

## Notice of Meeting

Standing Advisory Council on Religious Education

Tuesday 9 November 2021, 5.00 - 7.00 pm

Online Only - Zoom



### Agenda

Item	Description	Page
1.	<b>Election of Chairman</b> <b>Reporting:</b> Lizzie Rich	
2.	<b>Appointment of Vice-Chairman</b> <b>Reporting:</b> Lizzie Rich	
3.	<b>Welcome and Apologies for Absence</b> <b>Reporting:</b> Chairman	
4.	<b>Minutes of the Previous Meeting</b>	3 - 6
	To approve as a correct record the minutes of the meeting of the Committee held on 5 July 2021.	
5.	<b>Matters Arising</b>	
6.	<b>Membership Update</b> <b>Reporting:</b> Lizzie Rich / All	7 - 10
7.	<b>Update from forward plan group</b> <b>Reporting:</b> Madeline Diver	11 - 12
8.	<b>NASACRE training offer</b>	13 - 14
	Including the new SACRE Self-Assessment tool and feedback on any training sessions attended <b>Reporting:</b> All	
9.	<b>New annual report format</b> <b>Reporting:</b> Anne Andrews	15 - 16
10.	<b>NASACRE RE and SWF data</b> <b>Reporting:</b> Anne Andrews	17 - 22
11.	<b>SACRE Newsletter</b>	23 - 32

#### **EMERGENCY EVACUATION INSTRUCTIONS**

If you hear the alarm, leave the building immediately. Follow the green signs. Use the stairs not the lifts. Do not re-enter the building until told to do so.

	<b>Reporting: ALL</b>	
12.	<b>Update from hub meeting on 12 July and minutes of 6 September meeting</b> <b>Reporting: Anne Andrews</b>	33 - 34
13.	<b>Any Other Business</b>	
	<ul style="list-style-type: none"> <li>SACRE artefacts at the Open Learning Centre</li> </ul>	
14.	<b>Dates of Future Meetings</b>	
	16 March 2022 4 July 2022 8 November 2022	

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Published: 1 November 2021

### **EMERGENCY EVACUATION INSTRUCTIONS**

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**STANDING ADVISORY COUNCIL ON  
RELIGIOUS EDUCATION  
5 JULY 2021  
5.00 - 6.30 PM**



**Present:**

Councillor Dr Gareth Barnard, Group D: Bracknell Forest Education Authority (Chairman)  
Madeline Diver, Group C: Teachers and teachers' representatives (Vice-Chairman)  
Ron Bailey, Group A: Free Church representative  
Vicki Gibson, Group A: Free Churches  
Abi Maclean, Group A: Free Church representative  
Robyn Lynch, Group A: Catholic Church  
Jo Perrett, Group A: Catholic representative  
Dilip Ladwa, Group A: Hindu representative  
Rajdip Marok-Dhanju, Group A: Sikh representative  
Rev Carol Dunk, Group B: Church of England representative  
Councillor Alvin Finch, Group D: Bracknell Forest Education Authority  
Councillor Mrs Lizzy Gibson, Group D: Bracknell Forest Education Authority  
Councillor Mrs Isabel Mattick, Group D: Bracknell Forest Education Authority  
Anne Andrews, Oxford Diocese Advisor

**Apologies for absence were received from:**

Rev Malcolm Chalmers  
Father David Clues  
Jill Hanson  
Ruth Jackson  
Elaine White  
Deborah Windsor  
Alan Montgomery

**29. Minutes of the Previous Meeting**

The minutes of the previous meeting held on 17 March 2021 were approved as a correct record.

**30. Matters Arising**

There were no matters arising.

**31. NASACRE funding report - questions to Local Authority and SACRE response**

Anne Andrews introduced a discussion around SACRE funding.

NASACRE had sent out a Freedom of Information in November 2020 to ask Local Authorities about their funding allocation for SACRE work. The results showed that funding for SACRE varied from no funding to £60,000, and the average was £11,000 per year. There was no connection between the size of Local Authority and their SACRE funding position.

NASACRE and the Department for Education both recommended that SACREs be funded from the Central School Services Block, however Bracknell Forest's return had stated that it was not possible to break the budget down to this level.

NASACRE and the Department for Education both recommended that SACREs should receive 2% of the Central School Services Block, and although SACRE members were not suggesting that this request be made to the Local Authority, it was noted that it would not be unreasonable to request additional funding for a SACRE project or purpose in future.

Arising from discussion, the following points were noted:

- SACRE members questioned the timing of the Freedom of Information request in the middle of the COVID pandemic and felt that it not been a good time for NASACRE to ask these questions of Local Authorities.
- It was noted that some SACRE funding was used to fund Democratic Services support for meetings, and thanked their clerk for her support.
- SACRE were content that the current budget arrangement was sufficient to support the currently SACRE workload, and that they could request additional funding should the need arise.
- NASACRE recommended that a good syllabus review should cost around £10,000, and SACRE recognised the advantageous position of sharing this work across Berkshire. However, if a full syllabus review was planned for the next review, this may require additional local authority funding.

### 32. Summary of Ofsted Review and report into RE

Anne Andrews gave an overview of the recent Ofsted review of RE, and the implications for Bracknell Forest SACRE.

It was noted that the new Ofsted HMI was an RE specialist who had sat on Norfolk SACRE, and he would now be setting the bar for future syllabus reviews and the RE curriculum. The curriculum needed to give children a cumulative look at religious views throughout their schooling, with ambitious end goals. The phrasing throughout the review of RE included a multi-religious and multi-secular world, and SACRE members welcomed the broad range of belief included in these phrases.

SACRE members were encouraged to read the review report or the summary comments from Anne.

Arising from discussions, the following points were noted:

- Members were mindful that future syllabus reviews needed to take a holistic view of all the key stages rather than focussing on Key Stages 1 & 2.
- It was not clear whether there were any specialist RE teachers in Bracknell Forest, and members suggested including a question on the syllabus survey to ask teachers whether they or their RE co-ordinator held any specialist RE qualifications.
- The matter of teacher training had been raised at the NASACRE conference, where it had been suggested that trainee teachers only received 8 hours of training in RE for their qualification.
- Gareth and Anne agreed to look into whether any suitable virtual training could be offered to RE teachers. **(Action: Gareth/Anne)**
- Following the last RE teachers' network meeting, an evaluation form had been circulated which included a question asking teachers what their needs were. It was hoped that any training needs could be raised through this form.
- It was suggested that the faith leaders could offer support to RE teachers as informal training.
- Any further thoughts on the RE review were welcome by email to Gareth, Anne or Lizzie.

