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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

10 NOVEMBER 2010

SUPPLEMENTARY PAPERS

**TO: ALL MEMBERS OF THE STANDING ADVISORY COUNCIL ON RELIGIOUS
EDUCATION**

The following papers were circulated at the above meeting.

Alison Sanders
Director of Corporate Services

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11. BRACKNELL FOREST SACRE'S ANNUAL REPORT 2009/10

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**Bracknell Forest
Standing Advisory Council
for
Religious Education
(SACRE)**

**BRACKNELL FOREST SACRE
ANNUAL REPORT
2009/2010**

CHAIRMAN'S FOREWORD AND EXECUTIVE SUMMARY

Gordon Anderson
Chairman

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Appendix D Joint SACREs Conference Report

1. Introduction

- 1.1 The Bracknell Forest SACRE has continued to meet regularly each term of the academic year 2009/2010: 10th November 2009, 10th March 2010 and 8th July 2010. All meetings, held at Easthampstead House and Easthampstead Park Education Centre, have been well attended with representation from the four constituent groups and co-opted members (See Appendix B). The practice of beginning each meeting with prayer or a time of reflection led by one of the members has continued.
- 1.2 Members of the SACRE have continued to be appreciative of Gordon Anderson's willingness to be re-elected as Chairman of the SACRE and the continuity of vision and purpose this brings to its work. They were similarly appreciative to Paula Ridgway for continuing as Deputy Chairman.
- 1.3 The SACRE was successful appointing new Roman Catholic and Sikh members both of whom attended a recruitment training course run by the National Association of SACREs (NASACRE). This course was also attended by Arfan Rashid, the Muslim representative. Councillor Alvin Finch joined as a new member of Group D. Upon retirement, Rev Michael Bentley who had for a long while represented the Free Churches, became a co-opted member of the SACRE and a nomination for a replacement Free Churches representative was sought. Consideration was given to the possibility of including a Humanist representative on the SACRE in response to a letter received from the British Humanist Association. Members recognised that as there had been no change in legislation relating to SACREs, which meant it continued to be inappropriate to include a Humanist in Group A. Co-option would be an alternative option but in Bracknell Forest this would necessitate a change in the existing SACRE constitution. No decision was made to make such a recommendation to the local authority.
- 1.4 Bracknell Forest SACRE Development Plan has driven the work of the SACRE. Full details can be found in Appendix C.
- 1.5 The SACRE received reports, articles and papers about RE in order to remain well informed about issues of local and national significance in the subject. In particular, members received and considered two key national documents: 'Religious education in English schools: Non-statutory guidance 2010' and 'Transforming RE' – Ofsted's report based on subject specific inspections of primary and secondary schools between 2006 and 2009. In addition, there was discussion, following its publication, of the revised primary curriculum which was later rejected by the new government. Consideration was also given to 'Faith and Belief in Action 2010', a document published by Bracknell Forest Voluntary Action. Members were alerted to the national celebration of religious education due to take place throughout March 2011 and the opportunity this provided for the creation of RE Trails in response to the Joint SACREs Conference in June.

2 Religious Education in Bracknell Forest

2.1 Locally Agreed Syllabus

- 2.1.1 The current locally agreed syllabus for religious education was published and launched in July 2006. It is available on the Bracknell Forest website. There was discussion about the need to review the syllabus again during the next academic year. After exploring possible options, members were unanimous in their support of a joint review with other unitary authorities with which Bracknell Forest currently shares a syllabus.

2.2 Standards in RE

2.2.1 Key Stages 1-3

The SACRE explored a number of possible ways of monitoring the provision and quality of RE in schools. These included the use of an online evaluation tool and self-evaluation afternoons for RE subject leaders supported by the associate consultant. Members favoured a combination of the two approaches but it was not possible during the year to make arrangements for the strategy to get underway.

2.2.2 GCSE and Advanced Level

GCSE Full Course

Information will be inserted when an analysis is available from Martin

Advanced Level

Information will be inserted when an analysis is available from Martin

2.3 Methods of Teaching, the choice of teaching materials, teacher training

2.3.1 *Termly meetings continue to be provided for primary RE co-ordinators. The format has been one of presentation followed by discussion. The aim of the sessions has been to provide practical advice and guidance on teaching a variety of aspects in religious education. In the past year sessions have focused on ?????????? developing knowledge of the religious artefacts which are available at the education centre.*

2.3.2 The brief paper first available last year, written by the Associate Consultant to the SACRE, providing guidance on the effective use of the locally agreed syllabus for religious education was placed on the Bracknell Forest website and sent in hard copy to each school.

