

NOTICE OF MEETING

Standing Advisory Council on Religious Education

Thursday 19 March 2015, 5.00 pm

Council Chamber, Fourth Floor, Easthampstead House, Bracknell

To: The Standing Advisory Council on Religious Education

David Fawcett, Church of England (Chairman)
Anne Andrews, Church of England
John Baildam, The Free Churches
Councillor Dr Gareth Barnard, Bracknell Forest Council
Ken Blanton, The Free Churches
Councillor Andy Blatchford, Bracknell Forest Council
Ben Britton, NASUWT
Councillor Will Davison, Bracknell Forest Council
Madeline Diver, Associations Representing Teachers (VOICE)
Kathy Hadfield, Co-opted Member
Councillor Mrs Dorothy Hayes MBE, Bracknell Forest Council
Carol Nicholls, Catholic Diocese of Portsmouth
Mark Olney, Church of England
Arfan Rashid, Muslim faith
Mr Christopher Smith, The Free Churches
Rabbi Zvi Solomons, Jewish faith
Councillor Clifton Thompson, Bracknell Forest Council

ALISON SANDERS
Director of Corporate Services

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Published: 6 March 2015



**Standing Advisory Council on Religious Education
Thursday 19 March 2015, 5.00 pm
Council Chamber, Fourth Floor, Easthampstead House,
Bracknell**

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AGENDA

	Page No
1. Welcome and Apologies for Absence	
2. Minutes of the Previous Meeting	
To approve as a correct record the minutes of the meeting of the Committee held on 13 November 2015.	1 - 4
3. Matters Arising	
4. SACRE - Budget 2015/16	
To note the SACRE budget for 2015/16.	
5. Lord Nash's Letter to SACREs	
To consider Lord Nash's letter to SACREs, the response to the letter from NASACRE and how this SACRE may wish to respond.	5 - 8
6. Collective Worship Survey - Replies and Analysis	
To consider the responses to the Collective Worship survey.	9 - 20
7. SACRE Reporting and Evaluating Toolkit	
To undertake an ongoing review of SACRE using the self-evaluation document. At this meeting, it is proposed to address Collective Worship.	21 - 50
8. RE Subject Leader Training - 10 March 2015	
To receive feedback from Anne Andrews on the RE Subject Leader training taking place on 10 March 2015.	
9. SACRE Development Plan for 2013-15	
To review the SACRE Development Plan.	51 - 54

10. **Developing a Strategy for Regional Support for RE - Regional Expression of Interest**
To consider the expression of interest for developing a strategy for regional support for RE, 55 - 60
11. **Meetings of SACRE Chairs**
To receive feedback from the meetings of SACRE chairs. 61 - 62
12. **Joint SACREs Conference**
To consider a proposal for a joint SACREs conference in June 2015.
13. **NASACRE - SACRE Briefing 7**
To consider any issues for NASACRE's latest briefing which is attached. 63 - 72
14. **Dates of Future Meetings and Forward Plan**
Further meetings of SACRE are scheduled at 5pm on 9 July and 12 November 2015.

SACRE is asked to consider what items should be prepared and discussed at the next meeting on 9 July and, in the longer term, at the meeting on 12 November 2015.

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**STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION
13 NOVEMBER 2014
5.00 - 6.25 PM**



Present:

David Fawcett, Church of England (Chairman)
Anne Andrews, Church of England
Councillor Andy Blatchford, Bracknell Forest Council
Ben Britton, NASUWT
Councillor Will Davison, Bracknell Forest Council
Madeline Diver, Associations Representing Teachers (VOICE)
Kathy Hadfield, Co-opted Member
Councillor Mrs Dorothy Hayes MBE, Bracknell Forest Council
Carol Nicholls, Catholic Diocese of Portsmouth
Arfan Rashid, Muslim faith

In Attendance:

Chris Salt, School Adviser, Bracknell Forest Council

Apologies for absence were received from:

John Baildam, The Free Churches
Councillor Dr Gareth Barnard, Bracknell Forest Council
Ken Blanton, The Free Churches
Mark Olney, Church of England
Mr Christopher Smith, The Free Churches
Rabbi Zvi Solomons, Jewish faith
Councillor Clifton Thompson, Bracknell Forest Council
Ms Jo Fageant, Oxford Diocese

44. Election of Chairman

Following nomination by Councillor Blatchford and seconding by Councillor Davison, David Fawcett was elected as Chairman.

45. Appointment of Vice-Chairman

Following nomination by David Fawcett and seconding by Councillor Blatchford, Madeline Diver was elected as Vice-Chairman.

46. Welcome and Apologies for Absence

The Chairman welcomed members to the meeting. Apologies received were noted.

47. Minutes of the Previous Meeting

The minutes of the meeting held on 10 July 2014 were agreed as a correct record and signed by the Chairman, subject to Minute 38 being amended to read Neasden Temple in place of Neesdan Temple.

48. **Matters Arising**

Minute 39 – It was clarified that the Religious Education Quality Mark only applied to secondary schools.

Minute 41 – It was reported that Jo Fageant would be contacting representatives to arrange a meeting for the working group that would be looking at a pan-Berkshire SACRE shortly.

49. **Collective Worship Survey**

The Chairman reported on a proposal to send a survey to local schools to allow SACRE to gather information on what they were doing with regard to collective worship. The survey would be brief to encourage as many schools as possible to respond and would ask schools for details of any collective worship activities undertaken for either the week commencing 19 January 2015 or 26 January 2015, including the form and length of time that the activity took.

It was proposed to send the survey to the Headteacher and Chair of Governors of each school with a request to forward it to the most appropriate member of staff. It was suggested at the meeting that schools could be contacted in advance to ask for the most appropriate addressee and that the survey should include a deadline for responding with an e-mail reminder send a week before that date. The Chairman would include his own e-mail address for responses so that he could collate them. It was also suggested that, as the number of teacher representatives on SACRE was low the survey could include information on how to get involved.

(Action: Chairman)

50. **Locally Agreed Syllabus and Related Training**

Anne Andrews reported that attendance at the last twilight training session had been very good, with twelve schools represented. The meeting had considered the Big Questions and how the syllabus could be used to plan activities around these. Anne added that she had been to Crown Wood School to deliver some training. The school had bought the scheme of work but none of the teachers had seen the syllabus or the questions. A further visit had been booked and this would consider how to get the most from faith visitors.

The meeting discussed the role of Religious Education leaders in primary schools, and concern was expressed that the position generally had a high turnover. Ben Britton reported that children starting at secondary school tended to have a wide variation in their knowledge and the transition from primary to secondary RE needed to be improved. Support was expressed for this idea, although it was noted that the syllabus was skills based and set concepts and ideas rather than specific content, so it was likely that there would be differences in children's knowledge. Ben explained that he was exploring the idea of a 'transition pack' for primary schools to use, but when he had contacted schools for their views he had only received one reply. Anne Andrews reported that she would be able to provide him with the contact details for Sandy Lane Primary School.

(Action: Anne Andrews)

Chris Salt reported that he had been contacted by College Hall requesting confirmation of how the syllabus could be incorporated into their planning. Chris explained that the school did not currently have formal RE lessons but had a strong

PSCHE element, and they were including faith within this. The school had proposed to hold 'RE days' in place of a weekly timetabled session. Anne Andrews confirmed that this would still meet the needs of the syllabus, and that the key to doing this was to ensure that pupils had the opportunity to debate the questions set out in the syllabus.

Chris Salt tabled GCSE grade summaries for secondary schools in Bracknell Forest from June 2014. It was noted that short courses were not included in the statistics. It was also noted that Edgbarrow School had achieved excellent results, with 60% of pupils achieving an A* grade.

51. **Any Other Business**

(a) SACRE Annual Report and Newsletter

The meeting considered the SACRE Annual Report for 2013-2014. It was noted that there were a number of amendments needed to the membership list, as follows:

- Addition of Cathy Hatfield as a co-opted member;
- Cllr Gareth Barnard had attended two meetings rather than one as listed;
- Ken Blanton was listed as attending one meeting but it was reported that he had not attended any during 2013-2014;
- Madeline Diver was listed as Madeline Driver.

Anne Andrews reported that she would pass these amendments on to Jo Fageant as report author.

It was noted that Rabbi Zvi Solomon had not been able to attend any meetings, and suggested that the Chairman approach him to ask him to nominate an alternative representative if he was not able to attend. Carol Nicholls reported that she would be retiring after the next meeting and she had requested that the Diocese appoint an alternative representative.

The Chairman expressed his thanks for the full and informative report.

(b) Interfaith Week

Madeline Diver reported that Interfaith Week fell in the week following the meeting. The Faith and Belief Forum would be holding an event to consider spirituality across different groups, and this would be held on Thursday 20 November at Easthampstead Baptist Church at 7.00pm.

(c) Support from Oxford Diocese

Anne Andrews reported that SACRE needed to consider whether to continue buying in to professional services from Oxford Diocese. This was agreed.