### 33. **Westhill project update**

Anne Andrews advised SACRE members that the Westhill project films, Real People, Real Faith, were now [available on the NATRE website](#) with lesson notes created by Anne and a KS3 teacher. Additional films had also been created in a Catholic church.

The launch event and presentation at the NASACRE AGM had gone well, and feedback had been overwhelmingly positive. It was hoped that further supporting documents could be prepared by teachers and faith leaders when it was safe to meet in person.

The films were now being circulated to a wider range of contacts who might be able to use them.

Arising from discussions, the following points were noted:

- It was suggested that the physical resources SACRE owned at the Open Learning Centre could be used in future films and digital resources to be used in classrooms.
- SACRE members discussed the use of different churches to reflect the different styles of worship and theology, recognising that Warfield Church was a more charismatic church than other Church of England churches. However, it was noted that the content of the films focussed on symbols of faith rather than on personal theology and were broadly representative of the Church of England as a whole.
- The films had been developed in light of the fact that it was difficult to get children on physical visits to places of worship. The films now offered insight into a breadth of faiths without leaving the classroom.

### 34. **Report from others who attended NASACRE AGM on keynotes and workshops**

Rajdip Marok-Dhanju presented her reflections on the NASACRE AGM.

It was noted that Anne Andrews had been appointed to the NASACRE Executive, and members congratulated Anne on her appointment.

Rajdip gave an overview of the two keynote speakers; Professor Denise Cush speaking on 'Authority – Power or protection?' and Dr Richard Kueh speaking on the outlook for RE and Ofsted. Presentations and recordings of the sessions could be accessed on [the NASACRE website](#).

Rajdip highlighted the following summary points from the conference:

- The importance of teacher and governor training
- The importance of collaboration between SACRE, which Bracknell Forest already benefitted from with the pan-Berkshire SACREs
- The importance of partnership working between SACREs and other organisations, such as universities
- The fact that Agreed Syllabus' needed proper maintenance in order to be effective
- The important of SACREs holding authority by being a known presence in the Local Authority and schools

### 35. **Forward Plan**

Madeline Diver updated on the Forward Plan progress.

Progress on the Plan was good with involvement from almost all SACRE members.

All priorities were set to Amber, except from the network meetings which were green.

Local Authority member representatives on SACRE were due to meet in the Autumn to add to the work which Jill Hanson was doing.

Through the Forward Plan work, concerns had been raised as to whether any collective worship was happening in some schools. Jill was considering phoning schools to ask about their current practice, however it was noted that this work would not be well received at the end of the Summer term and should be postponed to Autumn.

SACRE members had found that some information was buried on school websites and it was sometimes difficult to find policies.

Arising from discussion, the following points were noted:

- SACRE thanked Jill Hanson in her absence for her hard work on the Plan.
- The Government had issued guidance for teaching in a balanced way post-COVID for best recovery, and had reinforced the fact that RE should be a part of a broad and balanced curriculum for every child.
- SACRE supported Madeline in her work and agreed to delay the targets on the Forward Plan in the best interests of schools.

**36. Any Other Business**

Anne Andrews advised SACRE members of the recent RE network meeting, at which teachers had admitted to doing little or no RE content during the period of remote learning. While SACRE understood the challenges put on teachers during COVID, it was noted that there was work to do to rebuild enthusiasm for RE in schools.

**37. Dates of Future Meetings**

9 November 2021

**CHAIRMAN**

**TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION  
9 NOVEMBER 2021**

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**MEMBERSHIP REVIEW OF CO-OPTEE TO THE BRACKNELL FOREST  
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

**(Executive Director: Delivery)**

## **PURPOSE OF REPORT**

- 1.1 To review the membership of the Humanist co-optee to the Standing Advisory Council on Religious Education.

## **2 RECOMMENDATION(S)**

- 2.1 **SACRE is invited to determine whether to extend the appointment of Alan Montgomery, Humanist representative as a co-optee to SACRE, and, if so, whether to make the appointment for a further period of time or permanent.**

## **3 REASONS FOR RECOMMENDATION(S)**

- 3.1 Alan Montgomery approached SACRE in Autumn 2020 to discuss his interest in becoming a co-opted SACRE member representing the Humanist view. SACRE members met in November 2020 in private to discuss the proposal and agreed to appoint Alan as a co-optee to their membership for one year, to be reviewed in November 2021.
- 3.2 Since his co-optee appointment, Alan has attended two out of three possible SACRE meetings and sent his apologies to the outstanding meeting.

## **4 ALTERNATIVE OPTIONS CONSIDERED**

- 4.1 No other nominations have been put forward.

## **5 SUPPORTING INFORMATION**

- 5.1 SACRE has two co-opted member spaces on its membership. Kathy Hadfield, Baha'i faith is currently the other co-opted member on SACRE.
- 5.2 The nominees are aware of the role they will be expected to exercise and have been nominated in view of their relevant experience.

## **6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS**

### Borough Solicitor

- 6.1 There are no legal considerations associated with the report.

### Borough Treasurer

- 6.2 There are no financial implications.

## Equalities Impact Assessment

- 6.3 The appointment of representatives to the different groups on SACRE aims to ensure that a wide range of views is taken into account within its deliberations.

## **7 CONSULTATION**

- 7.1 None

### Background Papers

None

### Contact for further information

Lizzie Rich, Democratic Services - 01344 352253

[lizzie.rich@bracknell-forest.gov.uk](mailto:lizzie.rich@bracknell-forest.gov.uk)



### **Current SACRE membership**

<b>Group A: Christian denominations and other religions</b>	
The Free Churches	3 Vicki Gibson Ron Bailey Abi Maclean
The Roman Catholic Church	2 Robyn Lynch Jo Perrett
Hinduism	1 Dilip Ladwa
Islamic	1 Embrahim Walele
Judaism	1 Ossie Anderson-Peled
Buddhism	1 Vacancy
Sikhism	1 Rajdip Marok-Dhanju
<b>Subtotal</b>	<b>10</b>
<b>Group B: The Church of England</b>	
The Church of England	Malcolm Chalmers David Clues Jill Hanson Carol Dunk
<b>Subtotal</b>	<b>4</b>
<b>Group C: Teachers and Teachers' Representatives</b>	
Teachers and Teachers' Representatives	Madeline Diver Clare Hawkins Ruth Jackson Elaine White Deborah Windsor Vacancy
<b>Subtotal</b>	<b>6</b>
<b>Group D: Bracknell Forest Education Authority</b>	
Bracknell Forest Education Authority	Councillor Barnard Councillor Bhandari Councillor Finch Councillor Mrs Gibson Councillor Mrs Mattick
<b>Subtotal</b>	<b>5</b>
<b>Co-opted members</b>	
Co-opted members	(No more than 2) Kathy Hadfield Alan Montgomery (until November 2021)

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## **Draft Forward Plan Report – November – 2021**

The SACRE subgroup has met regularly, online, to further the actions towards implementing the 2018 - 2023 Pan Berkshire RE Syllabus and Collective Worship in Bracknell Forest Schools..

