what my teaching load is next year yet.*
- *I will be reviewing my curriculum with a critical eye to ensure it continues to evolve.*
- *[Actions to follow] So much! Tweaking existing SOL but also inspired to move forward on our multi-disciplinary approach!*

5 Local groups and other CPD

Marlbrook Primary School hosted a NATRE local group on 2020/2021. ...

[awaiting information from Tracy Westlake]

Diocese of Hereford support for RE

The Diocese Board of Education provides online training and consultancy for RE throughout the year, which has included:

- Creative RE courses with local faith leaders exploring the core beliefs of each religion. (Islam, Hinduism and Judaism)
- Understanding Christianity training including 'Refresher teacher training' for schools already using the scheme
- RE subject leader training
- SIAMS RE Training
- Curriculum Design support for schools
- Networks for RE leads
- Support for churches helping with RE
- Link Governor for RE briefings
- INSET for RE teaching strategies, Introducing Worldviews, and Developing Spirituality for your School

Understanding Christianity

Two cohorts of primary schools have attended Understanding Christianity training from RE Today in 2020-2021, with eight schools in each cohort.

6 Exam results summer 2021

Due to the pandemic, GCSE and A level exams were cancelled this summer. Instead, centre assessed grades (CAG) were awarded to pupils who sat GCSE and A level RS this year. However, in line with DFE guidance, these should not be used for analysis so there is no examination data to report on.

Venerable Tsultrim Tenzin Choesang
Chair of SACRE
November 2021

**Herefordshire and Worcestershire SACRE Primary Conference 15 June
2021 Evaluations: 109 attendees; 64 evaluation forms back**

	excellent	good	satisfactory
Session 1: Ofsted and RE [63 evaluations]	81%	17%	2%
Session 2: Teaching about Muslims and Hindus [61]	67%	31%	2%
Session 3: RE and climate justice [59]	63%	29%	8%
Session 4: Multidisciplinary RE [62]	46%	48%	6%
Session 5: RE updated [62]	56%	39%	5%
Overall value of the conference [64]	72%	28%	

Any comments on the conference?

- Very informative with an excellent balance of useful resources and up to date information about the subject.
- Really liked it virtually as it cut down on travel and I was able to focus on what was being said. I also feel the sessions were timed excellently.
- Ofsted updates really useful as we are a small school and dont always know what is changing
- An excellent day. I became subject lead 5 years ago and joined NATRE. I have to say all the courses that I've attended with you and the resources have been top- notch
- It was very informative and provided lots of excellent work to support our I, I & I for Ofsted but also some different activities to support classroom teaching and learning - fabulous day all round. Thank you
- Really enjoyed the day. Felt the organisation was good - 1hr sessions worked well and kept the day moving. Glad we did the Ofsted one first! And Fiona delivered this and in a clear and achievable way - I didn't come away feeling too panicked! I enjoyed the interactive elements and I particularly enjoyed the sessions lead by Stephen - he's an engaging speaker, had a good mix of listening and doing in his sessions and he provided some useful and realistic strategies to try out when back in school. Overall a fab day!
- The resources and knowledge you have shared have been invaluable.
- Really good day! Thank you so much!
- Really useful and some thought provoking points made. Need to think how it can be made accessible for KS1 & EYFS.
- A very well presented day with surprisingly slick use of technology which was a breath of fresh air! Very good content and useful resources. I did feel that much was aimed at KS2 (upper) so would have been good to have explored more about how this fits best with younger children.
- Thank you for making this possible online!
- The day flew by, which was amazing, considering being on zoom all day. So many brilliant resources and ideas for teaching.
- It was a long day! But it was a really good informative day
- All sessions were really beneficial especially the practical ideas in the second session and the III Ofsted guidance. It was really useful to see which units the resources/ideas could be linked with. Thank you.
- Great to have so many ideas for exciting RE practice. Appreciate the break out rooms, enables interaction and comparison of what's happening in other schools.
- Thank you so much for sharing your very practical teaching ideas. OFSTED updates always gratefully received:)
- Good presentations - some sessions quite long - 45 minutes might be better
- Having it broken up into hour sessions helped with staying focused and kept it pacy. Talkers were easy to follow. Good updates and details of local contacts were useful!
- Really useful feedback on the new syllabus and very up to date with the latest Ofsted framework

- I was very impressed with the structure and content of the sessions today. This mornings one, on ofsted, was particularly helpful and was interesting to have some top tips for teaching the other faiths and linking Re to climate change too.
- Very informative. Lots of new information acquired, but don't feel overloaded. A great balance between practical ideas and content - i'm looking forward to trying them out in the classroom. Having hour sessions with sufficient breaks worked well and timings were adhered to. A really well organised, informative and inspiring course - thank you.
- Once again, an excellent and expert presentation by Stephen and Fiona. Highly relevant for where we are today and moving forward. Rich, well resourced and a wealth of teaching strategies to support the learning of RE, but can also be used in other curriculum areas. A HUGE thank you!
- I found the climate justice session really interesting! Also lots of great practical activities to take back to the classroom throughout the training.

