

Notice of Meeting

Standing Advisory Council on Religious Education

Councillor Dr Gareth Barnard (Bracknell Forest Council)
Madeline Diver, Associations Representing Teachers (VOICE)
Councillor Ankur Shiv Bhandari
Councillor Alvin Finch
Councillor Mrs Lizzy Gibson
Councillor Mrs Isabel Mattick, Bracknell Forest Council
Rev Malcolm Chalmers, Church of England representative
Father David Clues, Group B: Church of England
Vicki Gibson, Free Churches
Kathy Hadfield, Co-opted Member
Jill Hanson, Church of England
Clare Hawkins, Teacher representative
Ruth Jackson, NAHT Headteacher
Dilip Ladwa, Hindu faith representative
Robyn Lynch, Catholic Church
Rajdip Marok-Dhanju, Sikh representative
Jo Perrett, Catholic representative
Arfan Rashid, Muslim faith
Elaine White, Teacher representative
Deborah Windsor, National Union of Teachers (NUT)
Tracey Bradshaw, School Standards and Effectiveness Partner
Anne Andrews, Oxford Diocese Adviser



Wednesday 30 September 2020, 5.00 pm

Zoom meeting

Agenda

Item	Description	Page
1.	Election of Chairman	
2.	Appointment of Vice-Chairman	
3.	Welcome and Apologies for Absence	
4.	Minutes of the Previous Meeting	3 - 6
	To approve as a correct record the minutes of the meeting of the Committee held on 13 July 2020.	
5.	Matters Arising	
6.	Review membership Reporting: All	
7.	Action / Forward Plan Reporting: Madeline Diver / Anne Andrews	7 - 12

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8.	Annual Report Reporting: Anne Andrews	13 - 20
9.	Budget update Reporting: Tracey Bradshaw	
10.	Update on RE Network meeting Reporting: Anne Andrews	
11.	Feedback from LA officer on situation in schools across Bracknell Forest Reporting: Tracey Bradshaw	
12.	Westhill project and SACRE Hub update Reporting: Anne Andrews	
13.	Any Other Business	
14.	Dates of Future Meetings 3 November 2020 17 March 2021	

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Published: 22 September 2020

EMERGENCY EVACUATION INSTRUCTIONS

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**STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION
13 JULY 2020
5.00 - 6.45 PM**



Present:

Councillor Dr Gareth Barnard, Bracknell Forest Council (Chairman)
Madeline Diver, Associations Representing Teachers (VOICE) (Vice-Chairman)
Councillor Alvin Finch
Councillor Mrs Lizzy Gibson
Councillor Mrs Isabel Mattick, Bracknell Forest Council
Vicki Gibson, Free Churches
Kathy Hadfield, Co-opted Member
Jill Hanson, Church of England
Ruth Jackson, NAHT Headteacher
Dilip Ladwa, Hindu faith representative
Deborah Windsor, National Union of Teachers (NUT)
Tracey Bradshaw, Local Authority representative
Anne Andrews, Oxford Diocese Adviser

Apologies for absence were received from:

Father David Clues
Robyn Lynch
Arfan Rashid

29. Election of Chairman

The election of Chairman was postponed to the next meeting at the start of the academic year, in line with the SACRE Terms of Reference.

30. Appointment of Vice Chairman

The election of Vice-Chairman was postponed to the next meeting at the start of the academic year, in line with the SACRE Terms of Reference.

31. Minutes of the Previous Meeting

The minutes of the meeting held on 12 March 2020 were approved as a correct record.

32. Westhill films

SACRE members watched a short clip of one of the Westhill films.

Filming had taken place in 4 out of the 6 proposed venues before lockdown had slowed the project. The films were currently in four long films, but would be separated into individual clips of one syllabus question each.

An RE educational website called TrueTube had agreed to host the videos provided they were satisfied with the quality of the films, and then the films would be available nationwide for use in other areas alongside teaching notes for teachers to access.

It was hoped that the videos from the final two venues could be completed soon, and the Hub had suggested an Orthodox synagogue, Catholic church and Sunni mosque as other venues. It was noted that the COVID restrictions on places of worship would largely decide what could be done in these locations.

It was hoped that the videos would be ready for use in the Autumn term, but the launch would be delayed to the Summer 2021.

Anne agreed to include links to the online resources in the RE newsletter once the videos and resources had gone live.

33. Forward plan for SACRE

It was noted that the SACRE Forward Plan had been extended to cover the period 2019 to 2023 to account for time lost to COVID-19.