Nobody foresaw lengthy school closures; the advent of home schooling and parents taking on so much responsibility for their children's education. Alongside these changes, people had to contend with working online both for "classroom" interaction, meetings and even conversations - to which an invitation was required!

### **Our Achievements:**

#### **Priority 1 Understanding the local context.**

1. **Schools:** We have located our schools and the many open spaces of our green Borough. Publication of the 2021 Census gives details of the current demographics.
2. **Places of Worship:** Only Christian and Muslim residents have a local place of worship requiring travel for other faith groups to meet, usually in family units.
3. **Website analysis:** Collation shows that **all** schools had a viable Mission Statement/ expanded Vision with details of intent. This portrayed a fantastic set of schools in our Borough. RE content was mentioned in the curriculum Information of all. Collective Worship, an optional inclusion, was included by the Voluntary Aided and Controlled schools with others referring to assemblies.

#### **Priority 2 Promoting good religious education**

1. **Network Meetings & SACRE newsletters** give practitioners appropriate support for required teaching information and ideas for Collective Worship.
2. **Westhill Project Films** "Real People, Real Faith" provide details of different worship practice and places of worship.
3. **Video lessons** have been produced by teachers to explain religious practice.
4. **Faith artefacts**, housed at The Open Learning Centre, are being revitalised in teaching sets with notes for ease of use.
5. **Access to resources:** BFC "Can do" website is being explored for use by providing a Directory with links for booking.
6. **Faith Representatives** on SACRE are willing to provide lessons/ Assembly items digitally from specific faith views to individual schools. The means are still in discussion.
7. **BFC Community Engagement Officers** are working on promoting all faith festivals and their significance through their media channels.

#### **Priority 3 Monitoring Religious Education and Collective Worship**

1. **Mentimeter**, used by BFC, is a suitable tool for collating opinion from groups. Although suitable question topics have been considered for discussion, sadly it is felt that promoting such monitoring was unacceptable in the present climate where schools are working under considerable pressure on Covid Recovery Plans and

keeping our children safe in the continuing uncertainties. Whilst SACRE can proceed with positive objectives to support learning, it is not appropriate to reflect on such a disrupted, past situation.

**Proposal: Suspend Priority 3 until at least 2022 – 2023 School year.**

**Why we are doing this:** NASACRE exists to benefit its members, and for a while we have been considering starting an online training programme. This would allow us to be a conduit through which we could bring SACREs together across England, to highlight good practice within our membership.

**Pricing is as follows:** We will make some sessions free to all SACREs as our funding report (May 2021) showed that SACRE funding is poor in many SACREs, but in order to cover the cost of the programme we will charge a small amount for some other sessions. This will be a lower figure for subscribed SACREs and a higher figure for unsubscribed SACREs – details below. If your SACRE has taken out a NASACRE subscription for 2021-22 and would like access to all our training events for the year ahead, we are offering that at a discounted one-off fee of £50. This would allow all members of your SACRE to attend any of the trainings.

Each session will be hosted and led by NASACRE exec member with guest speakers.

**To sign up:** Registered participants need to contact Marie our NASACRE administrator on [admin@nasacre.org.uk](mailto:admin@nasacre.org.uk). She will then send you the zoom link 3 days before each training session and any materials you will need to look at for breakout room activities.

## The programme

1. **22 June 2021, 7-8pm: *How can national data help SACREs speak with authority?***  
SACRE members can access a zoom recording at  
<https://us02web.zoom.us/rec/share/HfwHMxbCPHp6bLrTjfaRtRY92DqiYioTrKqQRvC14lwS0t4gOFSnuZJfrdUwWoPC.NZEuYK6V7RWQicJG?startTime=1624385074000>
2. **23 September 2021, 7-8:30pm: *So, you've joined your local SACRE...***  
Description: This session will help new SACRE members to understand their role, how SACRE works, its statutory responsibilities and how members make their contribution to this work. This will be repeated after May half-term in 2022.  
Free online session
3. **7 October 2021, 7-8pm: *New SACRE annual report template***  
Description: This session is essential for all those who are - or will be - writing SACRE annual reports. NASACRE, in collaboration with the DfE, has refreshed the SACRE annual report template and those who have worked with the DfE will explain the new contents and why writing to this template is important for a national analysis of SACRE annual reports to take place from 2022 onwards.  
Free online session
4. **10<sup>th</sup> Nov 2021, 7-8pm: *What do SACREs need to know and understand about worldviews?***  
Description: This session will share an overview of what the term 'worldviews' means in a number of different disciplines and reflect on how it provides useful concept from which teachers feel more equipped to teach RE.  
£20 for a subscribed SACRE and £30 for a non-subscribed SACRE
5. **6 December 2021, 7-8pm: *How to apply for a WESTHILL/NASACRE award***  
Description: This session will enable SACREs to consider how to make a high-quality application for the annual Westhill grants. There will be chance to hear from others who have won awards and their keys to success.  
Free online session

6. **18<sup>th</sup> January 2022, 7-8pm: *An introduction: How to be an effective SACRE Chair***  
Description: This session will help SACRE Chairs to reflect on their present practice and share with other Chairs around the country some top tips for effective chairing.  
£20 for a subscribed SACRE and £30 for a non-subscribed SACRE
  
7. **21<sup>st</sup> Feb 2022, 7-8pm: *Where now with worldviews?***  
Description: This session will update participants on the significant developments in the discussion around worldviews within the RE community since the Commission on RE published its report in September 2018. Examples of the approach as applied in classrooms will be shared.  
£20 for a subscribed SACRE and £30 for a non-subscribed SACRE
  