2.3.3 The SACRE continued to monitor and support the development of the resources and artefacts collection that is kept at the Bracknell Forest Education Centre and loaned out to schools. Members were regularly updated with information about the extent to which the resources were borrowed and disappointment was expressed about the limited use made of them. There was discussion about the benefit of sharing resource information with Ranelagh School which has an additional loan collection of artefacts.

2.3.4 Rabbi Solomons reminded members of the SACRE that Reading Synagogue has a long-established and popular programme of days on which it welcomes school parties.

2.3.5 In association with the Anglican Diocese of Oxford, Bracknell Forest's education department highlights for schools the value of the resources published termly by RE Today and offers a discount subscription rate. An index of the contents of these resources, set out religion by religion, is available from Jo Fageant.

2.3.6 Teachers from Bracknell Forest had the opportunity to attend a course in December entitled, 'Respect through RE: How can Religious Education enable attitudes of respect and promote community cohesion?' led by Lat Blaylock of RE Today Services and organised by the Diocese of Oxford. It was agreed by all participants that this was an inspiring day.

2.3.7 Photographs of and information about the presentation of awards to Garth College students for the winning entries to a SACRE competition were included in the RE newsletter.

2.4 Complaints concerning RE

- 2.4.1 No complaints concerning RE have been referred to SACRE during 2009/2010.

3 Collective Worship

3.1 Monitoring Collective Worship

- 3.1.1 No information on the provision and quality of collective worship was passed from local authority advisers to the SACRE for discussion during the academic year 2009/2010.

3.2 Determinations

- 3.2.1 Bracknell Forest SACRE has received no applications for determinations during 2009/2010.

3.3 Complaints concerning collective worship

- 3.3.1 Bracknell Forest has received no complaints concerning collective worship during 2009/2010.

4 Links with other Bodies.

4.1 National

- 4.1.1 Bracknell Forest SACRE has continued its membership of the National Association of SACREs (NASACRE) though no one was able to attend the year's AGM. The SACRE's Associate Consultant continues to serve on the executive of NASACRE and was able to provide regular news updates.

4.2 Local

- 4.2.1 Several members of the SACRE attended a conference established for all the SACREs of the unitary authorities formerly part of Berkshire entitled, 'Walking the walk and talking the talk'. Paul Hopkins who is very involved with the *RE Trails* initiative, provided a lively and stimulating presentation. Delegates worked in SACRE groups to consider the possibilities for devising RE trails in their own areas. A full conference report can be found in Appendix D.
- 4.2.2 Members received a presentation from the Partnership Development Manager of Bracknell Forest Voluntary Action. He spoke about the Bracknell Forest *Faith and Belief in Action* project. The project aimed to bring together people of diverse faiths and beliefs to find common ground and a shared vision which would enhance the communities of the area. A mapping exercise of faiths and beliefs had been undertaken which provided interesting information about rates of regular worship attendance and activities undertaken by faith groups. Following a successful conference held in March, which was attended by the Deputy Chairman of the SACRE, a steering group was established with an ultimate goal of developing a faith and belief forum.

5 SACRE arrangements

5.1 Professional and administrative support

- 5.1.1 Bracknell Forest SACRE continued to be served by a Borough Council Committee Administrator. Curriculum support was provided by Martin Surrell, a local authority adviser and Jo Fageant an associate consultant. .

5.2 Finance

- 5.2.1 The SACRE budget allocation for the year of this report was £1,500 which was under half of the previous year's allocation. Concern was expressed by members at this cut.
- 5.2.2 The primary areas of expenditure for the year have been the continued expansion and maintenance of the resource and artefact collection, the work of the associate consultant and members' attendance at courses.

APPENDIX A

BRACKNELL FOREST STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

CONSTITUTION

The Standing Advisory Council on Religious Education (SACRE) is established in accordance with Section 11 of the Education Reform Act 1988 (as amended by Section 255 of the Education Act 1993) by Bracknell Forest Borough Council acting as Local Education Authority.