Points to note for next year:

- *Really good conference as usual even though it has had to be delivered via zoom this year*
- *very well put together, did lose some people at lunchtime in our breakout groups as they were in school and lunch times don't always align. There were only two of us on screen the others being muted and not responding to messages, till one reappeared. Maybe not go to breakout rooms from 12pm just in case for future conferences or use the permission to join to weed out those not actually sat at their laptop for those times.*
- *I am a reception teacher and I found much of the content beyond the year that I teach. The breakout rooms were mostly inaccessible to me due to this reason too. I felt I could not participate as I lacked knowledge of key stage 2.*
- *Useful information although it was difficult to access the activities within the break out groups.*
- *Lots of the activities were good but seemed more ks3 appropriate.*
- *The afternoon sessions were a lot to take in - It is difficult to maintain focus on zoom for that length of time. The breaks were very welcome!*

Actions you will take to follow up from this conference:

- Re writing my statement of intent. Feedback to staff on each workshop. Sharing of resources indicated. Particular focus on 'global climate justice' which we are just at the start of.
- Delivering a staff meeting on RE Rewriting RE rolling programme for whole school
- Review RE action plan. Feedback visual use ideas to staff and give them a try.
- Look into expanding the RE resources appropriate for the EYFS. Increase the RE coverage so I hit the 1 hour a week target. This of course takes time away from other areas of learning. It's a juggling act.
- Look into purchasing some of the resources used/mentioned during the course. Try out some of the different activities mentioned.
- Updating LTP for RE Using more visual arts material in RE
- Share good practice with colleagues and check I have what is needed for Ofsted.
- Share in CPD in department meeting and build ideas in our lessons. Also useful for interviews with the dreaded Big O ...
- We liked the worldview approach. Sourcing photo resources for different religions. Using different assessment tools
- Review I, I & I and do some pupil, staff and parent voice about what RE means to them.
- I will definitely be using the term worldview far more often. Consider how I use images in the classroom, and trial some different approaches. More emphasis on the knowing more remembering more, and will try out some of the short activities suggested. Create a vocabulary definition sheet for staff and students, so we can all be more confident using the correct language.
- Ensure the intent of our curriculum is even more clear to all within school. Share resources with other member of staff who are involved in teaching RE.
- Checking all of our paperwork to ensure we are 'OFSTED ready'. Feedback to staff across our two schools and passing on the great teaching ideas from the day. Also looking forward to some of the new ideas for the future.

- Looking at the OFSTED and implementing these over time. Using the techniques mentioned in the Muslim and Hindu section and applying these to other religions. Talking about World view.
- Have a review of the syllabus and how activities could be planned into certain units to look at World views.
- Review the publications outlined and digest myself before passing on main messages to staff and putting into my RE action plan.
- I have only recently taken up leading in RE in a new school and the subject needs a lot of support. This conference was a great place to start and has given me lots to think about and some great resources and ideas to enthuse and empower staff who do not yet feel confident to deliver the subject.
- Prepping resources together to relay all back to staff tomorrow at our staff meeting.
- I will be looking at our curriculum map. There will be a big change in the resources we use-more art! Also will be looking to rename RE to RW for Religion and Worldviews.
- What do the children think the impact of RE is. Looking at the long term curriculum. Sharing the excellent teaching ideas with staff.
- Join NATRE Discuss renaming Ethics to Religion and Worldviews Purchase photopacks Contact our feeder schools
- Investigate knowledge organisers. More world views and courageous advocacy
- Feed back to the R.E dept. Adjust sow to include any new resources/ concepts.
- Showing staff the worldview video clip.
- Will look at our impact statement in detail. Lots of interesting ideas
- Lots to share with staff - really practical ideas to make RE interesting and memorable for the children. Will definitely hold a meeting to share all of this and set up a resource area. Most probably will join Natre too.
- I can't wait to share ideas with staff through whole school inset. Helpful for me as RE lead to have guidance on Ofsted report.
- Discuss Ofsted and RE with RE Lead. Apply some ideas to the next unit for UKS2 - Muslims in Britain. Talk to RE Lead about multidisciplinary RE. Ask if we can join NATRE.
- Revise my long term plan for singular faiths to mixed by the end of the year. Look into joining NATRE and purchasing Big World and Big Ideas. Investigate school resources. Share online resources with school.
- Hope to use practical activities with pupils. Will share learning with staff teaching RE.
- Introducing Worldview to the staff as a different lens to use to support RE teaching. A huge list activities, lessons and learning opportunities.
- Share information about Ofsted with SLT. Feedback some of the ideas to staff during staff meeting next week.
- Possibly join NATRE
- Reflecting on how to use retrieval practice more in RE
- Addition of RE and climate justice with my Y7 group leading on from inspirational people and charity topic Consideration of how to add some of the ideas shared into the curriculum next year (eg. using jamboard for hwk tasks - particularly in philosophy topic)
- Staff meetings to follow up on Intent of RE curriculum so all staff are clear on curriculum implementation
- Go through the handouts again at my own pace in order to fully take in all of the information and knowledge gained from the day.
- I will speak to my SLT about running a CPD session for all staff
- Make sure that I am deep dive ready
- 'To do' list following the first session with Fiona Moss regarding LTP organisation and intent, implementation, impact etc, including having pupil conversations about their understanding of RE and its importance. Try out the range of strategies and activities suggested in all workshops. Look into the art competition, if not this year then definitely next academic year. Talk to HT about session regarding climate justice (this is something she has already started to consider). Look into purchasing/signing up to NATRE resources.
- Will definitely involve our whole school in a Climate Justice initiative and lead an INSET sharing the amazing teaching strategies to give further confidence in RE teaching at Whittington. Will also invest in the publications that support the multidisciplinary approach.