(Action: Chris Salt)

(d) NASACRE

Anne Andrews reported that the SACRE was part of the National Association of SACREs (NASACRE), and members should have received a password to access the website. Some members had not received the password so it was requested that the clerk circulate this.

The website included a toolkit for self-evaluation consisting of five comprehensive questions. It was proposed that members of SACRE consider the first of these

questions, on collective worship, in advance of the next meeting so that it could be discussed at the meeting.

(Action: Priya Patel and All).

52. **Dates of Future Meetings**

The proposed meeting dates for 2015 were as follows:

19 March 2015

9 July 2015

12 November 2015



Lord Nash

Parliamentary Under Secretary of State for Schools

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

7 January, 2015

Dear colleague

I am writing to you as Minister responsible for faith schools. I have recently had many conversations about the important role SACREs and local authorities have in supporting this area, which have encouraged me to write.

I would like to emphasise the importance of good teaching of religious education and the central role of SACREs and local authorities. All pupils benefit from good quality religious education teaching. RE makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are vitally important in our diverse society. The recent events in some schools in Birmingham have highlighted the importance of promoting the crucial values of respect and tolerance in our schools.

The role of a SACRE is to support the religious education curriculum and collective worship within schools. Local authorities have a duty to enable SACREs to fulfil their statutory responsibilities in these areas. They should assure themselves that the SACRE is functioning well and holding regular meetings. It may also be appropriate for the local authority to support the SACRE's work to provide teacher training in RE and collective worship training.

It is vital to continue to improve the academic rigour of RE in schools so that pupils develop their knowledge and understanding of this subject. The last Ofsted review of the subject found that the potential of RE was not being realised in many schools. The introduction of the new and more demanding national curriculum makes the importance of improving religious education even clearer.

The recent events in Birmingham schools have also highlighted the importance of all schools promoting the fundamental British values of the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In some schools in Birmingham, inappropriate religious education teaching and a distorted school ethos served to undermine those fundamental British values. We have recently publishing guidance for all schools to make clear their responsibilities in this area, and have introduced new legislation for independent schools, academies and free schools to actively promote fundamental British values. The guidance is available at <https://www.gov.uk/government/publications/improving-the-sm-sc-development-of-pupils-in-independent-schools>.

Good progress has been made recently to improve religious education. All students studying a GCSE in religious studies will now be expected to study two religions along

with textual analysis, or philosophy and ethics, which will broaden their knowledge and understanding. We have also taken measures to ensure we have sufficient high-quality religious education teachers, who have detailed subject knowledge and expertise. We have introduced a new bursary scheme for the recruitment of high-quality RE teachers in 2015/16. Trainees who hold a 1st class degree qualify for a £9,000 bursary, and those with a 2:1 £4,000.

SACREs are well placed to contribute to this important work through their development of appropriate and demanding RE syllabuses, and their support to schools on the effective teaching of RE, including continuing professional development for RE teachers.

It is inappropriate for any school, whether they are a faith school or not, to offer their pupils a narrow interpretation of religious education. All schools should ensure their pupils are aware of the tenets of all the major faiths represented in Great Britain. SACREs can support this through their development of locally agreed RE syllabuses, and their advice to schools on collective worship and on effective RE teaching. I would encourage SACREs to consider the ways in which their locally agreed syllabus helps pupils to develop an understanding of Christianity, whilst also learning about the teaching and practices of the other principal religions represented in Great Britain.

As part of their responsibilities, SACREs must provide an agreed syllabus to support the religious education curriculum in schools, which must be reviewed every five years. A report must also be produced annually outlining the activities of the SACRE. All SACREs are encouraged to submit their annual reports to NASACRE for inclusion on their website to enable members to showcase the important work that is going on around the country, share knowledge and learn from best practice. The Department intends to commission a review of SACRE annual reports to identify good practice, and ensure that all SACREs are fulfilling their statutory duties.

SACREs would not be able to exist without the advice, help and support of the many dedicated individuals and communities, who work together to fulfil their many and varied roles. I understand that many members offer their time and expertise voluntarily, and they continue to offer professional and personal support to schools and communities in an increasingly complex and demanding environment. I would like to offer my sincere thanks to everyone who serves the pupils in their area in such a way.

Yours sincerely



JOHN NASH

A response to Lord Nash's letter to SACREs

NASACRE welcomes Lord Nash's letter and thinks that SACREs should discuss the letter and its implications for their own Local Authorities. SACREs are encouraged to write to the Under Secretary of State for Schools to:

- thank him for the letter;
- support the proposal to commission an analysis of Annual Reports and produce a report about SACREs nationally on that basis;
- point out that SACRE members are not volunteers but appointed members of a statutory body and, that whilst they offer much to their local authorities (LA) in terms of social and cultural capital, their main purpose is to advise the LA on religious education and collective worship;
- ask the Under Secretary of State how the Department for Education is going to hold local authorities to account in relation to their responsibilities to support and resource SACREs;
- ask the Under Secretary of State about the relationship SACRE should have with Academies and Free Schools in light of the Academies Commission Report 2013 where local authorities are seen to be the champion of children and young people and therefore advocates for a broad and balanced curriculum, including RE which is the only curriculum responsibility of LA.

The Director of Children's Services and the appropriate Portfolio holder should be sent a copy of Lord Nash's letter with SACRE's response.

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Agenda Item 6

Dear Head Teacher,

BFBC SACRE (Standing Advisory Council for Religious Education) has a duty to monitor Collective Worship across the Local Authority and so would like to collect some data, allowing a snapshot of current provision and practice.

For the week 26th – 30th January 2015 we would be grateful if you could send us the following:

An outline plan of CW across the school, specifying year groups, classes & numbers involved

An indication of duration of each session

A record of themes/stories/resources used during that week.

This information could be in the format usually used to record CW. Any extra information you give will be helpful but not essential.

Please send the information by the 10th February

david.j.fawcett@btinternet.com or in hard copy to

David Fawcett, Furzehill, Terrace Road South, Binfield, Berks, RG42 4DS

Thank you for your co-operation in this matter.

Yours sincerely
David J. Fawcett
Chair of Bracknell Forest SACRE

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Evaluation of the responses to the Collective Worship Survey

Responses were received from 5 church schools (1 secondary, 4 primary schools) and from 8 community schools (1 infant, 6 primary schools & 1 secondary). The responses from church schools have not been analysed, as these do not fall under the remit of the SACRE.

What is the legal position of CW?

Community schools:

*These are the schools for which the SACRE has responsibility and the current legislative framework was originally set out in the **1988 Education Reform Act**. Summarised the main points are as follows:*

*There must be a **daily** act of worship for **every** pupil. This can be at any time of the day in any normal school grouping. It is the headteacher's responsibility, after consultation with the governing body to ensure this happens. **Collective worship** is distinct from **assembly** which can be a gathering for a wide variety of reasons.*

*The **majority** of worship must be **wholly** or **mainly** of a **broadly Christian character**, meaning it should **reflect the broad traditions of Christian belief**. It can contain non-Christian elements.*

*Worship must be **appropriate** to the ages, aptitudes and family backgrounds of the pupils. Worship must **not** be denominational.*

***The basic requirement is that there should be an act of collective worship for all registered pupils every school day.** (ERA 6.1) There are only two exceptions to this: parents have the right to withdraw their child(ren) from all or parts of collective worship and pupils in school sixth forms are permitted to decide for themselves whether to attend or not.*

None of this legislation applies to special schools.

Given the above statement and reading the responses, it would appear that many schools are not complying fully with the legal requirements.

Summary of responses:

Most of the schools have assemblies that are largely PHSE (lots of SEAL assemblies) or curriculum skills focused (in one school teachers seemed to be free to link either to PHSCE or the RE curriculum); one school at least does not seem to offer a daily act of worship – though that could just be the way that the material is presented. Only one school mentioned any time for reflection being included; two others mention that a prayer is included in at least one assembly each week. One school had a visit from a member of a faith group. The one secondary school held an assembly for a different year group each day.

In many of the schools, on at least one day of the week in question worship was left at the discretion of the teacher. This may not be a problem, but means that we have no way of knowing what was actually covered.

One school seems to think that CW can be delivered in PE and PHSCE lessons.

Celebration of work is high on the agenda in most schools. Again this need not be a problem, if there is a worship focus too, but the responses do not allow us to make that judgement.

Conclusions:

It would seem that there is no real understanding of what is intended by collective worship; no suggestion that there is even an SMSC agenda in the minds of most schools. In the majority of schools there is little or no religious or worshipful content indicated. This would imply that they do not evaluate their own collective worship and therefore it would seem that it is not accorded much value.