1. MEMBERSHIP STRUCTURE

The Authority shall appoint the members of the SACRE (other than co-opted members or any member representing grant maintained schools) so that they shall represent the following groups:

Group A Christian denominations and other religions

The Free Churches	3	
The Roman Catholic Church	2	
Buddhism	1	
Hinduism	1	
Islam	1	
Judaism	1	
Sikhism	1	
		Sub-total 10

<i>Group B The Church of England</i>	4	
		Sub-total 4

Group C Associations representing teachers

NUT	1	
NAS/UWT	1	
ATL	1	
PAT	1	
NAHT	1	
SHA	1	
		Sub-total 6

<i>Group D The Authority</i>	5	
		Sub-total 5

<i>Co-opted members – not more than</i>	2	
		Sub-total 2

Total 27

APPENDIX B

BRACKNELL FOREST STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

Membership and attendance record for the year 2009/2010

Group A	Christian denominations and other religions	(Attendance record)
	The Free Churches (3)	
a)	Mrs Paula Ridgway	(3/3)
b)	Mrs. Irene Robinson	(3/3)
c)	Vacancy	
	The Roman Catholic Church (2)	
a)	Mrs Anne Gibbons	(2/3)
b)	Mrs Carol Nicholls	(3/3)
	Other religions	
a)	Rabbi Zvi Solomons The Jewish Faith	(1/3)
b)	Mrs Kusum Trikha The Hindu Faith	(2/3)
c)	Mr Joel Roszykiewicz The Buddhist Faith	(3/2)
d)	Mr Arfan Rashid The Muslim Faith	(3/3)
e)	Mrs Ranjit Kaur Bilkhu The Sikh Faith	(1/?)
Group B	The Church of England	
a)	Mr Gordon Anderson	(3/3)
b)	Mrs Maureen Beadsley	(2/3)
c)	Mr David Fawcett	(2/3)
d)	Mrs Julie Minter	(1/3)
Group C	Associations representing teachers (6)	
a)	Mrs Samantha Hunt - ATL Representative	(2/3)
b)	Mrs Kathleen Nugent - NAHT Representative	(1/3)
c)	Mr Colin Hickson - NUT Representative	(2/3)
d)	Mrs Felicity Allen - NAS/UWT Representative	(2/3)
e)	VOICE (previously PAT) - Madeline Diver	(1/?)
f)	ASCL Representative - Nomination not yet received.	
Group D	The Authority	
a)	Councillor Andy Blatchford	(1/3)
b)	Councillor Mr Brunel-Walker	(1/3)
c)	Councillor Mrs Dorothy Hayes	(2/3)
d)	Councillor Alvin Finch	(1/?)
d)	Councillor Leake	(0/3)
e)	Councillor Cliff Thompson	(2/3)
2 Co-opted members –	Rev Michael Bentley	(3/3)
	Dr Kathy Hadfield	(2/3)

Meetings were also attended by Liz Sanneh (2) and Emma Silverton (1) (Borough Council Committee Administrators), Martin Surrell (3) (Local Authority Adviser), Jo Fageant (3) (Associate Consultant to the SACRE) and Chris Cowap (1) (Partnership Development Officer BFVA), Sean Hood (1) (Equality Development Officer BFVA)

APPENDIX D

Joint SACREs conference, June 2010 Walking the Walk and Talking the Talk

Jo Fageant welcomed everyone to this year's conference and introduced Paul Hopkins as the guest speaker.

RE Trails

Paul spoke of his enthusiasm for learning outside the classroom and some experiences of working with children out in the community. One example was of working with KS1 pupils going out into a village with video cameras. Very young children are happy to use all sorts of devices. One boy had come back with a collection of pictures of cows because 'cows are awesome'.

The idea behind trails is to get children to go out into an area. Children can even make their own trails. There is a website (<http://www.retrails.org.uk/>) to support the idea of trails. All this originated as a project for the Religious Education Council (REC).

Paul reminded us that it is always a good when in a new place to look up. At street level most places are pretty much the same but looking up reveals all sorts of wonderful architecture and history.

RE trails can include a wide variety of elements eg war memorials (Remembrance Day is a very spiritual occasion) places of worship, street names revealing aspects of Christian history. Churchyards are a rich resource.

The task undertaken during the conference was to think about aspects of our local areas that could be included in a walking trail. A trail could be designed to take anything between an hour and half a day – it will depend on how much you include. Delegates were quick to pick up the idea with enthusiasm and think of interesting places eg Waterstones in Reading used to be a URC Chapel. Rabbi Solomons said there is an organisation exploring the Jewish built environment. At Reading Abbey a convert to Judaism was burned at the stake.

There are quite a number of places in communities which have had multiple uses. An extreme example can be found in Brick Lane in the East End of London where there is a building that has had many changes of use, it has been a mosque, synagogue, church, gurdwara etc because of changing patterns of immigration. There are also house mosques, churches etc. Increasingly religious communities are able to fund the building of purpose-build places of worship.