Suggestions for future training/support in Herefordshire and Worcestershire:

- Assessment and ways of tracking that is quick, easy but meaningful
- How to assess impact in a useful and meaningful way, especially with an Ofsted in mind.

- RE in the EYFS specific course.
- Ideas for foundation stage and KS1 RE

- More small schools support
- Carry on doing what you are doing. Joining a new local NATRE group this Saturday. Thank you all.
- Keep us posted with developments in RE Curriculum and continued support on teaching suggestions

- More key stage 1/2 resources to use in the classroom would be good. More creative ways to approach/resources to use for a specific unit that you could then adapt and develop for the others.
- Planning units for the different key questions and LT coverage plans to support different schools' class structures etc...
- This was a really useful day, and I would love a similar setup next year!
- It would be good to have more of the resources etc. that were outlined for Herefordshire in Worcestershire.
- Knowledge organisers!

- Post Covid- RE visit days. Is there a team of people who can arrange visits to multiple places of worship for schools to buy into?
- Lists of people and places to visit for Worcestershire/Birmingham schools. Further training on very practical ideas and resources. Thank you!

- I'm keen to be more involved with networks as a relatively new coordinator.
- I would love to know more about the local groups as I feel quite isolated as a passionate RE teacher in a school with a lot of pushback!

**Three Counties Secondary Conference 25 June 2021
Evaluations: 22 attendees, 19 evaluation responses**

	excellent	good	satisfactory
Session 1: Anti-racist RE [19 evaluations]	100%		
Session 2: Multidisciplinary RE [17]	82%	18%	
Session 3: Picturing Islam, Picturing Muslims [19]	95%	5%	
Session 4: TeachMeet [14]	57%	43%	
Overall value of the conference	90%	10%	

Any comments on the conference?

- Although very different - zoom! - still a fantastic day. As always I feel refreshed and positive about the future of RE. The ideas and topics were excellent and I will definitely be using many of the activities.
- A good conference, thank you. I especially appreciated the nuance Lat gave to the anti-racist RE workshop in light of recent public criticisms. My only issue was duplication; for whatever reason, I've already sat through large parts of all the workshops, which made them less interesting. One suggestion for improvement would be to have someone lead each breakout room's discussion to make things more directed and less awkward. Also, I personally didn't find the teach meet helpful, but I appreciate this is subjective to a degree.
- I was surprised how close it came to the joy of attending a face to face conference. Lots of fantastic and inspiring ideas. Thank you both.
- As always, fantastic resources, ideas and new perspectives to explore. This conference reinvigorates me and at the end of this year, that has been especially needed! I particularly enjoyed the Anti-racist RS session. Thanks to all involved, brilliant.
- Interesting range of topics, very well hosted.
- Good useful and practical resources.
- Wonderful day- great resources and really user friendly ideas. Marvellous.
- Even though I've seen Lat's picturing Islam before at strictly in London, seeing it with fresh ideas and eyes (plus new content) was great.
- Love the approach where schools buy the day and can all get involved!
- Very well run, professional, friendly and incredibly useful. I will be using so much from this day as inspiration!
- I can actually use all the ideas and resources in the classroom!
- I really enjoyed the Anti- Racism session and will be implementing a lot I have learnt from today into my Programmes of Study.
- Even though we couldn't meet in person, it was still so lovely to catch up with everyone again.
- Great resources and ideas - many of these I plan to use in my own teaching. Thank you.
- Inspiring- it made me re think my plans and critically examine my thinking on Islam

Actions you will take to follow up from this conference:

- Look closely at the Yr 7 SOW to include ideas, followed by Yr 8 and Yr 9 looking for ways to improve the whole journey of RE in KS3.
- I plan to try and incorporate virtually every element into my teaching practice as/when the need arises. I know that's vague, but I'm not sure what my teaching load is next year yet.
- It makes me sad that I will no longer be able to put the ideas into practice as I am retiring.
- I am going to talk to my HOD about working as many of these ideas, especially from anti-racist RE session into our schemes of work and presenting these to the department so we all have space to consider how this will look in our lessons.