8. **March 2022, 7-8pm: *Self-evaluation of your SACRE***  
Description: This session will update Chairs, Vice-Chairs and SACRE advisers on the newly refreshed NASACRE self-evaluation toolkit and how this can be used with your SACRE in order to create and progress your development plan  
Free to all SACREs
  
9. **June 2022, 7-8:30pm: *So, you've joined your local SACRE...***  
Description: This session is a repeat of the September training and will help new SACRE members to understand their role, how SACRE works, its statutory responsibilities and how members make their contribution to this work.  
Free online session

*Further confirmed dates will follow this document once confirmed with speakers and hosts!*

## New SACRE Annual Report framework

**Format for the new Annual Report. NASACRE in conjunction with the DfE will be doing a national analysis of Annual Reports using this framework from September 2021.**

### 1. An introduction including:

- Table of contents
- Words from the Chair of SACRE
  - welcoming new members, celebrating successes, thanks, etc.
- Overview, number of times SACRE has met and attendance at meetings, venues, and a brief overview of content of these meetings including Self-evaluation too – link to SACRE Development plan
- Overview as above for the ASC if this is currently sitting, working groups, progress
- *Executive summary (if report is over 10 A4 pages long this might be helpful as a separate document, so readable for schools?)*

### 2. A section on RE (statutory responsibilities) including:

- The local agreed syllabus and RE in schools, including whether any academies have adopted the LAS
  - Monitoring the AS, relationship with an AS review
  - Work of the ASC and associated working parties if this is currently sitting showing progress, links to other work nationally or locally
- Standards and monitoring of RE
  - This can include monitoring by scrutinising exam data, conversations with schools, teacher groups, website trawls, presentations from teachers. What has SACRE done and how has the monitoring helped SACRE to commend successes and support improvements?
  - Have any schools applied for or achieved REQM awards?
- Teacher training and materials and advice for schools
- Other information (withdrawals and how the SACRE monitors, advises or supports schools with this, complaints)
- Advice to the LA

### 3. A section on Collective Worship (statutory responsibilities) including:

- Standards and monitoring of CW
  - This can include monitoring by scrutinising Ofsted reports, conversations with schools, teacher groups, website trawls, presentations from teachers. What has SACRE done and how has the monitoring helped SACRE to commend successes and support improvements?
- Determinations
  - How many are current and how many have been applied for and what happened? Link to Determination Process documents online. Is that refreshed, or does it need updating?

- Teacher training provided (locally or national training circulated to schools) materials and advice for schools
  - Other information (withdrawals and how the SACRE monitors, advises or supports schools with this, Complaints)
  - Advice to the LA
4. A section on links with other bodies
- National bodies, e.g. NASACRE, the REC, central faith and belief organisations
  - Local bodies, e.g. Dioceses, Inter Faith Groups, Peace Walks, HMD events
5. A section on other areas of SACRE involvement locally
- Governor training
  - Advice on issues within the community, e.g. Ramadan advice for schools in partnership with the local communities
6. A section on SACRE's own arrangements (**statutory responsibilities**) including:
- Professional and administrative support and how the LA supports the SACRE (clerking, adviser, links to council initiatives)
  - Membership, representation & recruitment - quoracy, issues and successes with recruitment
  - Training for SACRE (and ASC) members
  - Finance given to SACRE for its work
7. Appendices
- Table of GCSE – short and full, A/S & A Level RS results
  - Details on CPD provided to schools
  - Any LA/SACRE policy statements on RE or CW
  - Development plan tied to funding
  - Circulation details for this AR



92	Bracknell Forest	7	86%	76%	24%	14%	72%	50.5	4.28	26%	20.3%	1,219	9%	32%
												3,772		
	England		83%	63%	37%	20%	78%	50.10	4.4	40%	30%		17%	39%
		Number of secondary schools	% pupils in non-selective schools	% White British	% BAME	% pupils educated in schools with a religious character	% achieving 9-4 Full course (of those entered)	Average Attainment 8 score of all pupils	Average EBacc APS score per pupil	Percentage number of pupils entering the English Baccalaureate	Percentage number of pupils achieving 9-4 the English Baccalaureate	Number of pupils at the end of Key Stage 4	% known to be eligible for Free School Meals	% entering Full course
17														

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By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

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This data was reported by schools to the DfE as part of the school census in November 2020. The national data trends were published in June, but this dataset was extracted from the data as part of a memorandum of understanding between NATRE and the DfE. 2928 schools are included in the sample which includes the majority of state funded secondary schools. but not all; some have not reported any data this year for a variety of reasons.

### **Hours taught for years 7 to 13, in subjects RE, philosophy and all subjects, reported by a sample of state-funded secondary schools with electronic timetabling software, School Workforce Census 2020**

To note:

1. I calculate that around 20% of schools that completed their SWF this year chose not to report of RE but did report other subjects – some of those reported the more obvious “0.0%” last year.
2. Where schools reported that they allocate teaching hours to a specific year group, but have not included RE in that report, this is indicated by a dot in that year group column. SACREs are advised to investigate this issue as it appears unlikely that a discrete lesson of RE is being taught in these circumstances.
3. I’ve created a couple of new columns to indicate possible reporting issues e.g. where RE is either possibly not reported or under reported but Philosophy is reported (instead?). This can easily happen if the lesson on the timetable is Philosophy and Ethics or even Philosophy, Religion and Ethics. The timetabling software often looks at the first part of the title and makes a judgment about which code to allocate. Some schools report RE and Philosophy.
4. There has been an increase in provision in some schools and a decrease in others. These two figures, as a proportion of reporting schools, are roughly the same. Increases and decreases are labelled. Some of the differences are very small.
5. Where schools report zero hours in any year group, these are highlighted in pink.

**The usual health warning applies:** This data is a conversation starter not a definitive indicator of what schools are doing so SACREs need to treat the information alongside other information such as the school website, public examination results (where available) and school visits. I always write to schools to ask them to clarify, if there is no data or if the data suggests they are non-compliant.

The next step for a SACRE might be to use its statutory remit ‘to advise the local authority’ to formally report the fact that schools in their area have reported data to the DfE that suggests they are non-compliant with the law in relation to RE and in the case of academies, their funding agreements. The LA can be asked to investigate and report their findings back to SACRE after a conversation with a school leader.