SACRE response:

Having carried out this survey we need to think carefully about the SACRE response. Here are some possible responses:

- 1) Investigate further to gather more detailed information
- 2) Send out a reminder to schools about their legal responsibility
- 3) Report schools that are non-compliant
- 4) Offer training to raise the quality of CW in our schools
- 5) Ignore it
- 6) Wait for OFSTED to take action
- 7) Contact the schools that did not respond directly so that we have the bigger picture
- 8) Send observers to schools
- 9) Organise one to one discussions with HTs

Collective worship w/c 26th Jan In Bracknell Forest Schools

School 1		
Let's See Action	26th Alan The Bear and the Quicksand 101 Assembly Stories #1 p 73 Hymn: Think of a world without any flowers	29th Alan The Three Frogs 101 Assembly Stories #3 p139 Hymn: We can work together (new)

School 2.

The assembly format each week is:

- Monday Topical/moral assembly led by Head Teacher - KS1 (140 children)
- Tuesday: Singing assembly led by SLT - KS1 (140/210 children with EYFS in summer term)
- Wednesday: Class assemblies planned across a half term according to the class needs/focus led by teachers - KS1 (30 children)
- Thursday: Rights Respecting/Values assembly led by Deputy Head - KS1 (140 children)
- Friday: Celebration assembly led by Head Teacher - whole school (210 children)

Week 26th - 30th January 2015

	Assembly Theme/detail	Led by
Monday 26 th	Holocaust Memorial Day: Speak up Speak out See attached assembly plan; The Terrible Things 140 children 15/20 minutes	Head
Tuesday 27 th	Singing Assembly 140 children 15/20 minutes	SLT
Wednesday 28 th	Year 1: Believing in Yourself Mixed Year 1/2 Anger and how to manage it Year 2: Greed & Selfishness story: The Hare & The King of The Beasts (African Tale) Year 2: used article from First News 'The super rich live like this and the poor live like this. 30 in each class	Class teachers
Thursday 29 th	Right to Privacy See attached assembly plan; The right to privacy	Deputy Head

Collective worship w/c 26th Jan In Bracknell Forest Schools

	140 children 15/20 minutes	
Friday 30 th	<p>Celebration Assembly School Council and Eco Team sit at the front of the hall. All staff attend</p> <ul style="list-style-type: none"> • Birthdays • Achievements from home, swimming certificate etc • Good Work Certificates, one per class • Attendance Award • Lunchtime Award • Year 2 Playground Buddies are selected <p>210 children 20/30 minutes</p>	Head

School 3.

Plan for collective worship in the week beginning 26th January.

For the week 26th -30th January 2015 Sandhurst School will be holding a daily assembly lasting 20 minutes. On Monday the assembly will be for the whole of Year 7, Tuesday for Year 8, Wednesday for Year 9, Thursday for Year 10 and Friday for Year 11. There will be between 150-200 students in each assembly.

Throughout this week the theme will be Holocaust remembrance, to mark Holocaust Memorial Day on 27th January. We will be using resources provided by the Holocaust Memorial Day Trust, focussing on this year's theme : Keep the memory alive.

2015 is the 70th anniversary of the liberation of Auschwitz Birkenau. Knowledge of Auschwitz and its role in the Final Solution will be an important element of the assembly but students will also be encouraged to consider the lessons the world should learn from the Holocaust (the dangers of racism and discrimination and the importance of standing up to hatred). Students will be given the opportunity to silently pause and reflect, or to pray if they prefer, to remember those who perished.

School 4

Monday – Whole school assembly (this week the Head spoke about WWII and the Holocaust) A prayer is said at the end of this assembly.

Tuesday – Teacher led assembly to both KS1 and KS2

Wednesday – singing assembly

Thursday – PSHCE assembly

Friday – Class Assembly (class perform assembly to the rest of the key stage and their parents)

Collective worship w/c 26th Jan In Bracknell Forest Schools

School 5

CW Plan for 26-30 January 2015 Theme of the week: Resilience (from school values)

Monday

Year 1-6; 139 children - 15/20 Minutes

'Just one step' (p207 Join with us)

Talk about Chris Moon - <http://www.chrismoon.co.uk/>

Tuesday

Lower School Assembly (81 children) - 15/20 Minutes

Upper School Assembly (111 children) - 15/20 Minutes

Showing assembly - celebration of children's work (focus on resilience)

Wednesday

Individual Class Assemblies linked to either PSHE (Rainbow Scheme - anti-bullying) or RE (Discovery Scheme) - 15/20 Minutes

Y1 and Y2 - Christianity - The Covenant

Y3 - Christianity- Jesus' miracles

Y4 - Judaism - Passover

Y5 - Sikhism - Beliefs and moral values

Y6 - Christianity - Belief and meaning

Thursday

Year 1-6; 139 children - 15/20 Minutes

Visit by Rev.

(Linked to Resilience)

Friday (Nursery - Year 6; 215 children) - 15/20 Minutes

'Star of the Week Assembly' - recognising children who have demonstrated the school's value's during the week

Other awards and presentations

Re-cap of Monday's key points

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School 6	Outline Plan	Duration	Themes
26.01.2015	Benjamin Britten – Peter Grimes – BBC ten Pieces.	30 minutes	Part of the BBC initiative designed to improve childrens’ creating linked with classical music.
27.01.2015	Singing Assembly	30 minutes	<ul style="list-style-type: none"> • Be Bold • The ink is black the page is white • Thank you Lord • Colours of the Day
28.01.2015	Winter and caring for others.	30 minutes	Thinking how we can help others when things get difficult
29.01.2015	Honesty Themed assembly	30 minutes	<ul style="list-style-type: none"> • Bible story – Farmer and the King • Discussion • Reflection and prayer
30.01.2015	Ten pieces – A short ride in a fast machine – John Adams.	30 minutes	Linked with Monday’s assembly. Arts theme / Reflection time/Prayer.

School 7

Collective Worship provision for the week 26th – 30th January 2015

Class	Year	Theme or focus	Subject matter for session	Date	Class/yr. gp./phase - lead
Rowan	F2	SEAL: Going for Goals	Introductory story for SEAL theme - a boy called Samindra	26 th Jan.	All EYFS – led by team leader
		SEAL: Going for Goals	PSHE lesson – trying our hardest	27 th Jan.	In class – led by class teacher
		SEAL: Going for Goals	PSHE lesson - Changing I can't do to I can't do 'YET'	28 th Jan.	In class – led by class teacher
		SEAL: Going for Goals	Assembly – cheating	29 th Jan.	In class – led by class teacher
		Single festive occasion	Chinese New Year – wishing the best for the future and sweeping away the past	30 th Jan.	All of EYFS – led by HT

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Class	Year	Theme or focus	Subject matter for session	Date	Class/yr. gp./phase - lead
6H	6	SEAL: Going for goals/ Team working	PE lesson: children working in groups to create effective session during lessons	26 th Jan.	Lead by class teacher
		SEAL: Going for goals RE Focus	Why is it good to be me? Similarities and differences between different faiths and cultures.	27 th Jan.	Led by cover teacher
		What makes a good learner	PSHE session – children to discuss what it means to be a good learning, sharing of ideas in Circle Time	28 th Jan.	Led by class teacher
		Why is it important to be a good learner	PSHE session – children to discuss why being a good learning is important. Create class moto for being a good learner.	29 th Jan.	Led by class teacher
		Assembly: celebration	Assembly - Celebration of achievements of the week	30 th Jan.	UKS2: led by DHT

School 8

Assembly Schedule w/c 26/01/2015

Date	Time	Year Groups	Number of children	Focus of Session
26/01/15	9.00 - 9.15am	KS1 & KS2	180	Friendship
27/01/15	9.00 - 9.15am	KS2	120	Noticing and revising or the basis of observation.
28/01/15	9.00 - 9.15am	KS1 & KS2	180	Singing songs about friendship and love.
29/01/15	9.00 - 9.15am	KS1	60	Noticing skills.
30/01/15	2.30 - 2.50pm	YR,KS1 & KS2	210	Celebration assembly.

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BRACKNELL FOREST SACRE

RETool

The SACRE RETool: Reporting and Evaluating Toolkit

Introduction

The essential role of the SACRE is to support its Local Authority (LA) and the local authority's schools in meeting the entitlement of pupils across the local authority to engage in high quality Religious Education and Collective Worship. In an educational context where standards and accountability are at the top of the agenda, a SACRE's work has become increasingly challenging and diverse, but also more rewarding and stimulating. Good SACREs will therefore tackle their responsibilities and opportunities with enthusiasm, whilst recognising the need for realistic and ongoing appraisal and self-review.

In many ways SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the local authority on matters of religious education and collective worship. Like school governors, members are unpaid volunteers who give up their time to support religious education (RE) and collective worship locally.

This Reporting and Self-Evaluating Toolkit is an amended version of the original SACRE SEF (2004). It takes account of changes in inspection arrangements and in the role of local authorities, and of the development of maintained schools independent of their local authority. It is designed to help individual SACREs evaluate their role and, in particular, to consider their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the local authority and other key stakeholders.

22 The Toolkit highlights five key dimensions of a SACRE's work and provides exemplification of good practice. A SACRE which uses this self-evaluation guidance should gain a clear picture of its strengths, identify areas for further development, and establish its key priorities for action.