- Reviewing KS3 curriculum.
- Try to use new and refreshing resources.
- I will be reviewing my curriculum with a critical eye to ensure it continues to evolve.
- working with the three secondaries to help them more [Diocesan adviser].
- So much! Tweaking existing SOL but also inspired to move forward on our multi-disciplinary approach!
- Revisit my current planning to incorporate and update some ideas. Consider where to best put some of the anti racist RE resources and ideas. To ensure I have more opportunities within lessons for pupils to reflect.
- Adding resources to the lessons. Feeling inspired after this!
- I will be writing a new POS for year 9 based on anti-racism.
- Will use being a theologian for a day, and definitely MLK nine dreams resource. Will revisit my yr11 9/11 tutor time activities
- Implement materials into existing units covered in our school.
- New unit on religious responses and attitudes to racism
- Spend time considering how and where to utilise the wealth of resources offered!

Suggestions for future training/support in Gloucestershire, Herefordshire and Worcestershire:

- none at the moment
- More, please! Thank you so much :)
- Can we have a similar session for Hinduism/ Buddhism going forward?

Herefordshire SACRE conferences 2022

<p>Proposed Herefordshire primary conference</p> <p>Monday 4 July</p> <p>Adam Robertson and Stephen Pett</p> <p>Possible topics for keynote and workshops:</p> <ul style="list-style-type: none">• ‘Ways of knowing’ in RE: what Ofsted means, why it matters, and how to do it in the primary classroom• Teaching about Hindus in KS2• Tools for unlocking text, art, ritual and belief• Opening up texts and stories with 5-11s• What are worldviews and how do they transform the RE classroom?	<p>Worcestershire primary conference</p> <p>Wed 22 June</p> <p>Fiona Moss and Stephen Pett</p> <p>Possible topics for keynote and workshops:</p> <ul style="list-style-type: none">• ‘Ways of knowing’ in RE: what Ofsted means, why it matters, and how to do it in the primary classroom• Knowledge-rich strategies for improving progression• Teaching about Muslims and Jewish people in KS1• Teaching about Hindus in KS2• RE, learning and the brain: helping pupils to learn lots and remember more• What are worldviews and how do they transform the RE classroom?
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Questions to address:

- in-person or online?
- if online, do we pair up with Worcestershire again?
- if in-person, possible venue?

Proposed Three Counties Secondary conference

Thurs 23 June

Venue: Puckrup Hall Hotel (backup online)

Sessions selected from:

- Deeper thinking in Islam: contexts and case studies
- Exploring and handling the diversity of non-religious worldviews
- Religion and worldviews: a new approach in RE?
- Ways of knowing: multidisciplinary approaches
- Ways of knowing: getting pupils into texts
- RE, learning and the brain: helping pupils to learn lots and remember more

Title of report: SACRE membership

Meeting: Standing advisory council for religious education (SACRE)

Meeting date: Friday 19 November 2021

Report by: Democratic services officer

Classification

Open

Decision type

This is not an executive decision

Wards affected

(All Wards);

Purpose

To undertake a review of the membership of SACRE and consider additional members.

Recommendation(s)

That: SACRE reviews its constitution and membership and recommends any changes to its representatives.

Alternative options

1. SACRE could choose not to consider its current membership however it was requested at the October 2020 meeting and then deferred at the March 2021 meeting for consideration at the current meeting.

Key considerations

2. Under Section 390(4) of the Education Act 1996, the SACRE must include persons appointed by the Local Authority to represent respectively the following groups–
 - A. such Christian denominations and other religions and denominations of such religions as, in the opinion of the Local Authority, 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 Authority (LA).
3. In accordance with the requirements of Section 390(4), the membership of the SACRE for Herefordshire currently 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 religion.
 One representative of the Quaker religion.
- 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 Authority representatives.
4. The Membership of SACRE comprises 20 members. There are six existing vacancies. The current membership and the existing vacancies are listed in full in appendix 1 to the report.
5. At the meeting of SACRE on 23 October 2020 there was a discussion about the potential inclusion of a Humanist representative on the committee's membership. It was requested that detail of the number of SACREs in England and Wales with a Humanist representative was presented to the March 2021 meeting. Below is a link to the Humanists UK website which provides the latest information collated by Humanists UK of the appointment of Humanist representatives to SACREs in England and Wales. From the information provided 61 of the 173 SACREs listed do not currently have a humanist representative; this equates to approximately 65% of SACREs listed as having a humanist representative. It should be further noted that applications for membership from a humanist have been made to 8 of the SACREs listed that are currently not represented. This detail is available through the link below:
- <https://humanism.org.uk/education/sacres-and-ascs/sacre-reps-map/>,
6. At the meeting on 12 March 2021 SACRE discussed the potential inclusion of a Humanist representative on its membership and the proportion of SACREs across England and Wales with such a representative. The Humanist representative on Gloucestershire SACRE was raised and the non-religious perspective provided to Gloucestershire's SACRE. It was commented that Humanism represented one part of the much broader non-religious worldview. It was agreed at the March meeting that consideration of the SACRE constitution as a whole, including the membership, would take place at the next meeting with any changes to the membership deferred until this time. To enable the review agreed at the previous meeting

SACRE's latest membership is attached at appendix 1 and its constitution is attached at appendix 2.