SACRE discussed each plan item individually and gave the following updates.

1. Understand the local context for schools and communities

- It was not possible to collect data from schools this year on religious make up of school populations.
- It was not easily possible to rotate SACRE meetings around Bracknell Forest schools or places of worship, however it was suggested that meeting virtually may enable faith representatives or teachers to join the meetings more easily.
- SACRE agreed to ask faith groups and school representatives for their reflections on the COVID-19 period.
- Tracey agreed to share any best practice on remote RE teaching.

Priority 2: Monitor religious education and collective worship

- It was agreed that this priority was still relevant, but that timescales may need to be adjusted.
- SACRE members agreed that interviews with schools on how they were conducting RE and Collective Worship would be beneficial.
- It was suggested that interviews with teachers on their experiences could be recorded and played back at a SACRE meeting if useful.
- The locally agreed syllabus would be reviewed once the curriculum had been re-established in the next academic year.
- It was proposed that further training on the Locally Agreed Syllabus could be held in Spring 2021.

Priority 3: Promote the development of good religious education across the local authority area

- SACRE agreed to support the development of virtual lessons and blended learning.
- It was noted that Ofsted inspections would recommence in January 2021, and guidance on SIAMS inspections would be released in the Autumn term 2020.
- It was agreed that during the transition back to the usual curriculum, RE teaching would be critical in promoting diversity and community cohesion.

SACRE supported the forward plan, and agreed to turn it into an action plan with timescales included. Madeline Diver agreed to co-ordinate a working group to develop an action plan to be presented at SACRE's next meeting in the new academic year.

34. **Feedback on schools' work during the summer term**

Tracey Bradshaw provided an update on the DfE guidance relating to full opening of the school and in particular expectations concerning curriculum..

It was noted that remote education needed to remain high quality. The normal school curriculum would be resumed by Summer 2020/21 at the latest, but there remained fluidity to look at local arrangements. There would be particular focus for Early Years to KS3, to ensure a coverage of the curriculum across the year.

£650m in catch up support had been made available to UK schools for the upcoming academic year, £350m of which would be used for tutoring disadvantaged children.

In response to questions, the following points were noted:

- Headteacher representatives praised the Local Authority for their support, and schools had felt well supported and prepared during the lockdown period.
- Some schools had been delivering video assemblies and sharing these with children. Schools were considering how best to have children together and promote collective worship or other whole-school activities.
- The Oxford Diocese was issuing guidance to church schools on collective worship, and it was suggested that something similar could be developed for community schools. The Diocesan website had lots of resources available to schools to support prayer and reflection.
- It was suggested that SACRE might be able to provide materials to assist with the blended learning of RE.
- It was noted that Soulscape were piloting a project with Emmbrook school using online resources to promote wellbeing and emotional / social development.
- Tracey agreed to write an opening paragraph for the SACRE newsletter with Anne to promote available resources.
- Kathy Hadfield recommended the Baha'i website Elevate World which included content on Mental Health, wellness, racism, reflections and other support. Kathy agreed to send the details to Anne for circulation.
- It was noted that the technological resource of each school would determine the output of their teaching materials, and that while some school could function as business as usual, others had encountered technical challenges to their work.

35. **Impact of COVID-19 on faith communities**

SACRE discussed the impact of COVID-19 on faith communities, and the following points were noted:

- Many faith communities had made best use of the technology available to them, and telephone conversations to keep in touch with friends. However it had been difficult to reach out to the nearby communities.
- Some communities had been glad of the extra time with their families, to communicate faith to their children at home.
- The use of technology and live streaming had been positive in some communities, as it had allowed members who were disabled or otherwise unable to get to a meeting to participate.
- It was expected that there would be some nervousness around meeting together as faith communities once it was possible to do so.
- It was noted that some faith communities were more active over virtual meetings than they would have been under normal circumstances.

- SACRE members noted that there were some who had been excluded by the move to live streaming services or meetings, as they were not digitally able.

36. **Any Other Business**

SACRE thanked all the school staff in Bracknell Forest who continued to work hard to support the borough's young people.

37. **Dates of Future Meetings**

The future date of SACRE meetings for the next academic year was to be confirmed.