**Deborah Weston: NATRE Research Officer**

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# SACRE NEWS

Standing Advisory Council for Religious Education  
Autumn 2021

RE and Collective Worship news and updates for teachers, governors and SACRE members

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### Why RE Matters

The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate.

[REC Website](#)

SACRE are happy to receive comments and articles for future editions. Contacts:

Adviser: Anne Andrews [anne.andrews@oxford.anglican.org](mailto:anne.andrews@oxford.anglican.org)

Clerk: Lizzie Rich: [lizzie.rich@bracknell-forest.gov.uk](mailto:lizzie.rich@bracknell-forest.gov.uk)

School Support Officer: Tracey Bradshaw [tracey.bradshaw@bracknell-forest.gov.uk](mailto:tracey.bradshaw@bracknell-forest.gov.uk)

# SACRE NOW AND NEXT

Despite the lock downs, Bracknell Forest SACRE has continued to meet and has attracted new members, as the meetings have been broadcast on YouTube for the whole world to see. There is a forward plan in place to get RE back on track across the Local Authority area. Three key priority areas have been identified:

## **Priority 1 Understanding the local context**

This is mainly an internal SACRE priority, as SACRE seeks to gather information about the local context and look to understand the relationships between schools and worship centres. However, SACRE will be looking at school websites and sending out surveys to find out more about how your school is doing at the moment.

## **Priority 2: Promoting good religious education**

There is already a lot of work that SACRE does in this area. This newsletter, the RE Network meetings and the resources that the hub have produced are some of the ways in which good RE is being promoted and supported by SACRE. With the syllabus review due to start soon as well, this will be an area that is further developed.

## **Priority 3. Monitoring Religious Education and collective worship**

This is one of the key duties of a SACRE, and particularly in the current climate one of the hardest to do well. We will be using the RE Network meetings, surveys and hopefully eventually visits to schools to engage with RE and collective worship, in order to find out how we can best support you in providing a high-quality education.

As you will see from these priorities, SACRE needs to gather evidence about how well teachers across the local authority feel supported in delivering good quality RE. There will be a survey sent to schools that will seek to gather information about what is going well and what the challenges are. Please help us to make sure that the support we are offering is what you need by answering the requests for information. There is no intention to use any of this information to pass judgement. This is about finding out how SACRE can better support you in your work.

The information gathered will also be used to ensure that the syllabus review creates a locally agreed syllabus that is fit for purpose and provides teachers with the information and structure that they need to create high quality RE curricula in schools.

There is currently a vacancy for a Buddhist representative on SACRE, and a secondary school Headteacher would be welcome to join us. Please contact any of the [SACRE officers](#) if you are interested.



## SACRE MEETINGS THIS TERM:

Tuesday 9 November 5.00pm – 7.00pm – venue TBC

For more details contact Lizzie Rich: [lizzie.rich@bracknell-forest.gov.uk](mailto:lizzie.rich@bracknell-forest.gov.uk)



SACRE meetings are open to the public and the agenda is published 7 days ahead of the meeting

## SYLLABUS REVIEW AND CURRICULUM DESIGN

The Pan-Berkshire RE syllabus was launched in 2018 and needs reviewing by 2023. Since the last review, the [Commission on RE](#) published their report, and recently Ofsted has published a [Research Review into RE](#). Bracknell Forest SACRE will continue to work with the other five Berkshire SACREs to produce the new syllabus and intends to take account of these reports in the creation of the new syllabus.

The hub will be looking for teachers to be involved in the creation of the new syllabus, particularly in producing support materials. Look out for the survey and for emails about how the process is going and for opportunities to get involved. The best way to get involved from the beginning is to come along to the RE Network meeting this term.

### RE Primary Network Meeting

Tuesday 30 November 4.00 – 5.30 on Zoom

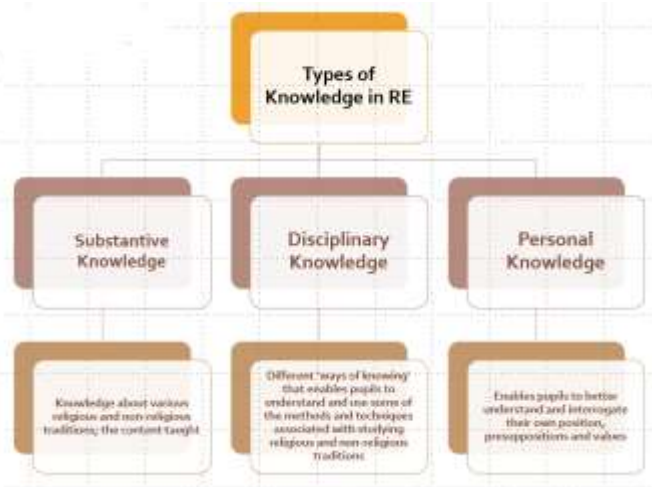
Topic: Do we need anti-racist RE?

*Ensuring that RE does not promote stereotypes or  
reinforce prejudice.*

Bookings through Can Do website

# RE NETWORK MEETING – A REPORT ON LAST TERM

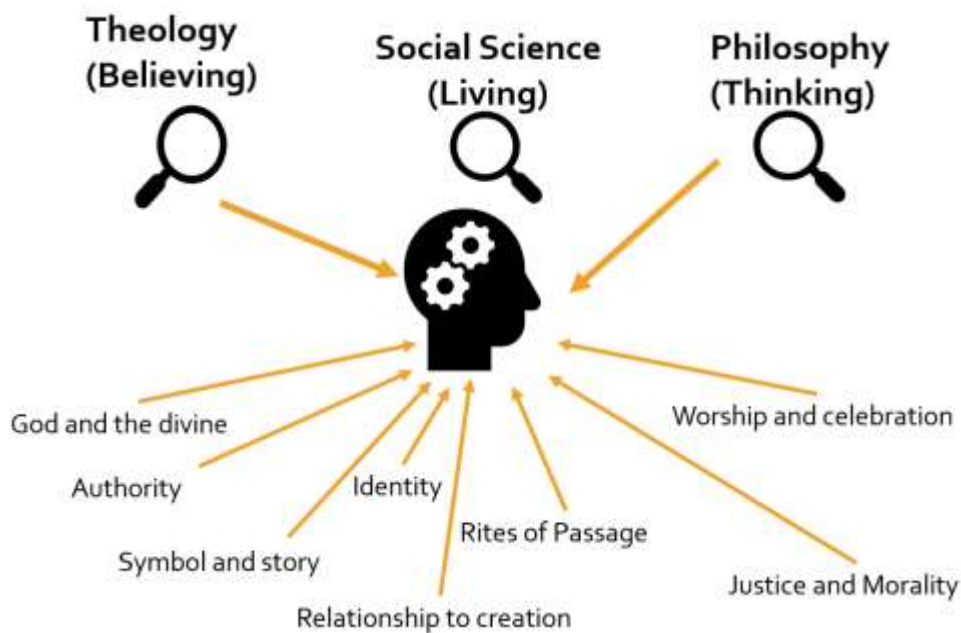
The summer term RE Network meeting picked up on some of the ideas from the Ofsted RE Research Review and discussed the types of knowledge that the report mentioned