7. To assist SACRE to consider the inclusion of a Humanist representative on its membership it was suggested at the March meeting that the representative currently on Gloucestershire SACRE be invited to this meeting to talk about how they contribute to and work with SACRE. Unfortunately the representative is unable to attend but has provided a written statement at appendix 4.
8. To also inform discussion of the membership of SACRE, detail of religious identification in Herefordshire is provided in appendix 3.

Community impact

9. 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 county plan ambition to strengthen communities to ensure that everyone lives well and safely together.
10. Ensuring that the membership of SACRE is kept up to date supports the council to uphold the principles in its adopted code of corporate governance.

Environmental Impact

11. Whilst this is a decision on back office functions and will have minimal environmental impacts, consideration has been made to minimise waste and resource use in line with the Council's Environmental Policy.

Equality duty

12. 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.
13. The public sector equality duty (specific duty) require 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 awareness of all religions in local communities. SACRE contributes to this duty by advising the LA on its arrangements for religious education.

Resource implications

14. There are no resource implications involved in the production and consideration of this report. Members of the Council attending SACRE do not get paid an allowance. Travel and subsistence expenses are only payable for meetings of SACRE outside Herefordshire.

Legal implications

15. Section 390 of the Education Act 1996 requires the council to constitute Standing Advisory Council for Religious Education (SACRE), to advise them on matters concerned with the provision of Religious Education and Collective Worship in community and foundation schools which do not have a religious character.

The Act sets out that SACRE shall consist of such groups of persons appointed by the council as representative groups are set out in section 390(4) and listed in paragraph 3 above.

16. Section 2.9.19 of Herefordshire Councils constitution provides for the establishment and membership of SACRE. The current membership groups are outlined in 2.9.21. Any change to the membership of this statutory committee will require a change to the constitution, this is reserved to full council. If this committee wishes to recommend changes to its membership then the audit and governance committee can consider the requested change to the constitution and recommend the change at the next council meeting.

Risk management

Risk / opportunity	Mitigation
Meetings of SACRE are not quorate, a representative from each of the four groups must be present at a meeting of SACRE to ensure quoracy.	The recommendations in this report mitigate against this by seeking to fill vacancies and thereby increase attendance at meetings.

Consultees

17. None

Appendices

- Appendix 1 – Current Membership and Existing Vacancies
- Appendix 2 – SACRE's constitution
- Appendix 3 – Demographics from Herefordshire
- Appendix 4 – Statement from Gloucestershire SACRE Humanist Representative

Background papers

None identified

Report Reviewers Used for appraising this report:

Please note this section must be completed before the report can be published		
Governance	John Coleman	Date 22/10/2021
Finance	Karen Morris	Date 19/10/2021
Legal	Angela Ugbesia	Date 08/11/2021
Communications	Luenne Featherstone	Date 19/10/2021
Equality Duty	Carol Trachonitis Head of Information Compliance and Equality	Date 20/10/2021
Risk	Kevin Lloyd	Date 08/11/2021
Approved by	Claire Ward	Date 09/11/2021

[Note: Please remember to overwrite or delete the guidance highlighted in grey]

Please include a glossary of terms, abbreviations and acronyms used in this report.

SACRE Membership and Current Vacancies (Updated October 2021)

Group (A)

One Roman Catholic representative (nominated by the Roman Catholic hierarchy)	Mr Fawcett
One Free Church representative (nominated by Churches together in Herefordshire)	Canon Nugent
One representative of other faiths as a whole	Vacancy
One representative of the Bahá'í faith	Mrs Ault
One representative of the Muslim faith	Vacancy
One representative of the Sikh faith	Vacancy
One representative of the Jewish faith	Vacancy
One representative of the Buddhist religion	Ven. Choesang
One representative of the Hindu faith	Vacancy
One representative of the Quaker faith	Ms Stanier

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

	Mr M Harrington
	Mr S Debenham
	Mr J Nicholas

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.

Primary	Mr B Caldicott
Secondary	Mrs L Barker
SEN	Vacancy
Co-optee	Ms T Westlake

Group (D) Three Herefordshire Council members as local education authority representatives

	Cllr Harvey
	Cllr Hewitt
	Cllr Stone

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 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.

E.5 The demographics of religion and belief in Herefordshire, the region and the nation

The 2011 Census information sets the demographic context for the county, the region and the nation. This will be updated with the 2021 Census, but these data still have relevance today. We intend to educate pupils for their current life, whether in a village, town or city, but also for a plural nation and a diverse world. The purpose of RE includes enabling pupils to be ready to live well in a wider world: the region, the nation, the global community.