Learning outside the classroom (LOtC) gives all sorts of opportunities for enquiry based learning. Looking at religious changes in areas and why they occur eg redundant churches, places of worship for newly established communities. Even pub names raise interesting questions - those called the Cross Keys show something of the influence of religion in the community.

How does a trail develop?

There are 3 stages

- You need to think about the group for which it is prepared. (Could it be a skeleton format that could be adapted for different groups. Eg youngest looking for signs and symbols, older ones looking at changing patterns of worship in a community; link between religion and architecture etc.)
- You need to think about elements that might be included eg shops eg kosher, hallal; street names reveal things – not always positive, there can be negatives

- You need to think about aspects of the RE syllabus supported by these plans eg all the following might be supported by an RE trail: Religion in the community; Pilgrimage; How does religion influence life?

Working in groups participants were encouraged to think about local possibilities.

Before we divided up Paul showed us an example of a trail – one in Lincoln and he took us through what has been included in it eg twenty places of worship in about a kilometre and a half, the site of a very old now nonexistent church, Jews' House, Chad Varah memorial. The variety shows how ridiculous it is to talk about Christians as one single uniform group. The same applies to other religious groups. This of course raises questions about what belongs to particular religions and what is outside of them.

Following group discussions over a buffet supper groups fed back on their ideas:

Slough:

- Central Slough: St Paul's, Salvation Army would make a good comparison. Very close. Salvation Army place used to be St Paul's Sunday School and there is a sign to say so. Both have old and new bits. Crematorium just up the road has a Muslim section. St Joseph's RC school. Statue of St Paul on the church. St Paul's Avenue – focus on who St Paul was.
- Wexham Rd: Sikh, Muslim and RC schools. Symbols on the schools. What on the outside of the school indicates its affiliation. Changing face of Slough. St Mary's Church on Church Road Wexham is very small – why?
- Friends Meeting House, Baptist Church, St Mary's in the Centre, Kingsway – café and bookshop; Muslim bookshop; Trinity URC; RC church by roundabout all close to one another.
- Chalvey – Methodist Church; YMCA; shops in Chalvey. Keel Drive Hindu Temple is close by but difficult to link by walking.
- Restaurants in Slough and area.
- Road names: Gilliot Road, Elliman Avenue, St Paul's Avenue, St John's
- Pubs: the Golden Cross
- Possibility of working in partnership with the museum
- Langley – three churches; alms houses; tythe court; grave yard Paul Nash is buried in St Mary's churchyard – wartime artist. St Mary's Church has a library that used to be a chained library – many books now in British Library. Still many books there in cupboards. They have open days. There is a family pew in there too which is slightly separate from the main church. The pub called the Red Lion used to be owned by the church. St Francis; Christ the Worker is a 1960s small church.
- Why are there three (?) mosques? Two? Gurdwaras? What does it tell us about diversity in these communities?

West Berkshire:

Wash Common and Newbury Centre which could be split into two, plus Greenham. Possibility, therefore, of four separate trails but they all link together. Too much to do as one really. Wash Common has huge historical significance as well – 2nd Battle of Newbury. Greenham includes peace camp garden. Probably also a base chapel. So some research still to do but many organisations locally will already have done their own research so need to think about how to access and coordinate. Could be a linear walk or chronological focus. Potential for a huge amount of work. Recognition that the task meant all members were learning more than they already knew about their own community.

Reading:

- The Holybrook
- Abbey School famous for Jane Austin
- Forbury, jail – Oscar Wild.
- Abbey immolation of a monk. Convert to Judaism burnt. Jocelyn Palmer burnt for being a protestant.
- Friar St links with Greyfriars.
- Broad St – battle of Broad St (Protestant/Catholic).
- St Mary's, Baptist, Salvation Army, Friends Meeting House (Huntley and Palmers were Quakers), Synagogue, Mosque in Oxford Road, Buddhist Centre on A4 plus Cressingham Road, Hindu Temple. Album family tailors – Jewish history of Reading mainly from east end of London to spread the expertise. Asian food shops, halal shops etc – diversity and changing religious face of Reading.
- Oracle site used to have a workhouse. Archbishop Lord born in Broad Street.

Bracknell:

Thought about the villages around eg Binfield, Sandhurst, Crowthorne etc. Bracknell itself is a new town.

Sandhurst Chapel.

Difficult to get around all the places by walking because only a very few places are within walking distance of each other. So how about using Google to develop a virtual tour?

Newbold College – 7th Day Adventist. Change of use of EHP even – now very much used as a wedding venue so have improved the frontage. Maybe throw out a challenge to pupils – if you were designing a new town would you do it like Bracknell or something different?