CHAIRMAN

SACRE Action Plan: Priority 1 Draft v 3

	Action: What we need to do?	Means: How we will do it?	Key providers: Who are they?	Outcome/ Reason: Why do this?	When?		
1.	Find school catchment area, demographics, amenities and environment	a) Assess community structure and school reach b) Map community buildings; places of worship c) Map open spaces and leisure facilities	LA Admissions; Census data, Public Health & Better Care Fund Narrative; LA Planning; Elected Members Faith Leaders LA Parks and Gardens Local Community Groups	Provides age profile and ethnicity and possibility for healthy journeys to school. Clarifies facilities and amenities & potential for leisure, relaxation and social activities. Shows potential for exercise and healthy activities outside. Inclusivity			
2.	Understand school ethos and what the children think	a) Review prospectus and available reports b) Establish focus groups	School website and published documents Ask pupils, teachers, parents (PTA) and governors. Ask Community Leaders	Gives the vision, aims and expectations of the school. Indicates happiness and what the community thinks Shows Inclusivity		*	
3.	Assess relationship between schools and local places of worship	a) Ask which faith leaders fill governor roles b) Find which schools have visiting faith speakers	LA Schools Dept Ask Faith Leaders	Allows for spiritual input Permits broadening of CW and RE teaching. Transparency of faith and belief			
4.	Arrange for SACRE meetings In different settings	a) Visit different schools in reality or virtually.	RE Adviser and LA Officer	Increases SACRE understanding of the variety of establishments. Promotes visibility of SACRE			
*	Prepare questions		SACRE subcommittee	Consistency of the brief.			

Priority 1 Understanding the local context for schools and communities.

SACRE Action Plan: Priority 2 Draft v 3

Priority 2 Promote the development of good religious education across the local authority area

	Action: What we need to do?	Means: How we will do it?	Key providers: Who are they?	Outcome/ Reason: Why do this?	When?		
1.	Enhance the role of network meetings	a) Enhance SACRE newsletter to include progress on the Action Plan b) Arrange Webinars	LA SACRE Officers & Members RE Adviser RE Adviser, RE Leads & LA Admin	To raise awareness and share information To encourage support amongst practitioners			
2.	Share best practice	a) Collect examples for Newsletters b) Use network meetings for sharing	Input from Faith Groups and SACRE members + teachers Schools including RE Leads	To provide exemplars and materials To offer mutual support and help.			
3.	Enable faith speakers to share their perspective	Provide digital expressions: a) YouTube b) Interactive livestream talks e.g. Zoom c) Facebook	Faith practitioners and Youth Workers	To expand pupils horizons to appreciate different cultures and ways of expressing what people believe and think.			
4.	Enable trips/ visits	Virtual tours/visits to places of worship	Use specific Faith areas to clarify their background and beliefs See Westhill Project films	Clarify the culture, beliefs and social strengths of each group.			
5.	Create understanding between faiths	Enable digital sharing at collective worship	School Facilitators and Governors Local Faith & Community leaders	To work towards a strong sense of community cohesion and interaction with tolerance.			
6.	Provide teachers with resources to enlighten aspects of the syllabus	a) Ascertain teachers needs from subject leaders b) Use newsletters to specify available resources	RE Adviser, Faith Groups, YouTube, Westhill Films. Advertise Artefacts at Open Learning Centre	Teachers will be able to present different faiths accurately and confidently. Pupils will have clearer picture of the different practices of each faith and their commonality			

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SACRE Action Plan: Priority 3 Draft v 3

Priority 3 Monitor religious education and collective worship

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	Action: What we need to do?	Means: How we will do it?	Key providers: Who are they?	Outcome/ Reason: Why do this?	When?		
1.	Find place of RE in school plans	a) Analyse programmes of work b) Plot the religions studied	RE Leads and attached LA advisers Teachers	Ascertain where RE sits in the teaching schedule			
2.	Review pupil engagement with RE and CW,	a) Prepare questions on understanding of purpose of faith rituals and diversity b) Consider impact of CW on community cohesion	Plan focus groups led by Governors, staff &/or parents Compose a feedback Form Ask views of Head Teachers and senior staff	Encourage pupils to respect and understand the beliefs of others Help pupils to appreciate diversity		*1 *2	
3.	Develop/use App(s) to gather insights to pupil understanding of the strengths of Faith activities.	Build or purchase a smart device for interactive presentations	6 th Form IT project Mentimeter Pupil discussion opportunities	To collect and present views, data and opinion Acquisition of knowledge regarding different opinions		*3	
4.	Convert insights from RE to importance of life skills in good working practice	Integrate into life skills in discussion forums on moving forward	Individual pupils and opinions	Help the development of well-rounded individuals.			
5.	Review and consider the place of CW	Ask Head Teachers: next year at the earliest.	This will be dependent on legislation regarding gatherings	To enable social relationships and community cohesion Inclusivity			
*1	Questions	Prepare briefing sheet and questions					
*2	Feedback	Devise collation grid					
*3	Views presentation	Arrange for App presenter and recording of data					