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CENSUS 2011:	Population	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religion	No religion	No religion: Humanist	Religion not stated
Herefordshire	183,477	124,403	562	228	131	364	80	893	41,766	72	15,050
Shropshire	306,129	210,268	792	378	127	989	256	1,113	69,725	123	22,481
Worcestershire	566,169	382,240	1,268	1,145	355	7,466	1,413	2,061	131,861	172	38,360
Gloucestershire	596,984	379,144	1,772	2,222	539	5,741	449	2,940	159,496	211	44,681
Monmouthshire	91,323	57,101	269	162	65	239	47	391	26,018	43	7,031
Powys	132,976	82,120	567	324	80	235	49	798	37,050	67	11,753
West Midlands	2,736,460	1,471,780	9,119	59,768	3,060	332,684	116,715	15,181	554,152	469	174,001
Birmingham	1,073,045	494,358	4,780	22,362	2,205	234,411	32,376	5,646	206,821	219	70,086
Inner London	3,231,901	1,466,035	36,860	70,178	52,767	466,265	14,631	15,499	772,717	1,092	336,949
England	53,012,456	31,479,876	238,626	806,199	261,282	2,660,116	420,196	227,825	13,114,232	14,252	3,804,104
ENGLAND AND WALES	56,075,912	33,243,175	247,743	816,633	263,346	2,706,066	423,158	240,530	14,097,229	15,067	4,038,032

This table selects data for religious affiliation from the 2011 Census, providing a context for RE in Herefordshire and the surrounding region. We need RE that prepares young people for life in the village, county, region, nation and world. Diversity is not always evident in every part of the county or the region, but pupils might learn much from seeing this regional picture and understanding it. Some parts of the region are not as diverse as others, but the region still reflect a range of religious and non-religious worldviews.

Note that the British Social Attitudes Survey gives a different national picture. See their report for 2018, noting the changes over the past decades on p.5 of the report.

https://bsa.natcen.ac.uk/media/39293/1_bsa36_religion.pdf Note, however, that the BSA Survey and the Census ask different questions about religion, so the results are not immediately comparable.

Appendix 4 – statement from the Gloucestershire Humanist Representative

A note about my role on the SACRE in Gloucestershire:

I have been a member of Gloucestershire SACRE for approximately 2 years, taking over the position from another member of our group. I am an advisory member of SACRE and have no voting rights. During the time of my involvement there has not been a review of the curriculum so I have not yet been involved in that process.

The SACRE meet regularly, approximately every quarter to discuss RE learning in the county. Looking at the data for RE uptake, organising annual conference with workshops for teachers and also sharing and discussing learning ideas to support the curriculum. Very recently we have been discussing the possible future changes to the subject of RE to be more inclusive of ‘world views’ and what the phrase ‘world views’ means. My participation in these discussions has been from the perspective of someone who values freedom of thought, right to participate and a love of learning as well as from a humanist perspective. With my colleagues I am there to consider not only whether a broad and inclusive curriculum is being offered but also whether the support activities underpinning the curriculum is broad, inclusive and balanced. Suggestions can be made for future activities and supportive learning ideas and materials are shared. Very recently Humanists U.K. have released a new short video on finding meaning in life entitled ‘How can I be happy’. I will be sharing this with the group when we next meet (for example) as I think it is an accessible resource which can be used by teachers, furthermore the video discusses humanism from the perspective of what it is rather than what it is not (belief in God).

As a humanist, I am keen to see a move away from the traditional style of teaching humanism from the perspective of how it differs from the main religions preferring to see humanism taught with a focus on its core beliefs and values. I have that focus when reviewing supportive activities, resources and workshops and I am hoping to be involved in the next curriculum review to ensure humanism is included in the curriculum from this perspective.

*I hope this is helpful to your group.
Sarah Pinegar*

National RE Updates for Herefordshire SACRE

Autumn 2021

Research into public perception of an education in religion and worldviews

In summer 2021, Culham St Gabriel's Trust commissioned a survey to understand more about public perception of an education in religion and worldviews. The language used in the questions was chosen to try to avoid these misconceptions and to collect a more accurate set of data about what people thought about modern RE.

Some key findings:

Nearly two thirds (64%) of the UK adult population think that an education in religion and worldviews (or RE) is an important part of the school curriculum today, new research has revealed, with a further 65% agreeing that the subject has an impact on people's ability to understand each other in wider society.

Find out more here: [Research into public perception of an education in religion and worldviews \(natre.org.uk\)](#) and here for the [CSTG infographic](#).

How can SACRE capitalise on these findings to further improve RE provision in the LA?