The DCSF publication "Religious education in English schools: Non-statutory guidance" (2010) ("the Guidance") remains the most recent official statement in this field. The Guidance sets out the responsibilities of SACREs and Local Authorities as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document.

Rationale

.The RETool focuses on the following five aspects of the work of SACREs:

1. promoting improvement in the standards, the quality of teaching, and provision in RE
2. evaluating the effectiveness of the locally agreed syllabus
3. promoting improvement in the provision and quality of collective worship
4. managing the SACRE and building the partnership between the SACRE, the LA and other key stakeholders
5. contributing to cohesion across the community and the promotion of social and racial harmony.

Each aspect forms a section within the RETool matrix and each section is divided into focus questions to help SACREs explore their provision. Descriptors for 'Developing', 'Established' and 'Advanced' practice will enable SACREs to evaluate their standing within each focus question.

In the final column SACREs may wish to identify any issues and action points within that focus as appropriate. Key priorities can then be identified at the end of each section to inform the development of an action plan.

The intention is that, over time, exemplars of good practice from different SACREs will be made available on an open website, together with annual reports, as a way of adding further support to SACREs and local authorities. Clearly the capacity of any SACRE to make the most of this will be dependent on the extent of the support it receives from, and the quality of its relationship with, its Local Authority.

SACREs are invited to use the format of this RETool to compile their annual report to their local authority. A copy of the annual report should also be lodged electronically with the central database sacrereports@nasacre.org.uk. When compiling their report, SACREs could either use the entire RETool document, or copy sections of text from it into another document; the annual report could focus on specific areas in any given year.

Section 1. Standards and quality of provision of Religious Education

*How effectively does the SACRE, in partnership with the LA, evaluate standards and the quality of provision for RE in schools?
How effective are the strategies to improve standards and the quality of provision?*

In principle, every pupil is entitled to RE of the highest quality. At its best RE will be one of the most popular, relevant, stimulating and truly educative elements in the curriculum. This potential gives SACREs both a benchmark for their aspirations, and a spur for their actions.

A core duty of a SACRE is to gain an overview of the quality of the RE provision in local authority maintained schools and to develop effective strategies to promote the highest standards. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to approach the achieving of this overview with some sensitivity and astuteness.

Information to assist the SACRE in carrying out its role is likely to come from a range of sources. This may include:

- public examination results
- reports from School Improvement Partners
- analysing questionnaires
- sharing of information from subject self-evaluation forms as appropriate, and in agreement with schools
- feedback from professional development activities
- presentations to SACRE from local teachers

The Guidance offers analysis and advice to support SACREs in reviewing their own effectiveness, their patterns of partnership, and their strategies in relation to enhancing the quality of RE provision in local authority maintained schools. In addition, in the light of the development of academies and other non-LA maintained schools, SACREs also need to take note of and respond appropriately to this new diversified scenario. (In the ensuing pages, the phrase “academies etc” is used as shorthand to refer to all non-LA maintained schools within a particular LA area.)

Key Area: 1a. RE provision across the LA. <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
Developing A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the Agreed Syllabus. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have robust processes (for example effective and wide-spread use of the RE SEF) in place to gain a full and accurate overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1b. Standards of achievement and public examination entries <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
Developing A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures. Analysis would be limited as would strategies to address issues.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have robust processes (for example including effective and wide-spread use of the RE SEF) in place to gain accurate information about standards in all schools and examination entries in secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA. entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1c Quality of learning and teaching.		
<i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
Developing A SACRE with developing practice would:	have little or no knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little professional support in the LA working with the SACRE.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some information regarding the quality of learning and teaching from LA SIPs, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE's attempts to improve learning and teaching have limited effect. be able to circulate information about national courses and support mechanisms to schools	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. advise the LA on the support that is needed and have access to professional support that can be linked to schools in need.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1d Quality of leadership and management, including the provision and management of resources.		
<i>To what extent does SACRE have and use information about the effectiveness of senior and middle leadership of RE in its schools?</i>		
Developing A SACRE with developing practice would:	have little knowledge about the quality of leadership and management in RE in local schools. They are unaware of issues relating to the availability of resources for RE in schools.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some information regarding the quality of leadership and management (including senior leadership interest in RE) from the LA, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE support to improve learning and teaching has little effect.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of L&M (including senior leadership interest in RE). This information is analysed to identify trends, areas of strength and areas for development. SACRE draws on expertise in effective schools to support all schools in the LA.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1e. Recruitment and retention of skilled specialist RE staff.		
<i>To what extent does SACRE use information about specialist provision in their schools to target training and support recruitment?</i>		
Developing A SACRE with developing practice would:	have little knowledge of data and issues related to the recruitment and retention of subject specialists in schools. Little or no support from the LA.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some processes in place, supported by the LA, to gather information on staffing in schools, both in relation to subject specialism and teacher commitment to RE. The SACRE would have limited opportunity to act effectively on this information.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about specialist and committed staff in RE. This information is analysed to identify gaps, training needs and ways to support recruitment and retention.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1f. Relations with academies and other non-LA maintained schools.		
<i>To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</i>		
Developing A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	<input type="checkbox"/>
Established A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation. By and large academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a pro-active policy of liaison with all academies etc and of sustaining a wider professional RE network within the area. While the independence of academies etc is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Section 2: The effectiveness of the locally agreed syllabus

How effectively does the SACRE, in partnership with the LA, monitor the impact and evaluate the effectiveness of the agreed syllabus in raising standards? How effectively does the Agreed Syllabus Conference in partnership with SACRE make decisions about the use of national guidance and exemplar material in a review of the agreed syllabus?

The locally agreed syllabus is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good modern AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact measures.

The major factors to be considered in creating or revising an AS include statutory requirements, non-statutory guidance and exemplar material, developments in the school curriculum generally, and local circumstances. Key advice on producing an AS is given in the Guidance. SACREs and ASCs are recommended to take note of this advice in their work on the AS.

Local authorities are required to review their locally agreed syllabus at least every five years. This cycle of reviewing, revising, re-launching and re-implementing the AS gives SACREs and ASCs opportunities for ongoing development and improvement of their effectiveness in providing schools with a locally agreed syllabus which is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the agreed syllabus, in practice much of the preparatory and supplementary work will be carried by the SACRE within its routine business. Moreover, in most LAs the membership of SACRE and ASC overlap substantially or are identical. This can contribute to greater inclusiveness and coherence, but good practice will ensure that it is always clear at any time which body is in place at a meeting, and that it is the ASC which is in session when formal decisions about the AS are to be considered.

Academies etc are in principle free to choose their own RE syllabus. In practice, however, many may well continue to use their local AS. There are some sound reasons for SACRE and the LA to encourage this where possible, and to enable academies etc to have some involvement in the process of revising the AS or of devising a new AS. Relationships between SACREs and academies will necessarily be entirely voluntary and not covered by existing legislation or guidance. SACREs should therefore approach such relationships in a spirit of mutual respect and collegiality. These issues have not been incorporated into the matrix below, but see Section 4.

Key Area: 2a – The review process		
<i>How does the SACRE review the success of the existing agreed syllabus?</i>		
Developing A SACRE with developing practice would:	<p>have limited arrangements in place to monitor the impact of the agreed syllabus, particularly in raising standards. This provides little or no opportunity to review the effectiveness of the agreed syllabus.</p> <p>not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. The SACRE is unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation made by the LA.</p>	<input type="checkbox"/>
Established A SACRE with established practice would:	<p>have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current agreed syllabus.</p> <p>have devised a costed action plan in partnership with the LA, and have been allocated a sufficient budget for the agreed syllabus review and relaunch.</p>	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	<p>have a clear and systematic process for monitoring the effectiveness of the agreed syllabus built into its development plan. Reviewing the agreed syllabus includes full consultation with schools and other key stakeholders, including faith communities. Issues that have arisen have been discussed and addressed in planning for a Review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and printing/ distribution costs. There is a strong sense of shared ownership of the prospective agreed syllabus review, with clear targets for what needs to be achieved.</p>	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 2b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning & teaching in religious education? Is it “fit for purpose”?</i>		
Developing A SACRE with developing practice would:	<p>ensure that the Agreed Syllabus sets out what is to be learnt at each Key Stage. Levels are made available, but do not link directly to the learning and there is no clear expectation of quality learning in the Agreed Syllabus.</p>	<input type="checkbox"/>
Established A SACRE with established practice would:	<p>ensure that the Agreed Syllabus provides a clear framework for and expectations of learning in RE.</p> <p>make clear the value of RE in school both in terms of learning and of wider issues.</p>	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	<p>ensure that the Agreed Syllabus provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA.</p> <p>have set out clear expectations of the role of the LA and school leadership in ensuring adequate resource and provision in schools.</p>	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	
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Key Area: 2c – Launching and implementing the Agreed Syllabus
How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?