Annual SACRE Report 2019-20

The SACRE has several aspects to its role. These include:

- ❖ Advising the local authority on matters relating to collective worship and religious education
- ❖ Advising on methods of teaching and resources for religious education
- ❖ Considering requests for determinations from any schools which apply to have daily worship which is other than of a broadly Christian character
- ❖ Identifying and revising an Agreed Syllabus for religious education

In principle, every pupil is entitled to RE of the highest quality... A core duty of the SACRE is to gain an overview of the quality of the RE provision in LA Maintained schools and to develop effective strategies to promote the highest standards." - National Association of SACREs (NASACRE)

To help with this endeavour the Bracknell Forest Borough SACRE works with NASACRE (the National Association of SACREs), the Diocese of Oxford and the other Berkshire SACREs.

This report sets out a summary of the work of the Bracknell Forest SACRE over the academic year 2019 - 2020.

The minutes of the meetings which give more detail can be found at <http://democratic.bracknell-forest.gov.uk/mgCommitteeDetails.aspx?ID=157>

For more information about the role and business of the SACRE please contact:

The Clerk: lizzie.rich@bracknell-forest.gov.uk

The Local Authority Officer: tracey.bradshaw@bracknell-forest.gov.uk

Adviser: anne.andrews@oxford.anglican.org 07884 655097

Introduction

Advice Offered

a) Local Authority:

- With a change of LA officer SACRE had again to request that budget and Ofsted reports be made available and this was duly done by the second meeting of the year.
- The LA had been advised of the expectation that RE should be back on schools' curriculum in the new academic year, even with some reductions in the breadth of the RE provided.

b) Schools:

- Support and advice to schools has been offered through the RE Networks and the SACRE newsletter.
- Two of the three planned network meetings took place. The first of the year gave teachers an opportunity to share resources and teaching materials that they found useful, while the second focused on the question of Intent in the RE curriculum and schools were advised that the curriculum for RE needed to be coherent and show the way that units of work linked to each other. The third was going to focus on implementation and impact but did not happen due to Covid-19.
- The SACRE newsletters have offered information on training courses available locally, Ofsted, festivals, Inter-faith week, resources for online teaching and CPD, collective worship and the work of SACRE.

c) Government:

- No correspondence has happened between SACRE and the government.

Standards, quality & provision of RE

a) Public exams:

- No public exams have taken place this year due to the closure of schools from 23rd March – 1st June for all but the vulnerable and children of key workers. Results this year are based on Centre Assessed Grades.

b) Attainment in RE:

- With the majority of pupils working from home in a variety of ways the standards attained in RE will not be measurable.

c) Quality of provision:

- A presentation from one of the secondary schools at the beginning of the academic year demonstrated that RE is being taken more seriously. This was a school where provision had been patchy, but the appointment of a new RE leader was putting the curriculum back where it should be, with RE returning to Y9, and to A level.
- The intention of the school was to raise the profile of RE across the school, and trips were going to be included in the long term planning for the subject.
- While the RE ambassador project had not engaged a wide range of schools, the secondary school already participating in the project had continued to train up and send students to local primary schools. School closures and restrictions means that this project will need to be put on hold for the time being.
- The new Hindu representative on SACRE is keen to work with schools on teaching Hinduism. This will be incorporated into the planning for next academic year.

- d) Withdrawal: No schools have sought support with issues of withdrawal.
- e) Complaints: No complaints have been received by SACRE about either the quality or provision of RE.

Agreed Syllabus

- a) Review: no review is underway currently.
- b) Date of next review
 - Under current legislation the next syllabus review will not take place until 2023

Standard, quality & provision of Collective Worship

- a) Provision and quality:
 - With the changes to school provision during the year it is not possible to know about either the provision or quality of collective worship offered during the pandemic. A survey will be conducted in the new year to find out how schools managed during the summer term
- b) Determinations:
 - No requests for determinations have been received
- c) Complaints:
 - No complaints about collective worship have been received