Religious Studies: Public Examinations

Call for National Plan as Religious Studies GCSE entries fall

The number of pupils taking GCSE Religious Studies in England and Wales has fallen slightly in 2021, despite previously remaining stable since 2017. To safeguard the subject, the Religious Education Council of England and Wales and the National Association of Teachers of RE are calling for a National Plan, as recommended by the Commission on RE in 2018, to be funded by Government.

- In England, RS GCSE entries for the full course fell by 2.4 percent to 221,419 compared with 226,767 in 2020.
- Overall entries in England, including both full and short courses, fell by 3.4 percent to 237,091, compared with 245,544 in 2020.
- By comparison, GCSE entries to other humanities increased this year, with Geography entries up 4.1 percent to 274,715 and History up 0.8 percent to 286,706.

Hundreds more opt for Religious Studies at A-level in 2021

The number of Religious Studies A-level exam entries has increased 6.1 percent year on year. The subject outperformed other A-level subjects as a whole, which increased by 5.1 percent, with a greater increase than most other humanities subjects.

Read NATRE's full press release here: [A Level results media release FINAL v2 10-08-21.pdf \(natre.org.uk\)](#)

How do these figures compare with the picture in Herefordshire?

What action (if any) should SACRE be taking?

Inter Faith Week 2021

Inter Faith Week 2021 takes place from **14-21 November 2021**, led by The Inter Faith Network for the UK (IFN). Inter Faith Week is important for promoting mutual understanding and respect between those of different faiths and beliefs.

This year Inter Faith Week starts on Remembrance Sunday and ends the following Sunday. For details about the week, the best place to look is the [Inter Faith Week website](#) which contains a rich bank of resources for those wishing to hold events. A [new section](#) has been created for schools. It contains bespoke materials for both [Primary](#) and [Secondary](#) schools that are designed to support the delivery of a locally agreed syllabus. There is also a [Golden Rule](#) poster on eleven different faith traditions, to download for display in a classroom or meeting room.

SACREs are asked to register any Interfaith Week events here: www.interfaithweek.org/events/submit. For event ideas or further information, please contact Dr David Hampshire, Assistant Director of the Inter Faith Network, at david.hampshire@interfaith.org.uk.

Spirited Arts: NATRE's annual competition for creative RE

Once again, in the 17th year of its work, the Spirited Arts competition has had over 25,000 entries nationwide, and some stunning 2020 winners are available to view on the NATRE web gallery: www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2020/

The five themes for the next competition are also announced:

- “We have more in common than that which divides us.” (Jo Cox MP, in association with the Jo Cox Foundation)
- God's good earth? (“Beautiful World, wonderful God?) An environmental theme in RE
- Searching for God
- A view of the world. Connecting to current ideas about worldviews
- Celebrations: Big days and big ideas

NATRE are providing online recorded training about the competition and schemes of work for primary and secondary schools to use to engage with the opportunities. It runs for the full year till 31/7/22.

Here's the link: www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2021/

How could Herefordshire SACRE encourage our schools to take part in this?

Holocaust Memorial Day 2022

Holocaust Memorial Day is 27 January. SACREs, LAs and schools can find a wide variety of resources on the [Holocaust Memorial Day Trust \(HMDT\)](http://Holocaust Memorial Day Trust (HMDT) website) website. The Trust is keen to encourage schools to mark HMD, especially at a time when hate crime, intolerant/extremist views, anti-Semitism and anti-Muslim hate is increasing.

The Trust also commends Generation to Generation (G2G), a charity that provides speakers to tell their family Holocaust stories online or face-to-face to a variety of audiences. Through these engaging and historically accurate presentations, integrating first-hand survivor testimony, G2G works to ensure the lessons of the Holocaust are learned, promoting tolerance of all groups in society.

To consider how G2G can support SACRE or your schools and to book a speaker, visit www.generation2generation.org.uk or book onto a free introductory event for educators: www.generation2generation.org.uk/news/events/

How does SACRE support events such as Interfaith Week and Holocaust Memorial Day? Could we be doing more?

NEW2RE - A great opportunity for NEW Secondary RE teachers

For secondary Early Career Teachers from September 2021, NATRE's New2RE is the best support RE teachers can get.

For further information on the benefits of joining the programme as well as how to join click on this link: [NEW2RE - A great opportunity for NEW Secondary RE teachers \(natre.org.uk\)](http://NEW2RE - A great opportunity for NEW Secondary RE teachers (natre.org.uk))

How can SACRE raise awareness and support teachers with access to CPD and networking opportunities?

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

The Church of England Education Office (CEEO) has announced that SIAMS inspections will resume in the Autumn term 2021 (from 1st October 2021). SIAMS inspections were paused in March 2020. A new national team has been appointed to manage the restart and schedule inspections in the future. More information, including a list of schools likely to be inspected in the academic year 2021-2022, can be found here: [SIAMS Inspections | The Church of England](#) .

NASACRE News

NASACRE Annual AGM and Conference 2021 and 2022

2021 was NASACRE's first online conference with multiple speakers and 10 breakout rooms hosting over 200 delegates. The conference report can be found [here](#).