Thinking about the different types of knowledge, teachers began by identifying the substantive content that they were teaching in a particular unit of work. Working out in advance exactly what we want pupils to know makes it so much easier to plan how a unit is to be structured. This also makes assessment easier too, and this is part of what Ofsted means by the curriculum being the progression model.

Next, we looked at the ways of knowing, or the disciplinary knowledge as it is sometime called. This is about ensuring that pupils encounter the knowledge about how to study religious and non-religious traditions. Another way of looking at it is to think of the disciplinary as the lenses through which a topic is studied. The three most commonly encountered in RE are Theology (Believing), Philosophy (Thinking) and Human/Social Sciences (Living).

When this thinking is applied to the current Pan-Berkshire syllabus, we get something that looks a bit like this, with the concepts drawn from the syllabus and the lenses as the ways of knowing.



Teachers were then encouraged to think how they would apply the disciplines to the substantive content that they considered at the beginning, and think about questions that would explore the content through the different lenses:

**Substantive knowledge area:** Shabbat, the Jewish day of rest that reflects God’s creation of the world, encourages Jewish people to have a full day of rest, worshipping and trusting in God.

**Theological focus:** Does the Torah help Jews keep Shabbat special?

**Human/Social Science focus:** How does keeping Shabbat strengthen the family and the community?

**Philosophical focus:** Is it better to follow the rules or do good?



This is an activity worth doing with the next unit that you are planning to teach. Remember that some topics will be more suited to one lens than another, so you may not be able to think of a question for each for the disciplines. Have a look at the blogs by [Joe Kinnaird](#) about how to write like a theologian, philosopher or social scientist for ideas about how these lenses might be employed.

## OFSTED RE RESEARCH REVIEW



In May 2021 Ofsted published a [Research Review into RE](#). While this document does not carry any statutory weight, or even set out the criteria for inspection into RE, it contains a lot of really good pointers as to what may constitute high quality RE. It sets out the context for the research, and summarises recent developments in RE. From a classroom teacher point of view the sections on curriculum and assessment are essential reading.

It identifies the need for RE to be taught in a coherent sequence, allowing pupils and teachers to see how learning builds on prior learning and prepares for future learning. It identifies three forms of knowledge – substantive, disciplinary and personal, suggesting that the best RE interweaves these forms. The debate between depth and breadth is aired again, with an emphasis on the need for deep learning, within the broad and balanced curriculum.

The section on assessment makes some statements that subject leaders will find helpful when discussing arrangements with senior leaders:

*“Given the limited curriculum time allocated to RE, standardised intervals for summative assessments may mean that the curriculum domain being assessed may be far smaller in RE than in other subjects. Leaders can consider whether there is enough time allocated to RE to teach and assess the curriculum.”*

There needs to be clarity about the purpose of assessment, what they are testing and why. Seeing the curriculum as the progression model ties assessment closely to the coherent curriculum.

There are some key questions that need to be asked as a result of reading this report:

- 1) How is the RE curriculum in your school constructed?
- 2) Is it a progressive curriculum?
- 3) What is the core knowledge that pupils learn?
- 4) Do you cover the three forms of knowledge?
- 5) What do you assess and how?

How you answer these questions will help you to prepare not just for a visit by Ofsted, but for delivering high quality RE to your pupils.

## RESOURCES FOR RE

**Theos Think Tank** – a film

[Nobody Stands Nowhere](#)

If you are looking for a way to encourage teachers and pupils to think about their own worldview this simple animation is a must. Lasting only 2 and half minutes, it presents a way of understanding what is meant by a personal worldview and how our views impact on who we are and what we do.



**Books at Press** — books for EYFS and Key Stage 1

[Belonging and believing](#)



Based around 8 families with different world views, each with a five or six year old child, this series looks at the lived and diverse reality of belief in Britain today. Each family reflects a particular expression of their beliefs according to their specific tradition and/or personal family background. Many of these are lesser known traditions and illustrate that a diverse range of beliefs and practices exist within a faith. The families reflect the beliefs of Tibetan Aro gTér Buddhists, Swaminaryan Hindus, Chabad Jews, Independent Community Church Christians, Hanafi Muslims, Sikhs, Bahá'ís and humanists.

More information is available on the [website](#), where the books are also available to pre-order.

### And the not so new:

[RE Online](#) has a growing website, with more resources, blogs and access to research papers. There are essays offering subject knowledge development, teaching resources and discussion starters for staff meetings.

NATRE has increased the range of free resources that are available on the website. There is a series of lessons drawing on [RE and Anti-bullying](#), perfect for anti-bullying week, Resources on [Anti-racist RE](#) as well as the [Real People, Real Faith](#) series of films produced by the Pan-Berkshire SACRE hub. A new project is underway on Worldviews, so there will be new resources coming soon. Membership of NATRE comes with a range of benefits, such as access to a wider range of resources and discounts for courses. Strictly RE, a national RE conference, is already schedule online again, for 29 – 30 January 2022 and a discount is offered on the cost for NATRE members and early booking. Put the dates in your diary. Last years' conference was really inspirational.

Twitter has a huge amount of RE related material. If you use Twitter, there is [#REChatUK](#) on the first Monday of the month. This is an opportunity to engage in a discussion with a range of RE experts on a topical issue. It's a great way to find out what other people are thinking.

## CROSS-CURRICULAR OPPORTUNITIES

### Springs Dance Company

There are two dance workshops on offer from Springs Dance Company:



**SPRINGS DANCE COMPANY**

# PARABLE

## INTERACTIVE Performance Workshop

**An immersive dance, theatre and integrated workshop experience, delivered with Covid safety at the forefront.**

PARABLE provides primary schools with visually exciting and imaginative ways to boost children's engagement with RE.