Management of SACRE

- a) Attendance:
 - Attendance has been much better this year and every meeting has been quorate, and it is more usual for people to give apologies if they are unable to attend. The least well attended meeting was in the fortnight before lockdown and the first online meeting presented some members with technical challenges, but both meetings were still quorate.
- b) Membership and training:
 - Membership has grown over the last year, with new Hindu and Sikh reps, a wider range of teacher representatives and more councillors. Neither the local synagogue nor the Jewish Board of Deputies has been able to put us in contact with a new Jewish faith representative.
 - Chair and vice-chair have remained stable, as has the clerk, but there was yet another change of local authority officer mid-year.
 - New members are sent the handbook for SACRE members, but this year training was amalgamated with the creation of the SACRE development plan, as that established what the role and responsibilities for SACRE would be for the coming three years.
 - This development plan is an exciting new venture for Bracknell Forest SACRE, and the first project being planned will involve school improvement advisors and governors in the collection of data and a pupil survey to inform SACRE of the current state of RE post-Covid-19. The decision to use people who would be visiting schools anyway has been made in order to reduce the number of visitors to school for infection control measures.

c) Pan-Berkshire SACRE hub

- Bracknell Forest has continued to work with the other Berkshire SACRES (Reading, West Berkshire, Wokingham, Slough, and Windsor and Maidenhead) as part of the hub. The major project has been the Westhill funded Real People, Real Faith film project. Four of the six planned filming sessions took place in places of worship before lockdown. Teachers interviewed members of the communities using questions from the syllabus. The film maker has made the first cuts available so that three teachers are able to start work producing the first round of notes. TrueTube has been approached as a host and hopefully the films will be available early in the new academic year.

d) Complaints: SACRE has not had to deal with any complaints

Contribution to Local Authority Wider Agenda

a) School support:

- The LA officer attends RE Network meetings to ensure consistency of message and the Forest Learning Alliance will be taking bookings and offering support too.

b) Links to broader community issues

- Community cohesion is one of the key community issues in Bracknell Forest and so the key contribution of SACRE here is in the production of the films and the development of the SCARE development plan.

c) Community Cohesion

- SACRE members are involved in the inter-faith group and the interfaith group is now a source of faith representatives for SACRE. Closer working between the two groups will lead to better understanding of different faiths.

Summary

After a good start with groups working on the SACRE development plan, the rest of the year has presented challenges, which SACRE members have worked hard to overcome. A working group is taking the development plan and creating an action plan for the new academic year. I am excited that the work undertaken will be game changing for Bracknell SACRE in terms of how well informed we are about what is happening in our schools.

It has been encouraging to see new members from schools and faiths joining SACRE and bringing new enthusiasm with them. The number of councillors involved demonstrates that the Local Authority takes its role in supporting SACRE seriously and the prospect of some joint working on support for schools is exciting.

The films from the Westhill funded project are also a source of encouragement, as they will give teachers and pupils an opportunity to experience more of the diversity and lived reality of a range of faiths. We really hope that it will soon be possible to make the remaining planned films in a Baptist Church and a Gurdwara, as well as exploring wider possibilities.

Anne Andrews (Adviser to SACRE)

SACRE Membership and Attendance 2019-20

Name	Group	13-Nov-19	12-03-20	13-07-20
Vicki Gibson	A – Free Church	P	P	P
Wayne Erasmus	A – Free Church	A	x	x
Vacancy	A – Free Church			
Robyn Lynch	A - Catholic	P	A	A
Jo Perret	A - Catholic	P (observer)	P	x
Arfan Rashid	A - Muslim	P	A	A
Dilip Ladwa	A - Hindu	P	P	P
Rajdip Marok-Dhanju,	A - Sikh		P new	x
Vacancy	A - Buddhist			
Vacancy	A - Judaism			
Adrian Laws	B – C of E	P	A	x
Father David Clues	B – C of E	P	P	A
Rvd Malcolm Chambers	B – C of E	P (observer)	A	A
Jill Hanson	B – C of E	P	A	P
Ruth Jackson	C – Primary HT	A	P	P
Clare Hawkins	C - Secondary	P (observer)	A	A
Deborah Windsor	C – Primary	P	A	P
Elaine White	C - Primary		A	X
Madeline Diver (VC)	C - Voice	P	P	P
Gareth Barnard (C)	D	P	P	P
Isabel Mattick	D	P	P	P
Clr Bhandari	D	P	A	A
Alvin Finch	D	P	P	P
Lizzie Gibson	D	P	P	P
Kathy Hadfield	Co-Opted	P	A	P
Gary Peterson (19) Tracey Bradshaw (20)	LA officer	P	P	P
Lizzie Rich	Clerk	P	P	P
Anne Andrews	Adviser	P	P	P

Key:

Present	X= no apologies	Apologies given	Vacancy
Left/resigned	Observer	New member	

EXAMINATION RESULTS

KS4 Data:

Key Stage 5:

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