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Developing A SACRE with developing practice would:	<p>provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE.</p> <p>have little training provision for implementing the revised syllabus.</p> <p>be prevented from providing any significant additional guidance or extended training on using the agreed syllabus by a shortage of financial and human resources.</p>	<input type="checkbox"/>
Established A SACRE with established practice would:	<p>use other forms of communication (for example the LA website) to promote the launch.</p> <p>have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed.</p> <p>provide additional guidance or extended training on using the Agreed Syllabus over the life of the Agreed Syllabus.</p>	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	<p>Involve the wider community and use strong media coverage, to give the Agreed Syllabus a high profile as an important development in the work of the LA and SACRE. The launch event would include high quality presentations from a range of local faith or belief groups and schools.</p> <p>provide effective training on implementing the Agreed Syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the Agreed Syllabus and the implications for teaching and learning. The SACRE provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.</p>	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	
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Key Area: 2d – Membership and training of the Agreed Syllabus Conference (ASC)

To what extent is the membership of ASC able to fulfil its purpose?

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<p>Developing A SACRE with developing practice would:</p>	<p>have a membership that fulfils basic statutory requirements. There are limited induction and training opportunities; members are unclear of their roles, or how an agreed syllabus can be structured. Particular faith or belief groups or teachers from different phases do not attend.</p> <p>provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.</p>	<input type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for members' training and the purpose and action plan for the work of the ASC are clear.</p> <p>have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.</p>	<input type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants. There is a strong, co-ordinated programme of induction and training opportunities for members.</p> <p>Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights.</p> <p>provide effective admin to support the process</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>		

Key Area: 2e - Developing the revised agreed syllabus		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
Developing A SACRE with developing practice would:	have no clear structure for developing a new agreed syllabus. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new agreed syllabus.	<input type="checkbox"/>
Established A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an agreed syllabus which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The Agreed Syllabus has a clear framework for progression and challenging learning	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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Key Area: 2f - Making best use of National Guidance		
<i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>		
Developing A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the agreed syllabus review process and are unable to use national guidance in a coherent way. have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the education of the whole child.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware of national documentation and some of its implications for the Agreed Syllabus review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the Agreed Syllabus to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised Agreed Syllabus, while ensuring their work reflects local circumstances. The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	
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*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and “Religious education in English schools: “Non-statutory guidance 2010”.

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- For the SACRE
- For the LA

Section 3. Collective worship

How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?

Maintained schools are required to provide a daily act of collective worship for every pupil. In community schools not having a religious foundation, the acts of collective worship should be “wholly or mainly of a broadly Christian character”, without being distinctive of any particular denomination. Part of a SACRE’s role is to support the effective provision of collective worship in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from head teachers in community schools that the requirement for collective worship to be wholly or mainly of a broadly Christian character be disapplied for some or all of the pupils in that school. SACRE ‘determines’ the appropriateness of that application and grants a ‘determination’ to those schools where the application is judged to be in the best interests of the pupils. All pupils in schools with determinations continue to have an entitlement to daily collective worship.

Collective worship can be a rich and rewarding element of the curriculum as a whole. SACREs have the opportunity to enhance the quality of collective worship by appropriate guidance and support.

Key Area: 3a – Supporting pupil entitlement		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?</i>		
Developing A SACRE with developing practice would:	be unaware of the issues facing schools in providing collective worship. provide little advice or support towards fulfilling pupil entitlement to collective worship.	<input type="checkbox"/>
Established A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges facing schools in providing collective worship. provide some advice in support of delivering pupil entitlement and would seek to ensure that schools had access to, and advice on, appropriate resourcing towards delivering collective worship.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a balanced and realistic overview of provision and its challenges across the LA. provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement. obtain feedback from schools to evaluate the impact of advice and support, and periodically reviews its strategies for supporting pupil entitlement.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3b – Enhancing the quality of provision of collective worship		
<i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
Developing A SACRE with developing practice would:	not be adequately supported for promoting quality of provision of collective worship. have agenda items about collective worship dominated by the issue of SACRE trying to find a mechanism for obtaining data. have little understanding of the nature and potential of collective worship and of what effective provision in each school might be.	<input type="checkbox"/>
Established A SACRE with established practice would:	have occasional agenda items on collective worship, with some insight into how collective worship is being delivered in the LA's schools. understand what effective provision is but members of the SACRE have little 'hands-on' experience of	<input type="checkbox"/>

	<p>collective worship in schools.</p> <p>promote in-service support for teachers with responsibility for collective worship, and provides advice on enhancing quality of provision.</p>	
<p>Advanced A SACRE with advanced practice would:</p>	<p>have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools.</p> <p>have first-hand experience of collective worship in schools.</p> <p>disseminate good practice in consultation with schools and teachers, sponsors an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>		

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<p>Key Area: 3c – Responding to requests for determinations</p> <p><i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i></p>		
<p>Developing A SACRE with developing practice would:</p>	<p>have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request.</p> <p>be found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.</p>	<input type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process.</p> <p>have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions.</p> <p>be found by a request for a determination able to respond in an adequate but piecemeal fashion, without a systematic overview of this area of work.</p>	<input type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities.</p> <p>have a well-established and effective framework for responding to requests, with which members are familiar and comfortable.</p>	<input type="checkbox"/>

	Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. SACRE periodically reviews all existing determinations.	
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- For the SACRE
- For the LA

Section 4: Management of the SACRE and partnership with the LA and other key stakeholders

How far does the SACRE's partnership with the LA enable it to carry out its responsibilities effectively?

The relationship between a Local Authority and its SACRE is essentially one of partnership and collaboration, with mutual obligations and responsibilities. So that a SACRE can advise and act effectively for the LA in the field of Religious Education and collective worship, the LA must ensure not only that there is a local SACRE, but also that it is able to fulfil its functions. The extent to which a SACRE is supported, by funding and personnel, will determine how well individuals and committees can work together. Where a SACRE is valued by the Local Authority, it is more likely that the members of the SACRE will be able to contribute both to the SACRE's work and to the LA's wider strategic objectives.

By bring together many local stakeholders (faith/belief communities, teachers, local politicians and cooptees such as universities and parents) into a statutory body, SACREs can act positively for LAs as a sounding board on their core business of RE and collective worship, and also on wider strategic educational objectives such as raising standards, narrowing the gap and promoting community cohesion, as well as community matters related to interfaith collaboration and wellbeing. These core and value added functions work best when the SACRE is appropriately supported, resourced and managed, and when channels of communication with the LA are good.

The potential for SACREs to contribute more widely is dependent on SACRE members feeling that the meetings are outward looking, focused on pupil needs, purposeful and enjoyable. This can be achieved, for example, by meeting in different locations (schools, places of worship, cultural centres and Council meetings rooms) and by ensuring that all members feel they are equal partners whose views and experiences are sought, listened to and valued.

Alongside this, SACRE has the power to develop structural relationships with academies etc by exploring ways in which an academy "presence" can be incorporated into SACRE itself, e.g. by co-options (non-voting), through additional places in Group C (teacher organisations), or by creating a non-voting notional "Group E" (as had been envisaged in the Grant Maintained era). Similar considerations apply to the ASC. Although the legal framework would currently not allow voting rights to any distinct academy representation, SACREs and ASCs would surely not wish to proceed with decisions which were clearly not acceptable to the academy sector represented in their wider membership.

Key Area: 4a – SACRE meetings
How purposeful, inclusive, representative and effective are SACRE meetings?

<p>Developing A SACRE with developing practice would:</p>	<p>hold meetings regularly with:</p> <ul style="list-style-type: none"> ● routine administrative arrangements ● appropriate distribution of agendas and papers <p>Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements.</p>	<input type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>have good attendance where all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship.</p>	<input type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>have SACRE members contributing to the development of the agenda. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including local places of worship and schools.</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>		

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Key Area: 4b – Membership and training
To what extent is the membership of SACRE able to fulfil SACRE's purpose?

<p>Developing A SACRE with developing practice would:</p>	<p>have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always effective. There are limited induction and training opportunities for SACRE members.</p>	<input type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members to participate in training activities.</p>	<input type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>make good use of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members.</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>		

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Key Area: 4c – Improvement/development planning		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
Developing A SACRE with developing practice would:	not have an action plan to focus its future work and there is little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE.	<input type="checkbox"/>
Established A SACRE with established practice would:	have a basic action plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a well-defined action plan with clear objectives and success criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the LA.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		
Key Area: 4d – Professional and financial support		
<i>How well supported and resourced is SACRE?</i>		
Developing A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some access to subject specialist advice and is informed of local and national initiatives. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4e - Information and advice		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
Developing A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA rather than ask questions of the LA and challenge its work.	<input type="checkbox"/>
Established A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. The SACRE receives the information in a way that enables it to challenge and question the LA's work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LA which leads to strategic action to improve standards. This can include advice related to the review of the Agreed Syllabus. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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Key Area: 4f - Partnerships with key stakeholders		
<i>What partnerships does the SACRE have with key local and national stakeholders, and of what quality are these?</i>		
Developing A SACRE with developing practice would:	have little contact with or awareness of other local agencies, and rarely has contact with pupils or parents.	<input type="checkbox"/>
Established A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and has some contact with the groups involved.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local Inter-Faith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and higher education providers are regularly involved with the SACRE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4g– Relations with the Academies sector		
<i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i>		
Developing A SACRE with developing practice would:	have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.	<input type="checkbox"/>
Established A SACRE with established practice would:	have made some attempts to set up an academies presence in SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible. Nevertheless, some academies are now committed to working with SACRE and to finding a constructive way forward.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have considered systematically the legal and structural options open to them, and have set up formal procedures for establishing a permanent and sustainable academies presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partners with SACRE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Section 5: Contribution of SACRE to promoting cohesion across the community

How effectively does SACRE, in partnership with the Local Authority and the faith communities, contribute to the promoting of cohesion across the community?