Adventurous, interactive and exciting, children will encounter and overcome creative challenges, accomplish tasks and influence the outcome of the performance, whilst absorbed in a vibrant world of professional movement, dance and theatre.



## A Christmas Story: Refugee

**A Christmas Story: Refugee** workshops will guide pupils on a journey of dance, drama and discussion inspired by Anne Booth's Christmas story *Refuge*. Through learning, creating and performing movement children will explore themes of welcome and showing kindness.

To book or to find out about what can be offered, contact: 07775 628 442 or email:

[touring@springsdancecompany.org.uk](mailto:touring@springsdancecompany.org.uk)

## Holocaust Memorial Day 27 January 2022

This year's theme is: [One Day](#)

Holocaust Memorial Day is **One Day – 27 January** – that is put aside to come together to remember, to learn about the Holocaust, Nazi Persecution and the genocides that followed in Cambodia, Rwanda, Bosnia and Darfur, in the hope that there may be **One Day** in the future with no genocide. The aim is to learn more about the past, to empathise with others today, and take action for a better future. There is a four page document to download that suggests how this theme might be explored.

There are other groups that offer work on the holocaust, making it accessible to a range of age groups.

One such group is [Generation2Generation](#), which focuses on survivors and their children telling the family stories. The aim is to promote and inspire tolerance and understanding. They can offer visits and online sessions.

The [Holocaust Education Trust](#) offers a range of sessions, for pupils and teachers, including training sessions at Yad Vashem holocaust memorial in Israel.

CORE Education Trust's [Echo Eternal](#) is a commemorative arts engagement programme inspired by Holocaust survivor testimony to promote respect and understanding between different communities.

## COLLECTIVE WORSHIP

Nick Gibb MP has suggested in the House of Commons, in a written answer, that schools will be investigated if they are not offering a daily act of collective worship. As you are no doubt aware, this is a legal requirement for all schools, regardless of status or religious affiliation.

Collective worship is not part of the curriculum and does not need to be seen as a lesson. The requirements are for an experience that is wholly or mainly of a broadly Christian character. There is no minimum or maximum time; it can take place in any normal school group. It does not need to look like a mini Church service. It is a time to reflect, consider and if pupils wish, to pray. Take the opportunity to reflect on your school community, school values and school vision. Help pupils to see how they can engage with the world through their worship. There should not be any confessional material, no compulsion to pray or sing, but everyone should have the opportunity to be present with integrity.

There are many resources available but do make sure that what you choose is suitable for your school setting and allows for space to engage with the identity of the school. Look at [CAFOD website](#); [Simply Collective Worship](#), [Services for Education](#) and [Assemblies for Every Season](#).

Do remember that any resource needs to be adapted to meet your context, so don't feel that you have to use every element of a resource you find. Be creative. Involve pupils. Get them facilitating meaningful sessions. Most importantly, have fun and build community.

# FOODBANKS AND HARVEST

When you hear of Foodbanks in the news are you curious about the circumstances that have got people to the place of needing food that's been donated by others? I wonder who you picture as the likely recipient of that sponge pudding or tin of fruit that you place into the Foodbank collection point at your local supermarket?

Bracknell Foodbank is part of a national network of foodbanks, giving out nutritionally balanced emergency food to people in financial crisis who have nowhere else to turn. The most common cause of crisis is low income. There are also high numbers affected by benefit changes or delays, or sickness. Last year 1945 vouchers were issued, feeding 5019 people in Bracknell Forest and surrounding areas, of which 2071 were children.

Our local Foodbank works with over 70 referral agencies including local charities and BFBC, who are able to issue foodbank vouchers for anyone that is struggling to access food because of financial difficulty. Based in the centre of Bracknell, running out of Kerith Community Church, over 60 volunteers from the local community run the Foodbank covering a variety of roles, some behind the scenes and some client facing. Foodbank manager Claire Mather explains how the Foodbank operates "We've experienced incredible levels of support from the local community - 97 tonnes of food was donated in 2020" (to get a sense of how much food that is, an average car weighs just over a ton!) "The support has included monetary donations which have enabled us to move forward with our plan to store all our food on-site; in addition we are now also able to provide fresh fruit and vegetables for clients"



And who is that likely recipient of the shampoo, jam or tinned soup?

Here's one story shared by a client-facing volunteer:

*A lady came along for the first time, and she was very nervous. She shared her backstory with us: she had been made redundant and then got a job in an afterschool play centre, not paying much but at least something, but then with the school closures that job went too. Her son has been made redundant 3 times over the Covid period. Each job ending and no offer of furlough. She bought her adult son with her because she didn't know what would happen. When I bought out the fully loaded trolley with our family sized staple food plus the extras of fresh fruit and vegetables she just couldn't believe it was all for her. She thought it would just be a bag of random pasta and a tin of beans just like you see in the supermarket donate areas.*

Ah yes, that bag of pasta and tin of beans that's so easy to pick up and drop off! They were my go-to items too, until I heard from Claire that they have far more pasta and baked beans donated than they need. And here's the challenge for all of us who might feel "I've done my bit for the Foodbank, I'm loving my neighbour". Sometimes our help isn't helping. It's not easy to hear that, but those unwanted items are giving the Foodbank volunteers a lot of extra work! Posted on the food collection points, there's a basic list of items provided in the three day food parcels, but depending on current donation rates, some items are more in need in any particular week. [Bracknell Foodbank's Facebook page](#) is the best place to check what's needed before your weekly shop.

With Harvest approaching what would *really* help Foodbank? Perhaps schools might rethink what you've "always done"? Around harvest time last year the Foodbank received over 10 tonnes of food, which was three times what was needed to meet the needs of their clients. Here's Claire again "We completely understand the importance of



harvest time in helping children and young people to look to the needs of others, but this year we are asking schools whether they could please do this in a slightly different way? What about planning a non-school uniform day to raise monetary donations so we can use the money raised to fund fresh food to give out along with our regular food parcels. Maybe your school could arrange a collection sometime between April-July when donation levels are lower? Or maybe you could encourage older students to join Trussell Trust's online campaign to end Hunger: <https://www.trusselltrust.org/get-involved/campaigns/>."