The 2022 AGM and Conference will be held at the **Macdonald Burlington Hotel, Birmingham, on Monday 23 May 2022**. Please put this in your diaries!

The theme is *Ambitious SACREs* and the NASACRE conference team is now beginning to pull the programme together. Thanks for all your suggestions about what you need from our training days to support your local work.

Westhill Awards 2021-22 - the Winners

Over the last fifteen years, the Westhill/NASACRE Awards have successfully given SACREs opportunities to enhance their capacity to generate high quality experiences in RE (and collective worship) for their schools.

This year, NASACRE again encouraged and invited individual SACREs (or SACREs in partnership) to apply for an award of up to £4,000.

Here are brief outlines of the winning bids:

Bromley SACRE - Pupils being made ready to pose 'big questions' to SACRE members relating to their faith, at an interfaith dialogue event promoting the aims of the new RE Agreed Syllabus.

Leeds SACRE in association with **Calderdale and Kirklees SACREs** - Creating a high quality film of a local synagogue, to enable pupils to visit it virtually, with supporting materials and options for live online sessions with representatives from the community.

Nottinghamshire SACRE - Pupils in Years 5/6 discovering the impact faith can have through exploring adherents' involvement in social projects, and then creating resources for use across the county.

Tameside SACRE - Training and accrediting educators from faith communities, allied with support to schools and resource materials, thus promoting more effective visits to faith centres.

Wolverhampton SACRE - Mounting two day-conferences for Secondary pupils, to develop teaching resources for exploring faith perspectives on diversity and racial equality.

NASACRE is running a free online session as part of their training programme on 6 December 2021, 7-8pm: How to apply for a WESTHILL/NASACRE Award

CPD and networking opportunities

Strictly RE 29 & 30 January 2022 – book now!

Strictly RE is back! NATRE will be hosting its national annual conference online for your convenience and peace of mind while still giving you everything you love about Strictly RE without having to leave your home.

Programme and booking form available here: www.natre.org.uk/courses-events/strictlyRE-2022/

BSA Socrel Chair's Response Day: Teaching Religion

This British Sociological Association SocRel (ie. Sociology of Religion) event will gather new ideas, experiences and critiques of the state of the teaching of religion in the UK today. It will take place on 12 November 2021 (10am–5:30pm) at University of Nottingham (on campus). Bookings are now open. Find out more here: [BSA SocRel Study Group Response Day - November 2021 \(britsoc.co.uk\)](https://britsoc.co.uk/bsa-socrel-study-group-response-day-november-2021)

#REChatUK twitter forum

Occurs the first Monday of every month in term time.

The next one is 1 December 2021: What do we mean by substantive and disciplinary knowledge in RE? Please save the date in your diary. You can view the timetable here: [#REchatUK \(natre.org.uk\)](https://natre.org.uk/#REchatUK)

Buddhist Resources: A request for help

Culham St Gabriels is asking for assistance from members of the Buddhist community with project to produce resources. A group of teachers and Buddhists who wish to translate their knowledge and experience in teaching Buddhism to children and teenagers into useful resources for others are asking people to fill in a [short survey](#) to find out what would be the most helpful. They are seeking to build a picture of the needs regarding Buddhism, from those working in the area of teaching religion and ethics in schools.

Resources

What's Your Worldview?

Here is a video clip to help teachers and leaders of RE understand the concept of 'worldview': [WHAT'S YOUR WORLDVIEW? \(QUIZ\) - YouTube](#)

Check out the REtoday Library website

This fantastic resource lets you explore all our REtoday magazine content on a searchable, indexed website. There is no quicker way for you to find inspiring, practical RE lesson ideas and more. NATRE members get **FREE** access to *Professional REflection* articles and can **SAVE £10** off the annual subscription. [Home » REtoday Online Library \(retodaylibrary.org.uk\)](https://retodaylibrary.org.uk)

Gender and Religion Today: School Resources

Woolf Institute has developed an online course, **Gender and Religion Today**, and related age-appropriate materials for teachers searching for new, accessible materials to support classroom teaching across UK national curriculum. The resources centre on a new series of short videos, offering a fresh way to teach and consider religion through the lens of gender.

Find more details here: <https://bit.ly/3moh6Yt>

Research for RE

RE:Online has had a bit of a refresh - check it out and access some of the latest research online. Don't miss 'Research of the Month' featuring a different piece of research each month. Visit the website: [Research of the Month - RE:ONLINE \(reonline.org.uk\)](https://reonline.org.uk)

Visiting a Mosque: a free resource for teachers

Teachers can now access the free online resource pack, *Visiting a Mosque*, by following this link: www.visitmymosque.org/for-re-teachers

The pack is intended to support and empower RE teachers in organising and delivering school visits to places of worship, such as mosques. There are signposts to "virtual" mosque tours included as an additional resource and to increase familiarity and confidence when organising in-person visits.