“By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community”¹.

Schools play a major role in helping to shape the future of our society, and the duty laid on each school to promote community cohesion is a significant part of that role. One of the most obvious and effective contributors to the community cohesion agenda is Religious Education. SACREs should take every opportunity to promote the contribution of RE to the community cohesion programmes in local schools. Where properly supported by the LA, SACREs themselves can act as powerful vehicles for promoting community cohesion in schools, in education more widely, and in the local community. SACREs should exemplify good practice in their internal relations and in the ways in which they go about their business. Advice on the contribution of SACREs and RE to community cohesion is given in the Guidance.

¹ Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cattle Report in 2001.

Key Area: 5a – SACRE’s membership		
<i>How representative is SACRE’s membership of the local community?</i>		
Developing A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community.	<input type="checkbox"/>
Established A SACRE with established practice would:	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim communities). It would also endeavour to include representation from small local faith communities and / or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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Key Area: 5b SACRE’s understanding of the local area		
<i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
Established A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. know about local Inter Faith groups and the work that they do in the locality.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area and take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local Inter Faith groups. The SACRE would be aware of the impact of this local context on schools and on the provision for RE and collective worship in those schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5c – SACRE’s engagement with the community cohesion agenda.		
<i>How much does SACRE understand the contribution which RE can make to a schools’ provision for community cohesion?</i>		
Developing A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. It may also have little opportunity to promote RE’s contribution to schools of faith communities.	<input type="checkbox"/>
Established A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. The SACRE would understand and have a clear commitment to the part RE can play in promoting community cohesion and would seek to promote this throughout its work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. The members of SACRE would appreciate their key role in promoting RE’s contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local Agreed Syllabus and related guidance. SACRE members, as representatives of different sections of the wider community, would appreciate how they and their wider constituencies can work in partnership with other agencies to enhance the promotion of community cohesion in schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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Key Area: 5d – SACRE’s role within wider LA initiatives on community cohesion		
<i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
Developing A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area and take the initiative in promoting activities and links, which relate to this work. be aware of and work in partnership with local Inter-Faith groups to ensure the LA’s work has a broad consultation base.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

ANNEX

The responsibilities of a Local Authority

The detailed rights and responsibilities of local authorities can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, local authorities are legally required to:

- establish a SACRE and appoint representatives to each of the four committees
- establish an occasional body called an agreed syllabus conference (ASC)
- institute a review of its locally agreed syllabus every five years
- appoint members of the committees represented on the ASC
- ensure that membership of group/committee A on the SACRE and ASC is broadly representative of the local area
- take all reasonable steps to ensure that SACRE and ASC membership is representative

The responsibilities of a SACRE

The detailed rights and responsibilities of SACREs can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, SACREs are legally required to:

- advise the local authority on RE and collective worship
- publish an annual report on their work
- send the annual report to QCDA (or its successor body)
- meet in public, unless confidential information is to be disclosed
- make their minutes available to the local authority and make provision for public access to their agenda and reports

The Guidance also indicates that SACREs should, as a matter of good practice:

- Monitor the provision for both RE and Collective Worship
- Provide advice and support on RE and Collective Worship to schools
- In partnership with the local authority, keep the locally agreed syllabus and provision in schools under review
- Offer advice to the local authority

In addition, SACREs may:

- Require their local authority to review the locally agreed syllabus
- Decide to advise their local authority
- Co-opt members who are not members of any of the four groups.

The Guidance also makes it clear that SACREs can and should make a strong contribution to the promotion of community cohesion in schools and in the local community through their promotion of good quality RE and through their operation as a SACRE.

Discussion date(s)

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DRAFT SACRE DEVELOPMENT PLAN FOR 2013-2015

Objective	Action	Timescale	Success Criteria	Cost	Key Personnel
Statutory obligations					
Produce an annual report on the work of the SACRE	Using records and papers of meetings, write a report, on the work of the Bracknell Forest SACRE.	To be presented as a draft to the autumn meeting of the SACRE	Finalised version of the SACRE report should be published and distributed to all BF schools by the end of January.	Up to one day of writing time	Jo Fageant
On going initiatives					
Annual analysis of GCSE and A level entry and results statistics	Analysis of information about entries and results compared with previous years and national data	Early in the autumn term	Analysis to be completed in time for presentation to the SACRE at the autumn term meeting (and for inclusion in the annual report?)	?	Martin Surrell
Review and amend/update a SACRE development plan	Review the development plan and up date it for the year ahead	For the autumn term meeting	By the end of the autumn term meeting an updated version of the development plan is agreed		SACRE and SACRE consultant
SACRE and schools to receive a newsletter about RE	Newsletter to be written, compiled and distributed on a termly basis	3 times per year?	Publication and distribution of a newsletter each term	Consultant time Printing costs	Jo Fageant ? in a consultant role?
Ensure members are well informed about SACRE related issues and contribute to local debates on such issues	Support the organisation and planning of an annual conference for local SACREs: Summary analysis of conference evaluation to be produced Themes, venues and speakers to be organised Bookings made	By end of summer term; By start of calendar year By end of January	Conference organised according to the timings indicated. At least 5 members of the SACRE to attend the conference and be able to report back for discussion at the autumn term meeting	One sixth of the total conference cost.	Jo Fageant, officers and SACRE members from each LA Jo Fageant Jo Fageant

Objective	Action	Timescale	Success criteria	Cost	Key personnel
Ensure the SACRE is informed about the quality and diversity of RE in BF schools	Invite a teacher to make a presentation about an aspect of RE in their school at each summer term meeting	At each summer term meeting	Each summer term meeting receives a presentation which helps the SACRE to develop an informed sense of RE in BF schools	Gift tokens?	Martin Surrell
Ensure members are well informed about SACRE related issues and themselves contribute to national debates on such issues	Members of the SACRE attend relevant conferences eg NASACRE, Relevant information about RE identified in newspapers, journals etc to be made available to members	Nominations made as invited by conference organisers As appropriate	The SACRE is represented at all appropriate national conferences Members receive copies of up to date information/articles on RE and discussion of these is included in meetings as appropriate	Conference fees and travel costs incurred by representatives Estimate: £100	Members of the SACRE All members – information sent to Clerk for distribution
For the period 2012-14					
Improve communication with RE subject leaders	Request direct contact details with subject leaders in all schools	Initial list to be completed summer 2013 and then updated as needed	An email address for each RE subject leader	N/A	Martin Surrell
Support termly RE subject leader meetings with a view to them being self supporting by autumn 2014	Set dates, organise venues and advertise to all subject leaders	Annually at the start of each year	Termly meetings held with BF teachers increasingly taking responsibility	Initially consultant time	Jo Fageant and Martin Surrell
Produce collective worship guidance for schools	The SACRE to determine the nature of the proposed advice and organise a subgroup to work on it	By spring 2014	Useful guidance for schools on collective worship to be produced and made available on the BF website	Dependent on whether the resource is produced in hard copy	Sub group of the SACRE
Objective	Action	Timescale	Success criteria	Cost	Key personnel
Enable an event for	Support RE subject	Summer 2015	BF schools have an opportunity	?	RE subject leader

pupils	leaders group to plan an event to engage pupils from BF schools that will enrich their experience and learning in RE		to participate in an authority-wide event focused on enriching pupils experience of RE		group supported by a sub group of the SACRE
Devise and offer to schools an RE competition	Decide on the nature of the competition, how and with whom it will be organised, timescales, prizes etc	By summer of 2015	Schools within BF will participate in the competition and prizes will be awarded. Press coverage to be organised	Cost of prizes	The SACRE or a sub group, representatives of the RE subject leaders group and Martin Surrell

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Developing a Strategy of Regional Support for RE: Regional Expression of Interest (EOI) form

Introduction

This RE Regional Expression of Interest form should be read in conjunction with *Implementing a Strategy of Regional Support for RE*, the report and recommendations agreed by the Religious Education Council (REC), the National Association of Teachers of RE (NATRE) and Culham St Gabriel's Trust (CSTG). The report gives the background to the regional strategy, and is available on the CSTG website at ...,

Networks of RE practitioners in any region of England or Wales will be able to benefit from the regional strategy by expressing an interest in developing their work and by applying for resources to make their developmental ideas possible.