The Golden Rule found in many religions is **the principle of treating others as one wants to be treated**. For those of us who follow Christ's words and example, God is love, and we love others because God first loved us. Jesus said that the two Commandments recorded in Matthew's gospel sum up a life of faith: *"An expert in the law tested Jesus with this question: 'Teacher, which is the greatest commandment in the Law?' Jesus replied: "'Love the Lord your God with all your heart and with all your soul and with all your mind. 'This is the first and greatest commandment. And the second is like it: 'Love your neighbour as yourself.'"*

Let's love our neighbour. Let's help. And let's do it thoughtfully.

Catrina Benham      Kerith Community Church

There are many harvest resources available on the internet to help schools plan how they will mark the season:

The [Trussell Trust](#) has created some resources for schools and churches.

Look at [CAFOD resources](#) where the theme this year is "Go Green to Brighten Up".

The [Assemblies.org.uk](#) webpage has specific harvest resources.

Most of the usual charities also have harvest resources. Check that they are suitable for your school before using.

Look at [Tearfund](#); [Hope](#); the [Salvation Army](#); [Christian Aid](#) and [All We Can](#), a Methodist organisation. Some of these resources may not be suitable for collective worship, but may support teaching in RE about how Christians remember harvest, or work on Christian organisations and charity.

For secondary schools, make a link between harvest and [COP 26](#). There is a youth summit before the main conference.

If you find other great resources, please let Bracknell Forest SACRE know, and they can be shared more widely.



**SACRE HUB MINUTES 6 SEPTEMBER 2021 4.00 PM ON ZOOM**

Present: Karen Butler, Beth Rowland, Angela Hill, Anne Andrews, Mark Laynesmith, David Taylor, David Rees, Christine Isles, Ashpreet Singh, Gareth Barnard, Madeline Diver  
Apologies: Stephen Vegh

**Item 1: Agreed syllabus forward plan.**

The following plan had been sent to SACRE hub members in July

1. *We need to ask LAs about the possibility of funding the syllabus review to the tune of £900 for each of the financial years 22-23 and 23-24. This would give the hub £10, 800 to fund the review over the two years, bringing it in line with the minimum suggested by NASACRE for an effective syllabus review.*
2. *We will send an online survey to all teachers across the Pan-Berkshire region in October and again in Jan/Feb (if necessary). AH and DR are pooling questions for this, but we will keep them simple and straight forward.*
3. *We aim to launch the Agreed Syllabus Conferences (ASCs) in the summer term 2022, when we have the results of the survey and have analysed what sort of changes teachers are keen to see. (This might need to come forward to spring term 2022)*
4. *Generate teacher and faith groups working/writing parties early in the summer term 2022.*
5. *First draft to ASC's late autumn 2022*
6. *Revisions during spring 2023*
7. *Final design and publication – May -June 2023*
8. *Online launch – July 2023*
9. *Fully implementation in September 2024*

There was robust discussion around the first item on the list with a couple of members in favour of extending the timescale. Covid and current teacher workload were cited as reasons why a postponement might be in order. On the other hand, the release of the Ofsted RE research review in May 2021 and the forthcoming publication of the next Ofsted report into RE, alongside the major changes in thinking around RE, suggest that aiming to stick to the proposed timescale might be beneficial. This, coupled with the hope that the syllabus requires more clarification and exemplification than major revision, encouraged SACRE hub to broadly accept the proposed timeline, but with some provisos.

- a) The survey in October/November (repeated or extended in January/February as necessary) should focus on gauging teacher capacity and desire for revisions.
- b) Any revision must take into account the Real People, Real Faith films and allied work. A proposal to include some exemplification of the syllabus referring directly to the films was supported.
- c) The results of the survey(s) would inform the next steps, and if it were necessary or deemed wise because of teacher capacity, we could consider extending the review period over three rather than two years.

There was also discussion about whether £900 per year per SACRE would be sufficient funding. It appears that each SACRE contributed £1700 per year last time. It was felt that in current circumstances, if we could run the revision on the proposed £10,800 over two years, it would be manageable for SACRE budgets, as some SACREs and LAs are more cash strapped than others. For a final decision to be made about costs, SACREs and the hub would need to know how much revision for the syllabus was required, and whether it would be in electronic form only, or whether there would be printed copies available. The amount spent on design would also need to be considered, as the

current syllabus lacks the professional appearance of some others. Using the full amount each year would mean that SACRE needs to devote most of its time and effort to the syllabus, not leaving capacity for additional work.

There was also discussion about the decisions that individual SACREs would need to make. Hub members were asked to take the above proposals to their SACREs for the first meeting of the year or agree in principle ahead of that if meetings take place later than mid-October.

SACREs need to agree in principle to continuing to collaborate on the syllabus.

They need to agree to the funding proposal.

It was suggested that some SACRE time looking at different recent agreed syllabuses across the country might be instructive. Two per SACRE seems reasonable and ideas can be pooled.

It was also suggested that the Agreed syllabus should aim to be compatible with the widely used Understanding Christianity resource (produced by RE Today), but that the syllabus should not be too closely tied to it, as for many schools three days of training and the cost of the resource makes it prohibitive. Discounts are available to community schools, but the training is still essential as the resource is not available without it.

#### **Decisions:**

AH, DR and AA to meet to decide on the questions for the survey and the platform to be used. (Meeting scheduled for 09/09/21)

Survey to go to hub for approval asap

Survey to be launched early to mid-October, but closing date extended to 12 November.

Hub to meet in early December when survey data processed and available (Tuesday 7 December TBC)

#### **Item 2 the survey questions**

DR offered the following questions as a starter:

1. To what extent is your school's provision for RE based on the current Agreed Syllabus?
2. Please give a brief explanation for your answer above
3. What do you like about the current Agreed Syllabus?
4. Are there any specific changes you would like to see in a new Agreed Syllabus?
5. Are there any other comments about the Agreed Syllabus you would like to make?
6. What do you think the aim of RE should be?
7. If a new Agreed Syllabus is developed, what support would you find helpful? (Tick all that apply)
8. Would you be interested in providing further input into the development of the Agreed Syllabus?  
If yes, please provide your name and email address

There was general agreement that these were heading in about the right direction, but that we needed to keep the focus to teacher capacity. AH has additional questions and these will be discussed at the meeting on Thursday.

#### **AOB**

Update on Filming:

Catholic film has been produced, but not yet received in question episodes. AA to chase.

We are close to getting the money from Reading Faith forum for the next batch of filming; if we get this this will mean that the project can continue, despite hub devoting itself to the syllabus review.

Meeting closed at 5.10 pm