Wokingham:

Starting from the Reading end – St Pauls church plus school, new RC Church (used to meet in a pub and then the Nationwide) Baptists; Market Place and Town Hall (wedding venue, so is council offices) war memorial, Market Place used by all churches on Good Friday for Christian Witness, Rose St. Methodist Church recently extended with lovely new window; All Saints which also has a new community hall also has cemetery, Friends meeting house, closed convent.

RBWM:

Divided Windsor/Eton from Maidenhead.

- Windsor: Park, Long Walk etc Windsor Castle, St George's Chapel – loads of English history. Knights of the Garter. Find out about individual Knights of the Garter. Guild Hall – marriages take place. Paintings of royals in the guild hall – discussion of link between state and church. Parish church near the station, café in the church and links with borough social services. Peskett St – charity shop – lots to explore here in motivated donations plus where the charities come from.
- Clewer village – Titanic graves.
- Trinity Church is military church for the town. Used to be a convent in Clewer village now a block of flats. Dairy converted to mosque.
- Maidenhead: start at bridge which used to be a toll bridge. Brunel's sounding arch – biggest brick build span in the world. Alms houses. Synagogue – used to be a centre for people with learning difficulties that now are out in the community. Jewish community bought it. Biblical garden there.
- The Ark is a pub...
- Mosque

- Chapel arches
- St Mary's the borough church – a very modern church
- Queens St and Kings St. Queen street used to have a Primitive Methodist church. Then joined with ? and sold on to Salvation Army who sold it on again
- War memorial
- URC listed building. Next to Friends meeting house.
- Methodist at top of High St.
- Gurdwara. Nearby is a house that used to be synagogue now used as a nursery.
- Jewish section in the cemetery plus Muslim section also.

Summing up:

Although these presentations highlighted the potential for a great deal of work there was no shortage of ideas and a clear indication that the areas served by our SACREs are rich with possibility for RE trails.

Close of conference and evaluation request:

Jo Fageant thanks Paul for inspiring his audience and closed the conference with a request that each SACRE complete at their next meeting the evaluation sheet which had been distributed. This asked for feedback not only on this Joint SACREs Conference but on a number of key issues relating to funding and continuance of the conference in future years; the establishment of Agreed Syllabus Conferences and approaches to the upcoming review of the share RE syllabus.

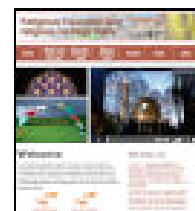
Walking the walk AND talking the talk

Notes from the session

Thanks for letting me come and talk to you and work with you on Tuesday 15th June, there is no doubt great potential for trails in your areas. I rattled through 12 points at the end and these are reproduced below

- a) **Linking with other groups:** Who else might be interested in developing a trail? Local history group? Guides at a particular place? Inter-faith network?
- b) **Virtual / paper:** When you are preparing your trails information you might want to do this as an electronic or paper document, linked to the SACRE website if you have one.
- c) **Getting the children to do the research do the activity:** What not get a local school(s) to be involved with researching the trail?
- d) **Bits of trails as well as whole trails:** Often just 3 or 4 places may be enough so your trail might also be a set of mini-trails with or without a linked theme
- e) **Remember the "other" places:** almshouses, memorials, shops
- f) **Diversity and community cohesion:** trails explore this aspect of the work of the school very well
- g) **Links across the curriculum:** These just fall out
- h) **Questions of enquiry?:** Set up questions that make the children think a little deeper, "Why has this building changed?", "Is the building the same as the faith/belief community?", "Why are some buildings ornate and some plain? etc...
- i) **Identity:** Trails raise great questions about identity, who is British, who is a Sikh, Who do I think I am?
- j) **Elements of buildings as well as the whole:** Look for the bits of a building, dates, windows, friezes, upper floors, murals etc...
- k) **Links to literacy, narrative and language:** Again these fall out but allow children to explore their own languages both of tongue and of faith
- l) **Diversity within the tradition:** Most belief systems are not homogeneous but have a range of diversity and beliefs within the wider umbrella - look for evidence of these

I am convinced that preparing this information, and then making available to local schools will be a reasonably simple yet very effective service that a SACRE to its local schools.



Paul Hopkins - June 2010: admin@mmiweb.org.uk

For more ideas and for support on the use of RE Trails - www.retrails.org.uk
for more about Paul Hopkins see - www.mmiweb.org.uk

Slough, Reading, Windsor/Maidenhead, West Berkshire, Wokingham & Bracknell SACREs