In the summer term of 2014, up to four regional pilots will invited to exemplify the regional strategy. In the academic year 2014-15, subject to evaluation and review of the pilots, practitioners in all regions of England and Wales may be able to use this Expression of Interest (EOI) form to apply for resources to support regional work in RE.

Background briefing for pilots and applicants

The paper *Implementing a Strategy of Regional Support for RE* identifies the following aims for regional hub activity:

- (a) To create informing, connecting, inspiring and energising regional networks of teachers of RE;
- (b) To promote practical wisdom through two-way engagement between RE research and RE pedagogy, leading to improvement in standards of teaching and learning in RE;
- (c) To build capacity of RE leadership locally, regionally and nationally, by developing confidence, expertise and vision.

The paper is clear that regional hubs are definitely not intended to be a new organisation and should not become a new bureaucratic structure.

Pilots and applicants might also find it useful to bear in mind the following practical points that regional networks could think about and address:

- The central focus of regional activity needs to be the RE teacher's needs and intentions in improving teaching and learning.
- Hubs can be started and maintained by any RE partner but need a leader whose time to coordinate the activity is identified, recognised and paid for – a professional partner to 'hold the ring'.
- Hubs can be as small or large as they like. There is no 'right' size. It might help to think of regions as hubs, subdivided into smaller action research sets or action learning networks. Hubs and sets can be territorial but they can also link teachers in schools that are statistical neighbours, members of an academy consortium, partners with the same university, or RE teachers living in the same area.
- Linking teachers locally and nationally through carefully integrated use of social media, such as #Teachmeets, @reonline_tweets, @rethinkREnow and #REchatuk can support and build insights.
- The difference that hubs can make to teachers' capacity could be crucial. Hubs can transcend discussions about 'what works in the classroom' and get to 'why it works' and 'how it can work better'. The action research element of critical questioning and quality assurance can be had through university/school interaction.
- Pedagogical understanding and commitment in teachers needs openness and inclusivity. Hubs may decide to focus on a particular pedagogical model offered by a nearby university; but it is also good to encourage teachers to be versatile pedagogically, and to keep developing their repertoire of different pedagogical models.

The paper *Implementing a Strategy of Regional Support for RE* also contains two regional 'scenarios' which give an idea of the diversity of approaches that can be used. On its final

page, in Appendix 5, the paper offers a conceptual diagram of the possible ingredients of regional hub activity.

Before you express an interest in funding

Before applying for resources to help develop a regional strategy for RE, it is strongly advised that applicants take the following three steps:

1. Read the paper *Implementing a Strategy of Regional Support for RE* in order to gain a strong shared understanding of the purpose of regional hubs.
2. Contact CSTG Consultants on regional strategy, Alan Brine on alan@cstg.org.uk or Mary Myatt on mary@cstg.org.uk, to organise a meeting or conversation that will help you with your aims.
3. Reflect on the three developmental questions:
 - a. What am I/are we trying to achieve for the improvement of RE?
 - b. How will I/we organise the improvement, and who are the strongest regional partners to work with?
 - c. What are the success measures?

Expression of interest in funding (EOI)

After taking the three steps identified above, please complete this brief EOI form to express an interest in benefiting from Culham St Gabriel's resources to support regional development. Please note, the upper limit for each pilot is £2,000. Projects which require more substantial funding should use the normal individual or corporate grant application process.

Region: Berkshire (SACREs of six unitary authorities working together)
Your name and professional position: Jo Fageant, Adviser to West Berkshire and Slough SACREs Jan Lever, Adviser to Reading and Wokingham SACREs Anne Andrews, Adviser to Bracknell Forest and Windsor/Maidenhead SACREs
Your contact details: Jo Fageant: jefconsultancy@hotmail.co.uk Jan Lever: jan@janlevereducationconsultancy.com Anne Andrews: anne.andrews@oxford.anglican.org
If successful, the details on the person or organisation to whom the funding should be sent: <u>Jan Lever Education Consultancy and Training Ltd</u> Tel: 01202 377192 or 07973 752250 Web: http://www.janlevereducationconsultancy.com Company Registration No.: 07225363 VAT Registration No.: 169429665 Address: The Cabin, 8 Davenport Close, Upton, Poole, Dorset, UK BH16 5RE

<p>In RE terms, I would describe my region as (delete as appropriate): An area where much is already happening but could be better joined up</p>
<p>Title and brief description of your proposed regional activity for improving RE (maximum 100 words): Improving the educational effectiveness of visits to places of worship. We aim to develop a training seminar for volunteers from faith communities who host visits to places of worship. The session will be run twice, once in each of east and west Berkshire. Invitations will go to a range of faith communities across Berkshire. Members of groups A and B from each of the six participating SACREs will take part so they can develop, along with other visit hosts, as leaders with expertise and vision in supporting school visits. They will also have a role in monitoring and evaluating the effectiveness of visits.</p>

Next, please complete the questions below, making use of your conversations with CSTG consultants and your reflections on the three developmental questions.

<p>Please write up to 200 words in answer to each of the following three developmental questions:</p>	
<p>What am I/are we trying to achieve for the improvement of RE?</p>	<p>RE advice, local and national, advocates visits to places of worship for pupils of all ages. However, these experiences often miss their potential because teachers and hosts do not understand how they can best contribute to pupils' learning and progress in RE This initiative aims to improve planning and teaching associated with visits and, hence, learning outcomes. It will grow a group of visit leaders supporting confidence, expertise and vision in their host and teacher colleagues. It will do this by developing with visit hosts and their colleagues in SACRE Groups A and B improved understanding of the RE curriculum, particularly as found within the locally agreed syllabus shared by the six participating SACREs. It will explore age appropriate approaches and the development of interactive, pupil-centred presentations and materials. It will consider the necessary liaison between schools and hosts about learning objectives and intended outcomes and support the development of documentation to help this process. The intention is to increase the educational effectiveness of visits. The two sessions will be complemented by meetings funded by SACREs ie RE subject leaders meetings on the same theme in each of the six local authorities and a meeting bringing teachers and hosts together.</p>
<p>How will I/we organise the improvement, and who are the strongest regional partners (individuals, schools, networks or organisations) to work with?</p>	<p>Two sessions, in different locations, will be delivered for potential hosts of visits to places of worship including members of groups A and B from each of the six participating SACREs. These will be led by three advisers who serve these SACREs. Other partners will include representatives from the <i>Welcome Days</i> work at Reading Synagogue; members of <i>RE Inspired</i> who lead visits in East Reading and Wokingham, the Muslim Chair of the Slough SACRE who has developed some materials for her colleagues on leading effective mosque visits and providers of <i>The Jewish Way of Life</i> exhibition. Sessions will provide an opportunity to share expertise already developed amongst the 'hosts' and explore new/additional material</p>

	<p>prepared by the advisory team. They will involve presentations, group discussions and group work to develop shared documentation.</p> <p>In addition, and separately funded there will be: 6 sessions, one in each LA, between April and July on the same theme from teachers' perspectives Days of visits organised for teachers to some of the places of worship in East Berkshire from which hosts have been drawn (similar days have already taken place in Reading for teachers in parts of the west of Berkshire) The production of photographic resources.</p>
<p>What are the success measures?</p>	<ul style="list-style-type: none"> • Recognised increase in confidence and expertise amongst visit hosts • Improved clarity of intention between schools and visit hosts about RE learning objectives • The development by the places represented of information which can be shared with schools about facilities within each place and the types of visits possible • The development of a shared request/booking form which includes details negotiated with schools about visits including learning objectives • The development of a shared feedback form to affirm good practice and support continuing improvement. • Evaluation led by Group A and B members of SACREs demonstrating increased educational effectiveness of visits through improved liaison between schools and hosts. • Alongside this, but separate from it, those attending individual LA meetings for teachers of RE will receive an update on this initiative, exemplars of documentation and contact details helpful in organising visits. This information will be also be made available to other teachers via LA websites. Sessions will also consider the importance of negotiated intentions/objectives of visits that specifically link with the RE curriculum.
<p>Timescale: Dates for the two seminars in the summer term will be set in March, fliers and invitations created before the end of the Easter holiday for distribution at the start of the summer term.</p> <p>Starting date: A planning meeting of the three advisers will take place at the end of April 2015</p> <p>Finishing date: End of July 2015</p>	
<p>Please identify the cost of the activity up to a maximum of £2,000, and break the cost down into specific actions.</p> <p>£800 - Planning meeting with three advisers and development of seminar resources £1200 – Two seminars: Adviser time, venues, refreshments, travel expenses (£600 for each session)</p>	

Once you have completed this EOI form, please send it by email to one of the CSTG consultants, Mary Myatt mary@cstg.org.uk or Alan Brine alan@cstg.org.uk . The trust will then decide on your EOI and respond to it as rapidly as possible.

Report on the meeting of the Chairs of the six 'Berkshire' SACREs.

The group has met twice with Jo Fageant and Jan Lever, current professional advisers to the six SACREs. The first meeting was held in response to the outcome of the Joint SACREs Conference in June 2014 when it was decided that some degree of co-ordinated/shared work would be beneficial. That meeting focused on the idea of developing teachers' understanding of visiting places of worship conscious of the work already undertaken by Jan Lever in Reading and Wokingham.

The second meeting, at which Wokingham and Slough SACREs were not represented, developed this idea further. In brief the outcomes were as follows:

- Days of visits to places of worship would be provided for teachers in other parts of 'Berkshire' – visiting places of worship in east Berkshire ie Maidenhead and Slough
- Photographs would be taken during these visits and they would be collated into a series of presentations teachers can use in lessons. These can be available to all schools on CD
- RE subject leader meetings in each LA in the summer term would focus on how to ensure visits to places of worship with pupils are most effective
- A bid for the funding of training for people who might host visits was agreed and has subsequently been submitted for the consideration of the Culham St Gabriel's trustees.
- It was agreed this year's Joint SACREs Conference would include teachers so the timing would be 4.15-7.30 rather than our usual pattern of 6.00-9.00pm. The evening would showcase the work of SACREs and particularly highlight this work on visiting places of worship. Date to be confirmed but those currently available are 1, 8 and 15 June – all Mondays.

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National Association of
Standing Advisory Councils
on Religious Education

SACRE BRIEFING

Issue: 7

This issue includes:

- [A response to Lord Nash's letter to SACREs](#)
- [NASACRE Annual Conference and AGM](#)
- [NASACRE Executive vacancies](#)

- SACRE Annual Reports – what is necessary and what is desirable?
- SACRE annual reports
- Charlie Hebdo
- Regional hubs
- The Westhill /NASACRE Awards 2015-16
- RE resources
- What is RE for? A questionnaire
- Your SACRE details

A response to Lord Nash's letter to SACREs

NASACRE welcomes Lord Nash's letter and thinks that SACREs should discuss the letter and its implications for their own Local Authorities. SACREs are encouraged to write to the Under Secretary of State for Schools to:

- thank him for the letter;
- support the proposal to commission an analysis of Annual Reports and produce a report about SACREs nationally on that basis;
- point out that SACRE members are not volunteers but appointed members of a statutory body and, that whilst they offer much to their local authorities (LA) in terms of social and cultural capital, their main purpose is to advise the LA on religious education and collective worship;
- ask the Under Secretary of State how the Department for Education is going to hold local authorities to account in relation to their responsibilities to support and resource SACREs;
- ask the Under Secretary of State about the relationship SACRE should have with Academies and Free Schools in light of the Academies Commission Report 2013 where local authorities are seen to be the champion of children and young people and therefore advocates for a broad and

balanced curriculum, including RE which is the only curriculum responsibility of LA.

The Director of Children's Services and the appropriate Portfolio holder should be sent a copy of Lord Nash's letter with SACRE's response.

Read [Lord Nash's letter](#).

NASACRE Annual Conference and AGM 2015

Date: Thursday 21st May 2015 11:00am - 4:30pm

Venue: The Council House, Birmingham

Cost: £90 per delegate (member SACREs), £110 per delegate (non member SACREs)

Meeting the Challenge

Keynote speaker: Rt. Hon. Charles Clarke

Secretary of State for Education and Skills, 2002-4

Visiting Professor, School of Politics, Philosophy, Language and Communication Studies, University of East Anglia

Seminar leaders:

Denise Cush

Professor of Religion and Education at Bath Spa University

Mary Myatt

Lead Ofsted inspector, Culham St Gabriel's Lead Consultant for Teacher Conferences, adviser, writer and trainer

Provisional programme

11:00 Arrival, registration and coffee

11:30 Welcome and introductions

11:40 Keynote address: Charles Clarke

12:10 Question time

12:45 Business meeting

1:30 Lunch

The afternoon will comprise seminar addresses from Denise Cush and Mary Myatt, with opportunities for SACREs to ask questions, share, discuss and reflect before the announcement of the Westhill awards and closing remarks from our new Chair.

4:30 Conference closes

MAKE A BOOKING

NASACRE Executive vacancies

At the the AGM in May, there will be vacancies on the Executive for **Vice Chair** and **three members** of the committee.

Vice Chair

Our chair, Lesley Prior writes:

At the AGM in May, my two year tenure as Chair of NASACRE will be over and David Hampshire will take on this role. However, I will not step down, as I will become Executive Assistant and support David and other members of the Executive in our ongoing work.

As David becomes Chair, we will be looking for someone who can take on the Vice Chair role. Could you be that person? In essence, it is a six year commitment, so not something to be considered lightly. There is an information paper about the [roles of Vice Chair, Chair and Executive Assistant](#) on the website.

Having read this information document, if you are interested and want further information, please [email me](#).

Executive committee member

The role of a member of the Executive committee is to support NASACRE in its increasingly demanding work and to offer his/her skills and expertise in this regard. It is **not** to represent a particular SACRE or specific group.

Further information/ [nomination form](#).

SACRE Annual Reports – what is necessary and what is desirable?

A new document: *SACRE Annual Reports – what is necessary and what is desirable?* has been produced by David Hampshire and Denise Chaplin to support SACREs in producing their annual report - one of SACRE's statutory

duties.

SACRE Annual Reports

Thank you to those SACREs who have already submitted **reports** for the year 2013-14.

Please email your SACRE report as **one** document in **PDF format** with a **maximum size** of approx **3Mb** to: memsec@nasacre.org.uk

Charlie Hebdo

Following the Charlie Hebdo murders and the Hyper Casher hostage deaths in Paris, NASACRE has issued a **statement about teaching Islam**.

Regional hubs

Colleagues in the South Central RE Hub describe this partnership

The South Central RE Hub, hosted in Hampshire, has agreed that its overall purpose is to enable a range of opportunities for building the leadership capacity of teachers of both primary and secondary RE. This Hub began life as a network of SACREs meeting once each term, initiated by the Hampshire SACRE, and answerable to individual SACREs. The Hub remains a SACRE initiative, but its membership has now been widened slightly to include teachers from different phases as well as from the University of Winchester.

There are three interconnected elements to this work and constituent hub members plan to work together in various ways to share good practice and engage in activities that are better done together than alone. The first element is the formation of a reading and research group. This group, run jointly by Hampshire Inspection and Advisory Service (HIAS) and the University of Winchester will enable teachers across all phases of RE to explore current research and initiatives, as well as to develop research potential in schools.

Meeting twice each term after school, it is intended that a 'real time' webinar be set up, as well as several social media and Moodle opportunities to ensure open access for those who live further away. The University of Winchester will offer participants who are interested the opportunity to enrol on their flexible MA Ed programme. This will mean that teachers could gain credits towards a Master's degree in Education. For more information please email patricia.hannam@hants.gov.uk or rhiannon.love@winchester.ac.uk

The second element is aimed at building capacity through networking with various teacher links that exist across the hub area. There will be a sharing of good practice; developing common themes and increasing participation. These groups are all to be linked to the NATRE Groups.

The third element of work is aimed at responding to the known need for subject booster opportunities. The South Central RE Hub recognises the range of differing needs of specialist and non specialist RE teachers, and intends to build capacity for both. The possibility of a subject specialist conversion course, in conjunction with The University of Winchester, is being investigated. For more information about the South Central RE Hub please contact Hub coordinator Patricia Hannam, Hampshire County Inspector/Adviser RE/History patricia.hannam@hants.gov.uk

The Westhill /NASACRE Awards 2015-16

Colleagues are asked to note that the next round of these Awards have begun. The formal notice, briefing paper and application form are now on the [NASACRE website](#). The **closing date for applications** for an Award (of up to £4,000) will be **on or around March 31st**.

Michael Metcalf

RE Resources

In response to requests from SACREs about mailings from commercial providers of RE resources NASACRE has written an [advice document](#).

What is RE For? A questionnaire

Recently OFSTED, the UK-wide *Does RE Work?* project and various writers from the field of RE have identified that there are lots of competing 'aims' for RE, and perhaps RE teachers are trying to do too much.

In response to this, Mark Plater from Bishop Grosseteste University is devising a questionnaire to ask SACRE members what they personally feel are the most important aims for the subject. The instrument is currently being piloted, and should be ready for use later in the year. The questionnaire will be launched at the **NASACRE Annual Conference and AGM** in Birmingham on 21st May 2015. Results from the survey will be collated over the course of the year, and these will be disseminated to all SACREs for discussion at future meetings. Please look out for the survey, and ensure that as many of your own SACRE members complete it as you can muster. It will be available online and in

downloadable pdf format for printing and planning. For further information contact Mark Plater on mark.plater@bishopg.ac.uk.

Your SACRE details

In order that you don't miss out on important mailings, it is important that we have up to date contact information.

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